

UNARMED RESPONSE TO SCHOOL ACTIVE SHOOTER EVENTS

Presenter's Notes

While the Indiana State Police and Dr. Richard Hogue of Hogue & Associates, Inc. have made every effort to ensure the accuracy of this information, no guarantee of accuracy or completeness is offered or implied. The Indiana State Police and Dr. Richard Hogue Ed.D. of Hogue & Associates, Inc. do hereby specifically disclaim any liability to any person or entity for alleged harm or damages resulting from the use or misuse of the information contained herein.

Dr. Richard Hogue, Ed.D.

January 3, 2018





EXECUTIVE SUMMARY

This slide presentation is offered as a free guide to school corporations in evaluating current active shooter prevention and response programs, and in developing the same.

This information is not intended to comprise a complete program for preventing and responding to an active shooter event, nor is it meant to serve as a substitute for expert advice provided by local law enforcement, as well as medical, psychiatric and legal personnel.

The Unarmed Response to an Active Shooter program is a change in the traditional paradigm for responding to an active shooter event. This program's focus is to provide prevention strategies and response options, so that students, teachers and staff have an increased chance of survival if faced with an active shooter event. Exercising these options may increase the security of students and staff while awaiting law enforcement arrival.

This program serves the following objectives:

- Define and Explain the ISP Active Shooter Concept
- Examine Current and Historical Trends and Data
- Examine the Development of the Active Shooter in the School Setting
- Discuss Prevention, Preparedness, and Response Options
- Describe the Indiana State Police Nonlinear Response Model
- Review Evacuation, Reunification & Recovery Information

While the Indiana State Police and Dr. Richard Hogue of Hogue & Associates, Inc. have made every effort to ensure the accuracy of this information, no guarantee of accuracy or completeness is offered or implied. The Indiana State Police and Hogue & Associates, Inc. do hereby specifically disclaim any liability to any person or entity for alleged harm or damages resulting from the use or misuse of the information contained herein.



Table of Contents

| | |
|---|-----------|
| <i>Slide #1: Indiana State Police Presents “Unarmed Response to Active Shooter Events”</i> | <i>1</i> |
| <i>Slide #2: Disclaimer</i> | <i>1</i> |
| <i>Slide #3: Program Objectives</i> | <i>2</i> |
| <i>Slide #4: Active Shooter: Indiana State Police Definition</i> | <i>4</i> |
| <i>Slide #5: Virginia Tech Pictures</i> | <i>4</i> |
| <i>Slide #6: Incident Frequency 2000-2016 (June)</i> | <i>5</i> |
| <i>Slide #7: Location Categories 2000-2013</i> | <i>6</i> |
| <i>Slide #8&9: Historical Overview to Illustrate the Scope of the Attacks</i> | <i>6</i> |
| <i>Slide #10: The Scope of the Active Shooter Events (News Clips)</i> | <i>7</i> |
| <i>Slide #11: Development of the Shooter</i> | <i>7</i> |
| <i>Slide #12: Prevention by Utilizing Early Warning Behaviors or Indicators</i> | <i>9</i> |
| <i>Slide #13: What Do We Do with Concerns?</i> | <i>12</i> |
| <i>Slide #14: Prevention-Preparedness-Response: Examples of Administrative Responsibilities</i> | <i>13</i> |
| <i>Slide #15: Situational Awareness: The Individual’s Responsibility</i> | <i>16</i> |
| <i>Slide #16: When you are not aware of your surroundings, bad things happen!</i> | <i>17</i> |
| <i>Slide #17: Using Information To Guide Our Response</i> | <i>17</i> |
| <i>Slide #18: Key to Keeping Your Kids Safe is Preparing Yourself to Act!</i> | <i>18</i> |
| <i>Slide #19: The Nonlinear ISP Response Options</i> | <i>18</i> |
| <i>Slide #20: Option to Escape</i> | <i>20</i> |
| <i>Slide #21: Option to Escape</i> | <i>21</i> |
| <i>Slide #22: Option to Lockdown</i> | <i>22</i> |
| <i>Slide #23: Option to Lockdown</i> | <i>23</i> |
| <i>Slide #24: If the classroom is being breached: Option to Fight</i> | <i>23</i> |
| <i>Slide #25: Active Shooter Video</i> | <i>25</i> |
| <i>Slide #26: School Bus Safety</i> | <i>25</i> |
| <i>Slide #27: The Indiana State Police Nonlinear Model Applied to a School Bus</i> | <i>26</i> |
| <i>Slide #28: Know and understand your options on a school bus</i> | <i>30</i> |
| <i>Slide #29: Know and understand your options on a school bus</i> | <i>31</i> |
| <i>Slide #30: School Bus Drivers Unarmed Response Training Video 1</i> | <i>32</i> |
| <i>Slide #31: School Bus Drivers Unarmed Response Training Video 2</i> | <i>32</i> |

UNARMED RESPONSE TO SCHOOL ACTIVE SHOOTER EVENTS



| | |
|---|-----------|
| <i>Slide #32: Law Enforcement Arrival</i> | <i>33</i> |
| <i>Slide #33: Reunification Considerations: Suggestions to strengthen your program!</i> | <i>34</i> |
| <i>Slide #34: Active Shooter Practical Experience (Optional)</i> | <i>35</i> |
| <i>Slide #35: Sample Agenda for Administration's Discussion & Planning Safety Meeting</i> | <i>36</i> |
| <i>Slide #36: Indiana State Police Contact Information</i> | <i>39</i> |



UNARMED RESPONSE TO SCHOOL ACTIVE SHOOTER EVENTS

Presenter's Notes

SLIDE #1: INDIANA STATE POLICE PRESENTS “UNARMED RESPONSE TO ACTIVE SHOOTER EVENTS”

Notes:

In the initial slide, the Indiana State Police presenter will underscore **that this program does not provide all the answers. This free program must only be viewed as a supplement to the overall “Safety Program”. No guarantee is offered or implied. The presenter will emphasize that this program does not represent a complete and “Comprehensive Safety Program”. This program is offered to provide “prevention strategies” and “response options” that may assist school community members in preventing and or responding to an “Active Shooter Event”.**

The Indiana State Police Department believes strongly that prevention is always preferable to response. However, they do understand that individuals must also be prepared to respond to the unthinkable. With that in mind, the Indiana State Police Department is **offering suggestions** on prevention strategies and response options, which if exercised, may improve the chances of preventing and or surviving an **“Active Shooter Event”**.

It is important to note that this programs deals with prevention and response options for the “unarmed” individual caught in one of these horrific events. **It is important to underscore that this program offers options rather than foolproof strategies.**

SLIDE #2: DISCLAIMER

This slide presentation is offered by the Indiana State Police Department as a **free resource** to school corporations. This information may assist schools in developing “active shooter” or “active attacker” programs. It may also serve as a **resource for developing current “active shooter” prevention and response programs.**

This information is not intended to comprise a complete program for preventing and responding to an active shooter event, nor is it meant to serve as a substitute for expert advice provided by local law enforcement, as well as medical, psychiatric and legal personnel.



While the **Indiana State Police Department** is solely responsible for the content of this presentation and the Department has made every effort to ensure the accuracy of this information, no guarantee of accuracy or completeness is offered or implied. The **Indiana State Police Department** and **Hogue & Associates Incorporated** do hereby specifically disclaim any liability to any person or entity for alleged harm or damages resulting from the use or misuse of the information contained herein.

Notes:

Unfortunately, ISP presenters must make it abundantly clear that this **free program offers no guarantee of preventing an “Active Shooter Event”, nor does the program represent a “Comprehensive School Safety Program”**. Specifically, the program does not take the place of developing a **“Comprehensive Safety Program”** that addresses the risks identified by a **“Comprehensive Risk, Vulnerability or Threat Assessment”**.

SLIDE #3: PROGRAM OBJECTIVES

- Define and Explain
 - The **ISP Concept** of the **Unarmed Response** to an **Active Shooter Event**
 - The **ISP Definition** of an **Active Shooter/Active Attacker**
- Examine Trends, Data, Historical Review
 - We will use the data to bring the threat of an **“Active Shooter”** into **focus!**
- Examine the Development of the Active Shooter in the School Setting
 - Potential **“Causal Factors”**
 - Prevention by Recognizing **“Early Warning Behaviors”**
 - Prevention: the Role of the Intervention Team
- **The Indiana State Police Nonlinear Response Model**
 - Application of the **“ISP Response Model”** in the Instructional Setting and on a School Bus
- **Evacuation, Reunification, Recovery Information**

Notes:

The “ISP Concept” of the “Unarmed Response” to an Active Shooter

The **ISP Unarmed Response** to an **“Active Shooter” Event** program is focused on **“Prevention Strategies”** and **“Response Options”** for unarmed individuals caught in an **“Active Shooter/Attacker Event”**.

This program focuses on prevention strategies and response options that may assist unarmed individuals in staying safer if caught in an **“Active Shooter Event”**.



Define and Explain the Concept of the Active Shooter

The Indiana State Police definition of an “Active Shooter” encompasses an attack from a broad spectrum of weapons. As “active shooter attacks” and methodologies evolve, so must our expectations evolve with respect to the kinds weapons that may be utilized by those perpetrating these horrific events. **Most attacks have been carried out with firearms, but unfortunately a broad array of potential weapons are available to those that attack our campuses.**

A cursory overview, of the data in recent active shooter events, is provided. It is clear that these events are on the increase. Unfortunately, the statistics demonstrate that our campuses stand as one of the most likely sites for an “**Active Shooter Event**”.

The Indiana State Police Department feels strongly that prevention is preferable to response. With the emphasis on prevention, the ISP Model sets out behaviors that may assist in the early identification of potential “active shooters”. With that in mind, a few basic strategies for early intervention will be discussed. Key to prevention is the establishment of an “**Intervention Team**” or “**Teams**”. Early warning behaviors will be examined and the role of the “**Intervention Team**” will be defined.

Although the Indiana State Police Department prefers prevention, it is clearly understood that many “**Active Shooter**” events cannot be prevented. As a result, the **Indiana State Police presentation will provide information on both “Prevention Strategies” and “Response Options”**.

The “ISP Model” takes the traditional Run, Hide or Fight Model and expands upon it. Simply, “Prevention” has been added to the frontend of the traditional “Run, Hide or Fight Model” and each step in the model has been dramatically expanded to provide additional and specific options.

Perhaps one of the most important changes to traditional Run, “Hide or Fight Model”, may be found in the fact that the ISP Model is not linear. The steps in the ISP model may be exercised in any order. ***Again, the ISP Model is nonlinear!***

Typically, “**Active Shooters**” in schools do not develop in a vacuum. Most often others know. Armed with this information, the Indiana State Police Department stresses that everyone needs to be educated and vigilant on the potential “**Early Warning Behaviors**” of developing “active shooters”.

The program provides directions on how victims must behave and present themselves to arriving law enforcement. **Victims** should attempt to do everything conceivable to be as **nonthreatening as possible**. Arriving law enforcement has only a split-second to determine if the individuals they encounter in an active shooter event are threats.



Finally, suggestions on the “**Evacuation, Reunification and Recovery Process**” will be briefly discussed.

SLIDE #4: ACTIVE SHOOTER: INDIANA STATE POLICE DEFINITION

- “One or more subjects who participate in a random or systematic attack demonstrating their intent to continuously inflict death or serious bodily injury on another person or persons. For the purpose of this policy, the “active shooter” may carry out the attack by utilizing a variety of weapons and delivery systems. **The array of weapons and delivery systems that may be utilized in an attack include but not limited to firearms, knives, clubs, explosives, etc.**
- **Given the trends in attacks worldwide, we fully expect to see more attacks utilizing airborne and or motorized vehicles!**

Notes:

Most active shooters in schools have utilized firearms. However, we anticipate that “**school shooters**” may utilize a broader spectrum of weapons in the future. Most often, one of the main goals of these individuals is to create as much carnage as possible. With that goal in mind, we anticipate that attackers may very well seek additional weapons to carry out their attacks and create their desired carnage. World trends seem to indicate that **vehicles, explosives and chemical weapons may soon be added** to the arsenals of those that attack our public places.

SLIDE #5: VIRGINIA TECH PICTURES

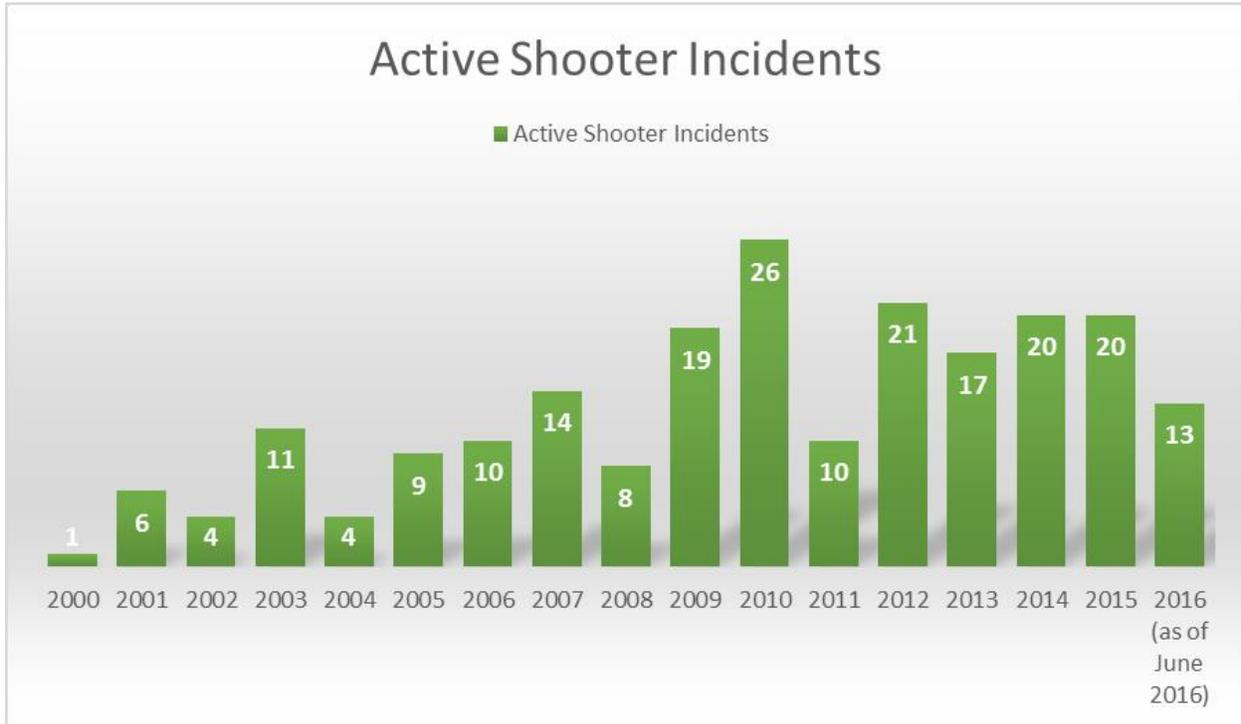
Notes:

When we speak of the extreme that individuals may go to satisfy the sense of belonging, being a part of the group and or being recognized, we may want to focus the audience’s attention on the unfathomable loss that an “Active Shooter Event” inflicts.

It is important to provide a point of reference to assist everyone in understanding the unimaginable loss inflicted by an active shooter event. Parents, educators and patrons will all relate to the horrific loss exhibited by this slide. Parents, school community members and our nation suffered an unfathomable loss in the appalling tragedy represented by this slide--**the Virginia Tech tragedy.**



SLIDE #6: INCIDENT FREQUENCY 2000-2016 (JUNE)



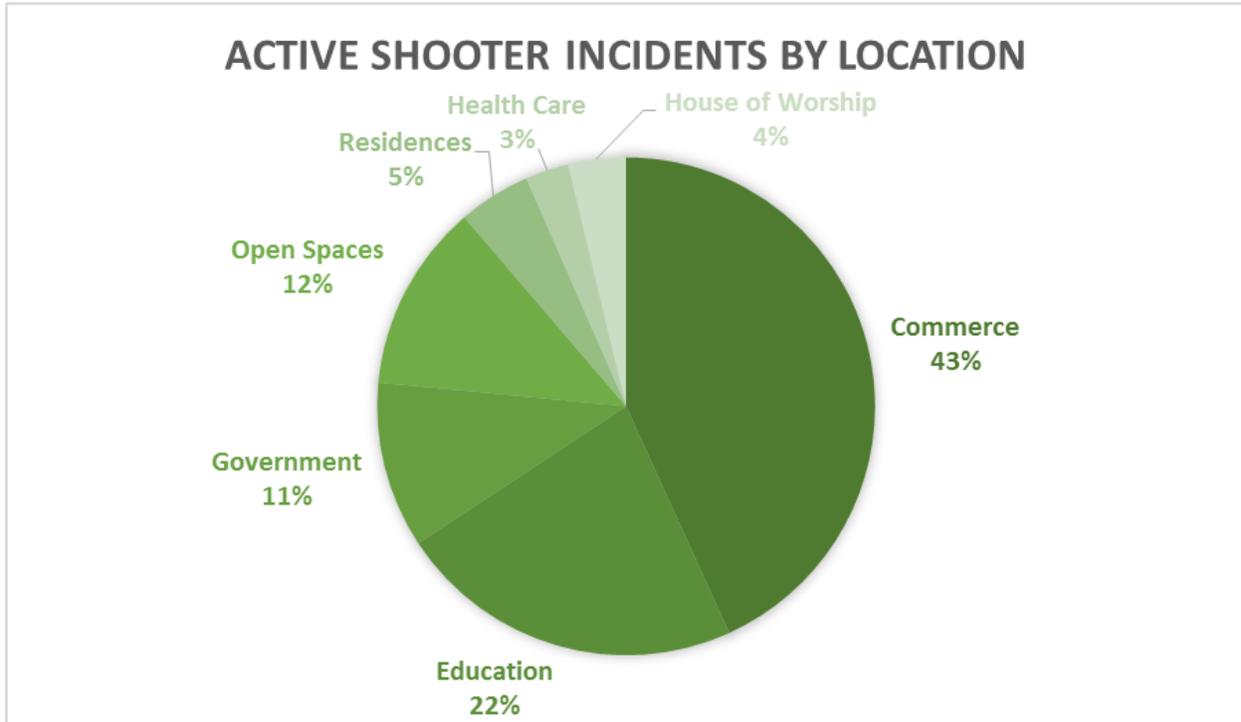
Notes:

The “Incident Frequency Chart” *clearly demonstrates that these event are not declining. In most cases, the events are on the increase in our nation.* This chart should underscore that the problem is not an anomaly. Unfortunately, it may very well represent the current norm in our country.

ISP can offer no guarantee but we feel compelled to make every effort to make our schools as safe as we possibly can.



SLIDE #7: LOCATION CATEGORIES 2000-2013



Notes:

This chart underscores that fact that schools rank at the very top of environments most likely to experience an “Active Shooter Event”.

SLIDE #8&9: HISTORICAL OVERVIEW TO ILLUSTRATE THE SCOPE OF THE ATTACKS

| Year | Location | Casualties |
|------|--------------------------------|-----------------------|
| 1974 | Brownstown, IN | AD/AP Killed |
| 1997 | Pearl, MS | 3 Killed, 7 Injured |
| 1997 | Paducah, KY | 3 Killed, 5 Injured |
| 1998 | Jonesboro, AR | 5 Killed, 10 Injured |
| 1998 | Springfield, OR | 2 Killed, 23 Injured |
| 1999 | Littleton, CO | 13 Killed, 24 Injured |
| 2002 | Red Lake, MN | 10 Killed, 7 Injured |
| 2007 | Blacksburg, VA (Virginia Tech) | 32 Killed, 17 Injured |
| 2008 | DeKalb, IL | 5 Killed, 21 Injured |
| 2011 | Martinsville, IN | 1 Injured |
| 2012 | Newtown, CT (Sandy Hook) | 26 Killed, 2 Injured |
| 2014 | Marysville, WA | 5 Killed, 3 Injured |



Notes:

These charts provide a cross section of school shootings across our nation. It should be stressed that the charts demonstrate these shootings may occur in any environment and in any area of our country.

Brownstown Central will not be on most educator's radar. It was a horrific event as was the Martinsville shooting. It is important to note that Indiana schools had an issue with extreme violence forty years ago in Brownstown and again in Martinsville in the much more recent history. Both were single victim crimes **but could have easily escalated.**

Again, these charts underscore that no area of our country is immune from a school shooting. This ISP program does not have a magic solution that can provide guaranteed protection against an "active shooter event". However, prevention strategies and response options will be discussed that may improve the chances of preventing and or responding more appropriately to an active shooter event.

SLIDE #10: THE SCOPE OF THE ACTIVE SHOOTER EVENTS (NEWS CLIPS)

Notes:

These news clips provide several points of interest. They serve to reemphasize the random fashion in which these events occur. In addition, the presenter may wish to point out that in the media's rush to report on these events, they often report inaccurate information.

The accurate information in these events often comes from the law enforcement spokesperson.

A common refrain of members of the school community is, "I just never thought it would happen here!" It critical that to note that **a common view is that "active shooter events happen elsewhere but not where we live!"**

SLIDE #11: DEVELOPMENT OF THE SHOOTER

Schools sometimes develop a "**Social Stratification System**" that excludes individuals from the "group" for a variety of reasons:

- This "Exclusion" may result in the "**alienation of individuals that just do not fit in**".
- The **alienated individuals develop an overwhelming need to belong, to be recognized or simply to fit in.** They desperately seek recognition from their peer group.
- These "**satellite**" individuals often act as a "**lightning rod**" for teasing, hazing, shunning, bullying, etc. from the school population to which they desperately wish to belong.



- The **sense of rejection, alienation & the overwhelming desire to belong begins to transform into a desire to punish those that they hold responsible for their isolation.**
- They **seek a solution to their alienation** and develop an overwhelming desire to belong.
- The horrific act of a **"School Attack" begins to come into focus as a potential solution.**
- They may see a **"School Attack" as a means to get even and an avenue to attain the notoriety & attention garnered by previous shooters.**
 - **A school attack will bring recognition, attention and an avenue to punish those they view responsible for their plight.**
 - And, the **"school target" is soft with a congregation of those they seek to punish.**

Notes:

It goes without saying that **even the best "school days" can be difficult at times.** The need to be accepted or fit in is a strong determinant in the developmental process. From early elementary school, individuals strive to belong, to be recognized and or be a part of the "group". If individuals are excluded from the "group" often self-esteem and or self-concept suffers. This alienation may very well be magnified by hazing, teasing or in the extreme bullying. Often being the "odd person out" invites more intense bullying or teasing and the alienation becomes more ingrained.

As individuals seek to belong the need for recognition may become an obsession. These individuals may seek a means to garner that recognition by extreme behavior. In addition, the desire to strike back at those perceived to be responsible for the alienation grows.

Adolescents may fantasize about getting even and attaining the recognition they so desperately desire.

It is not uncommon for adolescents to fantasize about "getting even".

These fantasies may even have a violent focus. However, **typically the fantasy is just that, a fantasy and it does not typically become an obsession.**

However, in extreme situations, the threat begins to progress when the **"developing shooter" begins to see a violent act as a realistic avenue to "getting even"**. Shooters may develop when the fantasy becomes an obsession and develops into a plan to strike back at those they hold responsible for their mistreatment.

Overtime the mental images of the fantasy become more detailed and they begin to focus on individuals that they perceive have wronged them. **They begin to plan and the fantasy becomes their reality.**

In addition, developing shooters often see the recognition heaped on past shooter. **In the search for elevating their self-esteem they fantasize about duplicating a school attack in hope of attaining the notoriety and recognition they seek.**



Often “school shooters” are motivated by the “active shooters” before them. **As we study “school shootings”, the importance “shooters” place on being accepted, recognized and validated becomes clearer.** We begin to see the extent to which these individuals will go to become acknowledged and recognized within their “social caste system”.

As we consider these factors from a collective perspective, a more concise image of the potential school shooter or attacker comes into view. We see an individual that views herself or himself as an outsider. The individual believes that he is not accepted or acknowledged by his peer group. The “developing attacker” has internalized the belief that he has been wronged by the group to which he desperately wishes to belong. **With this in mind, a solution is developed by which he will gain notoriety and revenge in one horrific act committed against a soft and highly populated target (the school setting).**

The fantasy and planning stages represent the best times for prevention through identification and intervention.

SLIDE #12: PREVENTION BY UTILIZING EARLY WARNING BEHAVIORS OR INDICATORS

School Shootings typically do not happen impulsively, spontaneously and or without warning!

Shooters:

1. Depression and Emotional/Mental Health issues
(**Underscore: *Not all emotionally challenged individuals become shooters.***)
2. Feelings of Being Rejected, Isolated, Bullied or Committing the Bullying
3. Alienation from the social group often results in extreme behavior.
4. Indications of Extensive Planning
5. Fascination & Obsession with past AS events
6. Accumulation of Weapons
7. Communication of Intent to Peers

A Prevention Key:

Train Members of the School Community, especially members of the “**Intervention Team**” on the Early Warning Behaviors set out above.

It is important to note that this is a process.

Recognizing the Development Process is Key to Prevention!”



Notes:

It is important to underscore that school shooters **do not happen impulsively** (as often reported). These individuals typically **develop over a period of time**. They **plan extensively** and more importantly they **plan in plain sight**.

One of our best opportunities to prevent an “active shooter” attack is to **identify** the individual or individuals that are in the **planning phase of the attack**. If we educate our school community on the “**Early Warning Behaviors and Indicators**”, we may be able to **prevent** an “active shooter” event.

These individuals **share their intent** with others. They frequently **make charts, diagram and plans**. They study earlier “active shooter” attacks. They often hold a fascination for previous “Active Shooter Events”. Because they are so enamored or captivated with the actions of previous shooters, they **often talk freely about the exploits of earlier shooters** for which they hold in high esteem.

Potential shooters may suffer from serious emotional issues. These individuals frequently **become withdrawn** and **seek recognition or validation** via **extreme conduct**. Individuals that are **hazed, bullied** and or **mistreated** may **seek an avenue to strike back** at those they perceived to have wronged them.

Unfortunately, being “**out of step**”, “**odd**”, etc. may often serve as a lightning rod for treatment that **increases** the **alienation** of these individuals and **intensifies** the **need** to be **recognized** and the **desire to strike back**.

Underscore: *Perception is often the shooter’s reality.*

This is not to suggest that all individuals struggling with mental illness become “active shooters or active attackers”.

Individuals that are mistreated or perceive themselves to be mistreated may develop the need to strike back at those they perceive to have wronged them. Intervention may very well be needed to provide emotional support and or counseling for these individuals to prevent an escalation into an active shooter event.

School shooters often **accumulate a large cache of weapons and ammunition**. They **frequently practice** and **become proficient** in the **use of these weapons**. They often have a **fascination for weapons of all types**.

It is important to underscore that these individuals often plan, stockpile weapons, share intent others, etc. prior to carrying out these horrific events. **The planning phase is our best chance to prevent these attacks.**



We may be able to prevent an attack, if we educate members of the school community on the “**Early Warning Behaviors**” and underscore that **attackers often plan in plain sight**.

School community members often do not know how and where to report concerns. It is **critical for administrators to develop and publish a procedures/tools for reporting concerns**. The tools to report concerns (to the Intervention Team) must be **easy to access** and **available to all members** of the school community.

Simply, the reporting tool should be **anonymous** and **easily accessible to all members** of the school community. Procedures for directing the information to the appropriate resource (administration, law enforcement, counseling professionals, etc.) should be established.

We want to underscore that ***individuals suffering from mental health issues and depression do not always become active shooters!*** The characteristics set out above are **simply behaviors that may signal the need for an early intervention**. If individuals exhibit **several** of the **characteristics**, the need for an **intervention becomes more urgent**.

One key is to look for individuals exhibiting several of the issues set out above. The development of an “**Intervention Team**” is a critical component because the team serves as a **resource for communicating and obtaining assistance** for individuals that may be suffering from some of the issues set out above.

Often, “**potential threats**” plan extensively and share their intent with others. It has been suggested that these individuals will **go to extremes to receive any type of recognition** to bolster their diminished “self-esteem” or “self-image”. That extreme may manifest in an “active shooter event”. It is a desperate act but these individuals are sometimes in a **very distressed state**.

The intense desire for attention may manifest in disturbing social media postings, drawings, writings, comments, dress, bragging, etc. It is not uncommon for fellow students to be aware of this disturbing behavior. These individuals often share the details of the event they are planning. They have viewed the attention received by previous shooters and they want the same. Simply, they seek that attention and the popularity they believe they will garner by committing or duplicating a horrific event.

They begin to bring their plans into fruition and accumulate large quantities of weapons. At this point the attack is imminent.



SLIDE #13: WHAT DO WE DO WITH CONCERNS?

The Development an Intervention Team

1. Select a **Cross Section of Members** from the “**School Community**”
2. Train the “**Intervention Team Members**” on their Role & the Purpose of the “**Team**”
3. Train Members on the “**Early Warning Behaviors**”
4. In a large building, **more than one “Team”** can be utilized.
5. Train Members on “**Available Resources**” in the “**School Community**”
6. Train “**Intervention Team Members**” on how to **process concerns** to the appropriate “**School Community Resource**”

Note: **Intervention Team Members** may serve as a vehicle to **collect** and **conduit** to **convey information** to the **appropriate resource**.

Notes:

The development of a functional “**Intervention Team**” stands as one of the components most often left out of the “**Comprehensive Safety Program**”. The team should include a **cross section of members** from the school community (i.e. *students, instructional staff, parents, patrons, administration, law enforcement, SRO, School Safety Specialists*, etc.).

Unless they are **sworn law enforcement** or **trained health care** professionals, members of the “**Intervention Team**” must understand that they **are not expected** to serve as law enforcement or trained psychotherapist, etc. They may serve a role as simple as offering their thoughts on a particular issue or providing insight into the group they represent. However if they do bring skills (sworn law enforcement, trained/licensed psychotherapists, etc.), their service may very well serve to strengthen the resources of the team.

The “**Intervention Team**” plays a **key role in prevention** by serving the functions of **early identification, early assistance** and **continuous monitoring**. The “**Intervention Team** or **Committee**” plays a **critical role** in assisting with the **monitoring** of the **student population** and well as the **workforce**. By including a “**cross section**” of individuals from the “**School Community**”, you may be better able to **identify individuals** in the “**School Community**” **in need of intervention**.



SLIDE #14: PREVENTION-PREPAREDNESS-RESPONSE: EXAMPLES OF ADMINISTRATIVE RESPONSIBILITIES

- Immediately, Make Armed, Uniformed & Academy Trained Law Enforcement Visible on All Campuses
- Select, Modify, Apply a Threat Assessment Tool that Meets the Unique Needs of Each Campus (i.e. School Community, ECA Area, Board Room, Instructional Area, etc.)
- Develop a Safety Plan that Addresses the Risks Identified by the Assessment
- Communicate the Safety Plan to All Members of the School Community
- Secure the Perimeter of the Campuses and Provide the Hardware to Secure Each Building Perimeter, Classroom, Safe Room, etc. (Develop an Access Control Plan)
- Empower the Staff to Sound the Alarm and Provide the Means to Do So
- Establish Critical Leadership Positions (Safety Coordinator, SRO, Safety Specialist, etc.)
 - Create Job Descriptions and Train Each Critical Leader on Their Responsibilities
- Develop Critical Safety Committees and Train Members on Their Responsibilities
 - I.e. District Safety Committee, Building Safety Committee, Intervention Team, Crisis Management Teams, etc.
- Develop an **Education, Implementation and Testing Program** for the Comprehensive Safety Plan
 - Include All Members of School Community in the Process
 - Continue to Modify the Safety Plans at Each Campus Based on the Needs Identified by the Testing and Training Programs (i.e. the Results of Drills, Debriefing Reports, etc.)
 - Develop Prevention, Response, Evacuation, Reunification & Recovery Procedures

Notes

As presenters travel throughout Indiana visiting schools, one of the most often asked questions is, **“What is one of the most effective deterrents to attacks on our campuses?”** The most frequent response from **Indiana troopers** is, **“Bring “Academy Trained”, armed and uniformed law enforcement onto your campuses and make them visible”**. Nothing is a guarantee against an attack, but **trained and highly visible law enforcement** in the opinion of the ISP is one of the **best safeguards against an assault**. The individuals that carryout these attacks are **looking for soft targets**. They are looking to create as much carnage as possible. **Rarely** are they **looking to shoot it out with a trained and armed law enforcement officer** before they have a chance to take helpless victims.

It is important to **start the safety planning process by conducting a risk, vulnerability or threat assessment**. A key to doing this is to **train those that will select** the instrument and remind them that **they must modify the assessment tool** as well as the **assessment process to meet the unique needs** of the school community.



Students, parents, instructional staff, administration, support staff and patrons know their school community better than anyone. Once they have been trained on their task, role and expectations, they will be valuable assets in the assessment process.

Communication of the task at hand is critical to educating the members of the school community. Creating a **mission statement** that is **easily understood** and that is accompanied by a **clear strategy** to bring that mission to fruition is critical.

Develop a “safety” staff structure that is sufficient to conduct the assessment and implement the “Comprehensive Plan”.

Some **examples** of basic concepts to keep in mind:

- Visible Law Enforcement
 - One of the single most important components of a “Comprehensive Safety Program” is to establish, increase and maintain the presence of “Highly Visible”, “armed” and “Academy Trained” law enforcement. The process of making law enforcement visible includes extracurricular events, classroom presentations, service on committees, etc.
 - ◇ Include law enforcement in the “Risk Assessment”, “Vulnerability Assessment” or “Threat Assessment” processes.
 - ◇ Include law enforcement in developing strategies to address the risks identified by the “Risk Assessment Process”.
 - ◇ Include law enforcement in training
 - ◇ Include law enforcement in developing drills to test and modify the overall safety program
 - ◇ Include law enforcement on the intervention team
 - ◇ Train all safety teams members on the “Comprehensive Safety Plan”, their role and purpose on committees/teams
 - ◇ Select a cross section of school community members to participate on the Safety Committees/Teams
 - Member of the school community know their educational environment better than anyone (take advantage of that knowledge).
- Safety Plan May Address
 - The Risks Identified in the Assessment
 - ◇ The “Safety Plan” must address the risks identified by the “Risk Assessment”.
 - Perimeter Security
 - ◇ Securing the “grounds” is a critical step in developing a secure campus.
 - Securing the Classrooms, Offices, safe rooms, etc.
 - ◇ Administration must provide the hardware to rapidly secure the doors to classrooms, offices, safe rooms, etc.
 - Training and Drill Programs to Test the Plan
 - ◇ All Members of the School Community must:



- Know the overall safety plan
- Know their specific role in plan
- Debriefing Reports
 - ◇ Utilize “debriefing reports” to identify strengths and weakness
 - ◇ Modify the plan based on the suggestions garnered from the debriefing reports (i.e. describe the incident or drill, state what worked, state what did not work, state what recommendations you would make to increase the effectiveness of the safety plan)
- Response Options
 - ◇ Remember “Response Options” are options. Each individual needs to understand that “Response Options” are not absolutes. Individuals must be aware of the spectrum of options and apply the “options” that best fit the circumstances of the crisis event.
- The Identification & Preparation of Safe Areas
 - ◇ Administration must develop the operational rules that govern the safe room (i.e. who is in charge, who makes critical decision for the group, etc.)
 - ◇ Maintain secure areas that have solid and rapidly lockable doors
 - ◇ Identify equipment that can easily moveable to secure the doors
 - ◇ Maintain an emergency kit that can support the individuals that will occupy the safe area
 - Establish the content of the kit with the help of medical professionals, EMT, etc.
 - Remember to include basic nutritional staples (water, food, etc.)
 - Include basic first aid supplies, and instructions
- Evacuation Plans, Paths and Sites
 - Predetermine the security of an evacuation site
 - “Emergency Evacuation” plans must have primary and secondary routes to primary and secondary sites. Remember your goal is a secure path to a predetermined safe area.
 - Rehearse the Evacuation and Reunification Process
 - Evacuation kits must be developed that are transportable and include information that will facilitate the care and reunification process.
 - ◇ Emergency Kits must be tailored/modified/developed to meet the specific needs of the individuals the kit is intended to support.
 - Special Needs Students, students with “unique health” needs, staff with “unique health needs”, etc.
 - ◇ Evacuation kits must include nutritional supplies that can support the population evacuated.
 - ◇ Medical supplies and basic first aid information
 - Student Health Records May Be Sealed (Opened only in an Emergency)
 - ◇ Emergency Kits must have a “reunification package”
 - Updated Student Roster



- “Guardian Contact” information with guardian designated backup contacts
 - Reunification Cards (Student Information cards)
 - Copy of the Safety Plan
 - Release Authorization Cards Sign Out Cards

SLIDE #15: SITUATIONAL AWARENESS: THE INDIVIDUAL’S RESPONSIBILITY

Situational Awareness:

1. May be defined as **living in a state of heightened awareness**.
2. Occurs when you are **aware of the external stimuli around you**.
3. Has been defined as **living with a healthy degree of suspicion**.

If you are situationally aware:

1. You may be **able to recognize threats before they occur**.
2. You may **improve your ability to analyze threatening situations**.
3. You may **improve your chances of avoiding potential threats**.
4. You are better able to **make choices based on information** rather than emotion.

Notes:

Simply, “**Situational Awareness**” occurs when you are **aware of your surroundings**. As we go through our daily lives, we witness situations that underscore that many individuals progress through their daily lives unaware of what is going on around them. Most everyone will experience the frustration of having to dodge individuals on the sidewalk as they view, talk, text, etc. on their cellphones as they walk. It should come as no surprise that texting while driving stands a leading cause of traffic accidents. As we shop at the mall, dine at a restaurant, visit the theater, etc. we typically are not aware of the potential threats that may surround us.

If we are aware of the external stimuli (what is going on around us), we will be better able to recognize, analyze and respond more appropriately to potential threats. If you are unaware of your surroundings, you are more likely fall victim to one of the most often responses to a crisis situation: “**Freezing in Place**”!

Freezing in place is a very typical response to a shocking or horrific event. **Without awareness, preparation, planning and practice, our chances of responding appropriately diminish.**



SLIDE #16: WHEN YOU ARE NOT AWARE OF YOUR SURROUNDINGS, BAD THINGS HAPPEN!

Notes:

This video simply illustrates that “bad things” can happen, if we are not aware of our surroundings. It also provides a break in the lecture or presentation. Hopefully, the slide provides an opportunity to **underscore** that often **we live our lives unaware of external stimuli**. Common behavior is to be unaware of threats that may surround us.

It takes **effort** to be **aware of what is going on around us**. Some research suggests that we often see what we expect to see. Sharpening our awareness and perception are valuable tools in becoming more situationally aware. Again, we are much more likely to respond appropriately if we are aware, prepared and drilled on the response options available to us. Selecting the appropriate option comes when we know our options, analyzing our surroundings and apply the most appropriate response in light of the external stimuli.

SLIDE #17: USING INFORMATION TO GUIDE OUR RESPONSE

The Data on Active Shooter Attacks Suggest:

1. The **attacks are brief in duration** (often only 5 minutes)
2. The **attacker is opportunistic**
3. The **attacker takes victims as they are encountered**
4. The **attacks often progress randomly**
5. The **attacker’s goal is to take as many victims as quickly as possible**
6. The **attacker often ends the event by take his own life**

The ISP goal is to **take action** and **stay out of contact with the attacker** by using the ISP Response Options!

Taking no action and **freezing in place** is a **common response** to a horrific event. However, if we are **prepared mentally**, our chances of **taking the appropriate action** (in light of the external stimuli) may **dramatically increase!**

Notes:

It is important to underscore that “active shooter events” are often **brief in duration**. Most often the **attacks last approximately five minutes**. The attackers are **looking for soft targets**. Usually, these **opportunistic threats take victims as they are encountered**. As the event progresses the **attack may take on a random nature**. Typically, the **attacker’s goal is to take as many victims as possible** while taking them as quickly as possible. The event frequently ends with the attacker taking his own life.



Because these **events occur rapidly**, it is **critical** to be able **quickly** to **secure classroom doors rapidly**. Classrooms must have the **appropriate hardware to secure the doors quickly**. Specific rules and procedures for securing classrooms and barricading the doors should be basic components of the school safety plan.

Help is typically on the way. We want to underscore that a **response goal is to take action**. By exercising one of the “Response Options”, you are seeking to **stay out contact with the attacker**. This action will provide the critical time for law enforcement to arrive and respond.

It may once again be advantageous to underscore that by **being prepared**, individuals may be **more likely to take the action** necessary to **stay out of contact** with the shooter (rather than freezing in place).

SLIDE #18: KEY TO KEEPING YOUR KIDS SAFE IS PREPARING YOURSELF TO ACT!

“In the moment of decision, the best thing you can do is the right thing, the next best thing is the wrong thing, and the worst thing you can do is nothing.”

Theodore Roosevelt

Notes:

As we have been discussing, taking action is critical to surviving an attack. Freezing in place, is not a high value strategy. **Taking action is a recommended goal**. The action taken may be exercised in any order:

- You may elect to “escape” to a secure location via a safe path (**Escape Option**).
- You may shelter in a secure place (**Lockdown Option**).
- You may as a **very last possible option** (*when no other option exists*), fight for your life and the lives of others in your charge (**Fight Option**).

Again, the **model is not linear**. The **steps may be exercised in any order**.

We want to underscore that **individuals are empowered to make decisions based on the external stimuli they encounter**. We do not want individuals to feel powerless. The **options** in the ISP URASE program **may be exercised in any order**. The **order may be determined by the external stimuli**.

SLIDE #19: THE NONLINEAR ISP RESPONSE OPTIONS

Note: the “**ISP Nonlinear Model**” takes the traditional “**Run, Hide, Fight Model**”, places “**Prevention**” on the frontend, and **expands each step** in the traditional model.



The ISP Model: “Prevention, Escape, Lockdown or Fight”!

External Stimuli determine the **most appropriate option** to be exercised in the ISP Model!

Examples of External Stimuli:

- Your “**Proximity**” or “**Location**” in **relationship** to the **shooter**
- Your “**Proximity**” to a **secure path** that will lead you to a **secure location**
- Your “**Proximity**” and “**Location**” to **predetermined secure and safe areas**
- The type of “**Weapon**” being **utilized in the attack**

The ISP Response Options:

Escape:

Escape is an option in the event you have a secured path to a predetermined or confirmed secured area.

Lockdown:

If a secure path or an exit site is not a certainty, “Lockdown” best option.

- ***Providing you have access to secure site***

Fight:

When faced with imminent danger, **take lethal action.**

Notes:

The Indiana State Police “**Nonlinear Response Model**” is similar to the traditional Run, Hide or Fight model. However, it differs in several key components.

The ISP Response Options Model is **based on** individuals **selecting** the **Response Option** that **provides the best chance of surviving** the attack **in light of** the conditions or “**external stimuli**” of the event.

Presenters may wish to provide a **variety of examples of external stimuli, conditions or circumstances** of an “Active Shooter Event”. As a starting point the brief list below may serve as examples of some of the conditions or external stimuli that may serve as determinants for selecting the most appropriate Response Option (in an “Active Shooter Event”).

Examples of External Stimuli (Provided on Slide #19):

- Your “**Proximity**” or “**Location**” in **relationship** to the **shooter**
- Your “**Proximity**” to a **secure path** that will lead you to **predetermined secure location** (Escape)



- Your “**Proximity**” and “**Location**” to **predetermined secure and safe areas** (Lockdown Site)
- The type of “**Weapon**” being utilized in the attack

The **Indiana State Police prefer prevention to response**. With that in mind, the ISP Model puts “**Prevention**” as the **first phase of the model** but underscores that the **response options (Escape, Lockdown or Fight)** may be **exercised in any order**. The **model is nonlinear**.

An individual caught in an “active shooter event” may elect to “Lockdown” in a secure place waiting for the opportunity to exercise the “Escape” component of the model. Individuals may elect to exercise the Escape option until they find a secure location to Lockdown.

Simply, the **options are not steps** but **options that may be exercised in any order**. The **selection of the options** to be exercised will be **dictated by the circumstances** or the **external stimuli** of the “active shooter event”!

SLIDE #20: OPTION TO ESCAPE

1. Have a safe path and destination (with alternate) in mind.
2. Escaping is one of your best options!
(IF you have a safe path to a secure site!)
3. Do not attempt to evacuate if you do not know where the threat is located.
4. Leaving a secure place for an unknown option may take you directly into the threat!
5. Leave your possessions (warn others) but do not slow your escape!

Notes:

Remember **you are empowered to sound the alarm**. If you elect to do so, you must **not let it slow down the process** of selecting and exercising your best “Response Options” based on the external stimuli of the event! We emphasize this point because we have found that “sounding the alarm” is often an action reserved for administrators. **Everyone should be empowered to sound the alarm**. The more **rapidly the alarm** is activated, the more **rapidly law enforcement** will arrive. **Time saves lives**.

Earlier we have underscored the value of **recognizing the Early Warning Signs** or Behaviors in potentially **preventing active shooter attacks**. Again, we need to underscore that **we prefer prevention to response!**

Given that prevention may not be an option, one of the first options to discuss is the “Escape Option”!



POINT of EMPHASIS: The model is not linear! You may elect to **Escape then Fight!** You may elect to exercise the **“Escape Option” then “Lockdown”!** You may elect to **Fight and then Escape or Lockdown!**

The **circumstances** of the attack will **dictate** the most appropriate **“Response Option”**. Attacks are fluid and circumstances change. **“Response Options”** are actions that are **governed** by the **changing circumstances** of an often **chaotic event!**

In the **“Escape Option”**, **“We want you to escape intelligently!”** **Running blindly** may very well **take you into danger!** **“Escape Pathway Options”** should be **planned and practiced** in advance. **“Alternate Escape Paths”** are to be established in advance as well. **Drilling** on the **available escape paths** (primary and alternates) is **recommended**.

Locating the threat is **critical** to **selecting** the appropriate **“Escape Options”**. When considering an **“Escape Option”**, you **should not leave a place of security for an unknown**.

This may be an excellent opportunity to **explain the difficulty** that **individuals** often **encounter** in initially **identifying small caliber gunshots**. In addition, presenters may want to **underscore** that **in a large building, pinpointing the location of the gunshot** and the **location of the shooter** is often **extremely difficult**. The **escape path** may be **dictated** by this **critical** piece of **information**.

Leave possessions and objects that will **slow you down**. You may elect to **warn others** but **do not** let that process **slow you down**.

SLIDE #21: OPTION TO ESCAPE

6. As you evacuate, understand the concepts of concealment and cover
 - a. **Concealment may hide you** while sufficient **cover may stop a bullet**.
7. Quickly check corners, intersections and rooms before you move into or through them
8. PRACTICE your “Option to Escape” and have an alternate path in your plan.
 - a. Escaping via a secure path to a predetermined safe area is your goal.

Notes:

Again, you must **“Escape Intelligently”!** Do not run blindly! Your ability to put solid objects between you and the attacker is a critical goal!

Plan and practice your escape path keeping in mind your goal is to stay out of contact with the attacker. Typically, **“You will respond as you have practiced”**.



Presenters should **explain the difference between concealment and cover**. Simply, **concealment hides you from view while cover may stop a round**. Taking a few seconds to select a safe path may be critical to a successful escape.

You will respond as you have practiced.

SLIDE #22: OPTION TO LOCKDOWN

1. Remember you have been **empowered to sound the alarm!**
2. **Quickly lock and secure the door.**
3. Put as much furniture as possible in doorway to create a **secure barricade**.
4. Your goal is to **create as much “cover” as possible** between you and the threat!
5. Stay **out of the line of sight/fire!** Do not make yourself an **easy target**. (Stay on your feet ready to move.)

Notes:

The “ISP Model” expands the “**Hide Option**” to a “**Lockdown Option**”! A key component in this phase of the ISP program is to **stay out of contact** with the “shooter” (in a **secure location**). Simply, freezing in place in a vulnerable location may not be your best option. Again, we want to underscore that the “**ISP Model**” is not “**Linear**”! The options in the ISP Model may be exercised in any order. The **best option may be to Escape** then **Lockdown** and or **Fight!** In the same manner, the **best option may be to find a secure place to Lockdown** and then “**Escape**” as the circumstances of the attack merit.

Fighting is only an option if no other option is available.

In the lockdown Option, **preparation is a key element**. Lockdown **locations** must be **pre-identified** and **prepared**.

Rapidly lockable and **secure doors** should be provided by the “Administration”. **Primary** lockdown site and **alternate sites** are **critical** components of a “**Comprehensive Safety Plan**”. **Equipment** or **furniture** that may serve to assist in **securing** or **barricading** the **door** should be **identified** in **advanced**.

Your goal is to **stay out of the line of sight and fire**. In a lockdown setting, the ISP Model strongly recommends that individuals **stay on their feet to increase their mobility**. **Clustering** individuals together on floor in a **seated position without cover** is **not recommended**.

If the room is breached, **equipment** found in the **Lockdown site** should be **pre-identified** to serve as a **weapon** to assist in exercising the **Fight Option**. Again, the **Fight Option** is exercised **only if it is the last available option**.



Staying **on your feet ready to move** is recommended. By **moving**, you are **making yourself** a more **difficult target**.

SLIDE #23: OPTION TO LOCKDOWN

6. **Silence** your **cell phone** and/or **pager**.
7. If you can, **silence** your **cell phone** and **leave an open line to 911**.
8. **Turn off any source of noise** and **remain quiet**, i.e., radios, televisions, etc.
9. Remember that **“cover”** is your goal. Hiding behind large items (cabinets, desks or solid walls) is best.
10. Have **predetermined guidelines** and **procedures** to **govern the Lockdown Area** or Room!
11. **PRACTICE** your Option to **Lockdown**

You are more likely to respond if you have planned and practiced

Notes:

Most certainly, a secondary goal is to **stay quiet**. **Silence electronic devices**. If you can **silence your phone** but **leave the line open** that may create a **communication advantage**.

It is important for the administration to **develop clear policies** that **govern the operation** of the **“Lockdown Area”**!

Someone needs to be **designated** as the **“person in charge”** in each **“Lockdown” situation**. A backup to this person should also be selected. Decisions will need to be made. **No time for electing** the person in charge is available.

Again, *you will respond as you have practiced*. Safety drills developed by management, staff, law enforcement, etc. will promote a rapid and appropriate response.

In Indiana, you may **text if you are unable to call**. However, understand that **calling is best**.

Tabletop **exercises** and **drills** are excellent tools that may be used to hone the skills necessary to exercise the **Lockdown Option** appropriately.

SLIDE #24: IF THE CLASSROOM IS BEING BREACHED: OPTION TO FIGHT

1. **Identify potential weapons ahead of time!**
2. Teachers, aides, and (depending on school policy) age appropriate students should be **positioned out of the line of sight/fire** with as much **cover** as possible.



3. Your goal is to obtain cover while bringing the attacker into your “**circle of violence**”.
4. You must be ready to take **lethal action**. You are capable of doing more if you are prepared to do so.
5. **PRACTICE** your Option to **Fight**

Notes:

There is no doubt that the “**Fight Option**” is the **very last “do or die” choice**. All other options **must be exhausted** before you consider this option.

In order to increase your chances of success in carrying out this option, several basic suggestions may be considered.

Your mind **under extreme stress** often **does not function as well** as you would hope. If you **plan ahead** of time and **practice your response** options, your chances of making the appropriate decisions and taking the necessary actions to defend yourself should improve.

You may want to **predetermine objects** that may **serve as weapons** in the various work spaces and safe rooms. Doing this **in advance** is recommended.

In **selecting objects** to serve as weapons, you may want to make sure you are **physically able to wield the object to defend yourself and others**. For instance, a **weapon** that you **cannot lift, manipulate** or **use** as a weapon will be of **little or no use**.

Specific **rules to govern** the “**safe room**” should be established as **corporation policy ahead of time**. Examples of these rules or policy decisions may include but *are not limited to*:

- Who is in charge in “Safe Room”
 - ◇ I.e. **who** makes the **decision to secure the door**; who **communicates with** arriving **law enforcement**; who determines **when the door is opened**; who is **in charge of organizing the group** that will **fight as a last resort** etc.

Bringing the attacker into your “**Circle of Violence**” is a critical concept in fighting for your life. In order to gain the advantage of surprise, you may station yourself out of the line of sight and out of the line of fire. This will provide you with some initial protection. It will also put the element of surprise in your favor.

Note: Bringing the attacker into your circle of violence does two critical things.

- It allows you to utilize the **element of surprise**
- It **brings the attacker** into a **proximity** where your **improvised weapon can be used**.



Presenters may take a moment to **explain and reinforce** the ISP concept of “**Circle of Violence**”. Simply, your goal is to **bring the attacker into a position** in which your **improvised weapon becomes effective**.

SLIDE #25: ACTIVE SHOOTER VIDEO

Notes:

In school settings, the Sheridan based video **demonstrates** many of the **principles** found in the Indiana State Police “**Unarmed Response to an Active Shooter Event**” program. Presenters may wish to **direct the audience** to keep in mind the **principles** of the ISP **Response Options (Escape, Lockdown, or Fight)** as they view the video.

SLIDE #26: SCHOOL BUS SAFETY

A different set of challenges!

Notes:

Until recently, active shooter training has been developed mainly for buildings and grounds.

School buses are mobile, highly visible, and generally taken for granted. Because the school bus is isolated, it represents a “**soft target**” and could easily be used to perpetrate an attack. On a **school bus, targets are plentiful**, and **space** and **cover/concealment is limited**. You must have a **PLAN** that will take you and those in your charge **out of contact** with the **attacker** as **quickly as possible**.

The following slides may **assist you** in reviewing your **safety options** on a **school bus**. The **information** is offered as a **starting point** for you as you consider the challenges schools face as they transport thousands of children each day.

These recommendations are provided by the Indiana State Police as a “**resource**”. ISP provides this program to educators, administrator and transportation specialists to **begin the discussion** on **school bus safety**.

ISP understands that **school bus security** presents an **entirely new set of security issues**. The **information** is offered as a **resource** with **expectation** that **each school corporation will develop** a specific **school bus safety program** that **meets the unique needs** of the **school district**.

In addition, transportation specialists must be **trained** and **drilled** on the components of **your school bus safety plan**. **All levels** of transportation specialists **must be included**



in **developing** the **school bus safety plan** as well as the **drills** and **programs** intended to **test the plan**.

Educators and transportation specialist know the **unique challenges** that **their respective districts / corporations** face better than anyone. ISP urges transportation specialists / administrators to **develop a comprehensive school bus safety program** that **meets the “unique needs of their district or corporation”**.

SLIDE #27: THE INDIANA STATE POLICE NONLINEAR MODEL APPLIED TO A SCHOOL BUS

ISP understands that school bus security presents an entirely new set of security issues. The **information** in the section is offered as a **resource** with the expectation that **each school corporation** will **develop a specific school bus safety program** that **meets the unique needs of the school district**. Remember: the **ISP Model is not linear!**

- PREVENTION/LOCKDOWN
 - Drive Away from the Threat
 - Decline Admission to Individuals Not Assigned to the Bus
 - ◇ Secure the Bus – Do Not Allow the Threat on Bus!
 - The School Bus Environment
 - ◇ Provides “**Limited Options**” once the threat is on the bus
 - Limited Options:
 - Concealment: Behind the Seats or Under the Seats
 - The “School Bus Environment” provides little, limited or **NO COVER**
- ESCAPE
 - Evacuate Students
 - ◇ Students may be directed away from the threat (to the front or rear of the bus).
- FIGHT
 - May Possibly be the Only Option for Adult Personnel that COULD Allow Some Passengers to Exercise the “Escape” Option
 - Direct Passengers with Loud Verbal Commands – “**GET OFF THE BUS**”

Notes

ISP understands that **school bus security** presents an **entirely new set of security issues**.

Again, the **information in this presentation** is offered as a **resource** with the **expectation** that **each school corporation** will **develop a specific school bus safety program** that **meets the unique needs of the school district**. The Indiana State Police Department **does not have all the answers**. This program is offered to **assist** school



corporations in **initiating** the **discussion** and process of **creating** “**Transportation Policies and Procedures**”.

PREVENTION/LOCKDOWN

On the “School Bus” the **Prevention** Option may be **considered** and or **combined with** the **Lockdown** Option. One of the best Prevention / Lockdown Options may be to:

- **Prevent the threat from entering** the bus by
 - **anticipating** the threat and
 - **driving away**
- **Denying admission** to the threat by **securing** the **perimeter** of the bus

DRIVE AWAY FROM THE THREAT

- One of your best options may be to **visually identify the threat** and **leave the area before** the threat enters the school bus.
- **Be aware of your surroundings, do not stop** and allow the unknown threat to enter your school bus. Critical to the Prevention Phase of the ISP Model is the ability of the “Transportation Specialist” to have “**Situational Awareness**”. The “Transportation Specialist” **must be aware of their surroundings**. By being “**Situationally Aware**”, the “Transportation Specialist” may be able to **anticipate danger** and **take the appropriate action** to mitigate the situation or **prevent the threat** from progressing.

DENYING ADMISSION BY SECURING THE PERIMETER OF THE BUS

- **Instead** of opening the main door and bringing the individual onto the bus to address questions (parents, patrons, etc.), you may consider **bringing individuals to the driver side window**. This will **maintain** the **perimeter security** of the bus (by not allowing the individual on the bus to address concerns).
 - If you need to talk to a person approaching your bus, you should **direct them** to come **to the driver side window** (IF traffic permits or speak to them through the closed door).
 - **Once** you have **opened** the **door** to them, the **perimeter security** of the bus **has been breached**.
- **Once** the **threat** has **entered** your school bus, your available “**Response Options**” **change dramatically**.
 - **Securing the bus** can also be a **component** of the **Lockdown** Phase of the ISP Model!
 - **Secure** the “**Main Entryway Door**”
 - **Do not allow the threat on bus!**
- The **Lockdown** may be **limited** by the **configuration** of the bus.
 - Limited options:



- ◇ **Concealment** may be available but **limited** or **no COVER** may be provided by the interior configuration of the bus.
- ◇ Because the **environment** of the **School Bus** is **not conducive** to a more **permanent “Lockdown Option”**, (i.e. **Secured Lockdown Site with Cover Options**), a viable **intermediate action** may be to seek concealment to **buy time** for the best opportunity to exercise the **ESCAPE OPTION**. The buying time strategy may come as a result of the Transportation Specialist/Bus Driver confronting the threat, the threat reloading the weapon, etc.
- ◇ The **Concealment Option**:
 - Concealment **Behind Seats**
 - Concealment **Under Seats**

Remember: *The ISP Response Option Model is not linear!*

Your **initial option** may be to:

- Secure the bus – ***Do not allow the threat to enter the bus.***

If the **threat** successfully **enters** the bus, your **options are limited**:

- Your initial options may be to **consider** the **concealment options** provided by **directing students** to **conceal themselves behind** and **under the seats**. Other options may include **putting book bags, band instruments, projects, etc. between them and the threat** to **increase** the potential **shielding** factor.
- **Drilling, planning** and **communicating** the options stand as **critical components** in carrying out this option.
- It is **critical to note: This option does not provide “Cover”**. It does provide **“Concealment”**.

Again: Remember, the ***ISP Response Model is not linear!***

- You may **initially exercise one** of these **options** and **then progress** to **another option** in the **ISP Response Model** as **circumstances** and **external stimuli** dictate.

ESCAPE OPTION

- **Locating the Threat and Evacuating the Bus by Directing the Students to Evacuate**
 - **Threats at the Main Entry Door**
 - ◇ Direct **Students** to **Escape Via** the **Emergency Door** (Rear Emergency Door)
 - **Threats at the Rear of the Bus**
 - ◇ Direct **Students** to **Escape Via** the **Main Front Entryway**
 - **Both Main Entry Door & Rear Emergency Door Evacuation Options Must Be Practiced**



○ **Driver Leaving the Bus to Sound the Alarm**

□ ***This is not an ISP recommendation:***

- ◇ Running without students to sound the alarm may be a human response to an “unimaginable situation”.

ISP wishes to provide response options, planning, recommendations, etc. that may provide the transportation specialist with choices that may be exercised to take the place of the “Running without the Students Response”.

Without planning, human beings often make poor choices. Hopefully, suggestions in this program may stimulate discussion that may prevent a response by a transportation specialist, field trip sponsor, etc. that may inadvertently fail to mitigate the danger and or potentially increase the danger to students and staff caught in one of these horrific events.

Remember: The “ISP Response Option Model” is not linear! The steps may be exercised **in any order!**

The basic principles of the ISP “Response Options Model” may be modified and applied to the safety challenges found on a school bus.

- Remember: **PLAN** ahead, prepare and train now.
- You, as the School Bus driver, know the challenges as well as anyone.
 - The challenges you face as you drive your route vary.
 - You know your route better than anyone.
 - You need to plan ahead of time for the various challenges you may face during your daily route.
 - ***You will respond as you have practiced.***

FIGHT

- As is the case with the “Fight Option” in the classroom setting, this should be the **last available action to take**.
- Students must understand that if the Transportation Specialist, Driver or Adult Sponsor confronts the threat, an opportunity may be created to allow passengers to escape.

In the Fight Option:

In the Fight Option, it may be advantageous to remind the adults carrying out the Fight Option that Loud Verbal Commands (i.e. “GET OFF THE BUS”) provide direction to the students and also provide an aerobic advantage to the adult confronting the attacker. This will force the individual confronting the attacker to breathe.

Unfortunately, this **may be the only option** that will **allow students to escape**.



Practicing and **entering into the mindset** that you are **fighting for the safety of all** individuals on the bus may **dramatically improve your chances** of successfully carrying out the actions necessary to **subduing the attacker**. **Planning is critical** to exercising this option!

Planning For the Fight Option:

- You must **prepare yourself mentally**.
- You **determine what** you are **willing to do** and what you are **capable of doing**.
- You must **plan ahead** of time.
 - You must **identify “Potential Weapons” ahead of time**.
 - ◇ You must **select weapons** that you can **utilize**.
- If you do fight – **go 110%**.
- Give **loud verbal commands**
 - If you are **talking**, you are **breathing**:
 - Your **failure to breath** may **bring on fatigue**.
 - If you are **breathing**, you are **better able to defend** yourself and those in your charge.

**SLIDE #28: KNOW AND UNDERSTAND YOUR OPTIONS ON A
SCHOOL BUS**

- What kind of weapon is being used?
- If stationary can passengers be evacuated?
- If in motion
 - Throw shooter off balance; gain the advantage
 - ◇ Abruptly set parking brake
 - ◇ Swerve left and right
 - Activate lights to gain attention
- Can you radio in a predetermined code?

Notes:

This could be a life and death situation for you and your students. You need to:

- Quickly identify the situation.
- Know what type of weapon is being used.
- Know what you can do to prevent and reduce fatalities and injuries?

Plan:

Use your **training, experience, and knowledge** of your bus to your **advantage**.

Options:



You may elect to **initially**:

- Evacuate bus if possible (if stationary)
- Swerve the bus, vary the speed, etc. with the idea of throwing the attacker off balance.
- Utilize the brakes and or set the parking break to throw the attacker off balance.
 - These actions may serve to buy time to facilitate evacuation and or put you at an advantage to exercise the remaining “Response Options”.

You may elect to **Activate Overhead Lights/Stop Arm**

- This may generate attention of bystanders, motorist, law enforcement etc.

An Option may be to **alert your school** to the situation:

- Using **plain English** is **preferred**, but having a **pre-determined code** might be **helpful** if a **hostage-like situation** is encountered.
- You may elect to keep the **microphone keyed up**, **GPS track** your bus, or **remote into cameras**, etc.

Planning ahead of time may **better prepare** you to **take action** in an “Active Shooter Event”

- Seize it, DO NOT hesitate.
 - When you have engaged the attacker, order all passengers to evacuate by using **loud verbal commands**.

SLIDE #29: KNOW AND UNDERSTAND YOUR OPTIONS ON A SCHOOL BUS

- What can be used as a last resort weapon?
 - Tire iron (May only be available on “Activity Buses”)
 - Fire Extinguisher
 - Purse/Bag/Backpack
 - Seat belt cutter
- Whatever you decide DO NOT HESITATE!
- If contact is made with attacker, order all passengers to evacuate!

Notes:

What on your bus can be used as a last resort weapon?

- Identify potential weapons ahead of time,
 - TIRE IRON (On Active Buses)
 - FIRE EXTINGUISHER



- PURSE, BAG, BACKPACK
- SEATBELT CUTTER? (Break plastic cover off first)
- **PLAN AHEAD OF TIME!**
- **BE RESOURCEFUL!**
- **PREPARE AHEAD OF TIME!**
 - Whatever you decide to do, **DO NOT HESITATE!**

Once contact is made with the attacker:

- Order all your passengers off the bus.
 - If you order passengers off bus before you make contact with the attacker, you might be met by a sea of fleeing students, thereby blocking your path to engage the attacker.
- If you yell, "GET OFF THE BUS, GET OFF THE BUS":
 - You are breathing, and ordering the kids to evacuate and telling the attacker to leave as well.

SLIDE #30: SCHOOL BUS DRIVERS UNARMED RESPONSE TRAINING VIDEO 1

Notes:

- In the following video, you will see a basic scenario of the possible reaction of the driver and potential outcomes or results stemming from those actions.

After video, ask:

- Was it better for the driver to continue past the students the first time?
- Could the driver have prevented the attacker from entering the bus after the students got on?
- Could you attack and engage the attacker on your bus?
- What would you do in a similar situation?
- There is no right or wrong answer. Discuss with your school what you would do and follow your schools policy.

SLIDE #31: SCHOOL BUS DRIVERS UNARMED RESPONSE TRAINING VIDEO 2

Notes:

In the following video, you will see a basic scenario of the possible reaction of the driver and potential outcomes or results stemming from those actions.



After video, ask:

- Was the right thing for the driver to run?
- Did swerving or braking abruptly throw the attacker off balance?
- Is there something you can do to gain the tactical advantage if this occurred on your school bus?
- There is no right or wrong answer. Discuss with your school what you would do and follow your schools policies.

The “**School Bus Safety Discussion**” contains **recommendations** provided by the Indiana State Police. The **comments** are *resource* and *recommendations only*. You are urged to **develop** a “**Comprehensive Safety Plan**” that will contain **specific policies** and **practices** for “**School Bus Safety**”. These **practices** should be **reviewed** by the **governing body** and the **district** or **corporation legal counsel**.

As an additional discussion:

Safety Supplies & Equipment on the School Bus

1. A Current **Roster of Students**
 - a. (I.e. guardian information, unique medical and or special needs of students, etc.)
2. An **Emergency Kit** (Modified to meet the specific Needs of the Students on that bus, general first aid supplies and information, etc.)
 - a. A “**Reunification Kit**” that can be transported with supplies to support the population on the bus, etc.
3. An alternate “**Communication Device**”

SLIDE #32: LAW ENFORCEMENT ARRIVAL

- Law enforcement:
 - May arrive out of “Uniform” or May be in “Dress Uniform”
 - May arrive in “Plain Clothes” or “Full Tactical Gear”
- Law Enforcement will:
 - Bypass the wounded and be forceful
- You want to appear as nonthreatening as possible!
 - Do not reach out to law enforcement
 - Keep hands high and empty
 - If you are able, be ready to supply information on the shooter
 - If you are in a secure place, call 911
(All Indiana Counties have texting capability, but a call is best.)
 - 911 Emergency Information Quick Reference Guide:
 - ◇ (posted on the ISP Website)
 - ◇ Texting is an option in Indiana but calling is best.



Notes:

Presenters may wish to stress the fact that “law enforcement” will respond from hundreds of various agencies and locations. With that in mind, they may arrive in a variety of attire. Some will have full uniform or tactical gear, while others may have a vest, campaign hat and a badge. The point to stress is that all arriving **law enforcement will always identify themselves. As soon as the first law enforcement officer arrives, she/he will go hunting the attacker or attackers.** The strategy was developed as law enforcement studied the “Columbine Assault”.

The first arriving law enforcement officer’s goal will be to take down the attacker. They will be forceful and **always make their identity known.**

If you reach out to arriving law enforcement you may increase the chances of injury to yourself and the responding officer. Keep your hands empty, high and visible. Law enforcement has a split second to identify you as a threat or non-threat. The ISP website has a list prepared by **911 Operators** that lists information first responders need and may request (i.e. dress, sex, general weapon type, direction, etc.).

Staying quite is critical: If making noise is an issue, texting is an option. **While texting is an option, calling is best!** Silencing your phone and leaving a line open is a communication option.

SLIDE #33: REUNIFICATION CONSIDERATIONS: SUGGESTIONS TO STRENGTHEN YOUR PROGRAM!

- Develop primary sites as well as backup sites off campus away from the danger
- Keep evacuation supplies at both sites
- Develop a MOU (Memorandum of Understanding) with the sites’ current owner.
- Develop “Evacuation Kits” that are available to all teachers, administrators, transportation staff, healthcare professionals, food services staff, etc.
- The kits should be segregated by the responsibilities of staff members (teacher, nurses, administrators, etc.) and tailored to meet the needs of the individuals you intend to support.
- Develop “Evacuation Kits” with the assistance of EMTs, nursing staff, teachers, administration, LE and the special needs staff.
- Many classrooms have students with unique and special needs. Remember to accommodate them.

Notes:

Reunification may seem like a simple process but if individuals do not plan ahead of time for this possibility it can be a significant problem.



It is not unusual for attackers to attempt to utilize the backup sites as “secondary attack” sites. If they can congregate potential victims (i.e. students, staff, arriving law enforcement, first responders, etc.) in a confined space an IED, weapon assault, etc. may be very effect in producing a mass carnage event.

It is critical to keep medical supplies, nutritional supplies, communication devices, student’s personal information, etc. in an easily transportable backup kit. The corporation physician, school nurse, EMT, law enforcement, special needs staff, etc. all may assist in developing the supplies needed to support the **unique needs** of the evacuating population appropriately.

It is critical to match the **evacuation kit** to the **population that you need to support.** A “one size fits all” “evacuation kit” may not be the best practice for developing these “evacuation” kits.

SLIDE #34: ACTIVE SHOOTER PRACTICAL EXPERIENCE (OPTIONAL)

Questions for discussion:

- Listening to the gunfire, can you locate the shooter?
- Listening to the gunfire, can you tell the path the shooter is taking?
- Listening to the gunfire, can you differentiate the types of weapons used?
- Do the rounds being fired differ greatly from a locker slamming or a book being dropped?
- Were you surprised by the “Fire Alarm” sounding?
- Can you describe the smell of the gun fire?
- How many shots were fired?
- How long did the event last?
- Did the event last longer or shorter than expected?

Notes:

It is **critical** to make the **necessary notifications** of **all first and emergency responders prior to starting the exercise!** It is **not unusual for fire alarms** to be triggered and if **all appropriate emergency personnel are not notified** of the drill, the **exercise could go very, very wrong very quickly!**

The practical exercise can be conducted in elementary, intermediate, middle, junior high and or high schools buildings for the adult staff. The exercise is typically conducted with a simple scenario. A violent intruder breaches the perimeter of the facility through a variety of possible entryways. The intruder then begins the “**simulation**” of taking of victims as they are encountered in a random fashion. The event progresses very rapidly. Law enforcement arrives in approximate 3 to 5 minutes. As law enforcement arrives, they immediately begin to hunt the “threat”.



It is not unusual for the building to begin to be shrouded in smoke and residue from the blank gun fire. This often sets off fire alarms in the facility. This is often reported in “active shooter events”. The alarm sounding adds to the confusion and often greatly hinders the ability of first responders and administration to communicate with students and staff.

It is critical to debrief after the exercise. Typically, many questions are generated by the exercise.

SLIDE #35: SAMPLE AGENDA FOR ADMINISTRATION’S DISCUSSION & PLANNING SAFETY MEETING

- Make Armed & Trained Law Enforcement Visible in the Workplace
- Develop and Train Safety Committees
 - Included a Cross Section of School Community Members the on Committees
- Select and Modify an Assessment Tool to Meet the Unique Needs of Your Business
- Conduct a “Comprehensive Threat or Risk Assessment” with Trained Staff & Law Enforcement
- Develop a Safety Pan that Addresses All Risks Identified in the Assessment
- Sample Discussion Topics for a Safety Planning Meeting
 - ◇ Again: **Safety Plan Should Address Risks Identified in the Assessment**
 - ◇ Establish **Perimeter Security** with Admission Policy and Procedures
 - ◇ **Training and Drill** Programs to Test the Plan
 - ◇ Utilize **Debriefing Reports** to Modify the Safety Plan
 - ◇ Develop “**Emergency Notification Systems**” dedicated to the specific emergencies
 - ◇ Develop a **Prevention and Response Options** (Active Shooter) Program
 - ◇ Establish **Safe Paths to Secure Sites**
 - ◇ Establish **Safe Rooms Complete with Supplies and Procedures**
 - ◇ Establish Evacuation Plans, Paths and Sites (Primary and Secondary Sites)
 - ◇ Establish **Reunification Plans & Procedures** with a **Business Continuation Plan**
 - ◇ **Practice** All Components of the **Comprehensive Safe Plan**
 - ◇ **Do not forget to develop a Recovery Plan for all Stakeholders**

Notes

Make Armed & Trained Law Enforcement Visible in the Workplace

- The Indiana State Police Department believes that having highly trained (“Academy Trained”) law enforcement on school campuses is the best deterrent to an “Active Shooter Attack”. Making these highly trained, sworn and uniformed law enforcement officers visible is a critical component to securing school campuses. As an additional suggestion, their “marked” vehicles parked in a prominent location is an additional measure to **send the message**, “We are not a soft target!”
- The Indiana State Police will visit Indiana School Campuses as a component to the ISP School Walk Through Program. The School Walk Through Program may be requested via the ISP post in the school’s area of the state.



Develop and Train Safety Committees

- **Remember, all members of the various committees in the “Comprehensive Safety Plan” must be trained.**
 - Simply establishing the committees without training the committee members is a major shortcoming of many “Comprehensive Safety Plan”.
 - The composition of the committees must reflect a cross section of the school community stakeholders (**students, parents, educators, support staff, law enforcement, SRO, first responders, medical personnel, etc.**).

Select and Modify an Assessment Tool to Meet the Unique Needs of Your School Corporation

- **The Indiana State Police advise against selecting a generic “Assessment Tool”. Each school corporation has unique challenges. It is important to modify the “Assessment Tool” to meet the unique needs of your school.**

Conduct a “Comprehensive Threat or Risk Assessment” with Trained Staff & Law Enforcement

- **The “Threat or Risk Assessment” should “drive” your “Comprehensive Safety Plan”. The Comprehensive Safety Plan must address the risks or vulnerabilities identified by the assessment. It is important to include a cross section of school community stakeholders on the assessment committee or team. It is equally important to train them on the assessment process prior to conducting the “Comprehensive Safety Plan”.**

Develop a Comprehensive Safety Plan that Addresses All Risks Identified in the Assessment

- **The Comprehensive Safety Plan should address the risks and vulnerabilities that have been identified in the “Comprehensive Threat or Risk Assessment” process.**
- Sample Discussion Topics for a Safety Planning Meeting
 - ◇ **Again: Safety Plan Should Address Risks Identified in the Assessment**
 - The Safety Plan should be generated by the assessment. A goal of the Safety Plan may be to address the risks identified by the comprehensive assessment process. Remember: “Modify” the assessment tool to meet the specific needs of your district or corporation. The modifying process may mean adding to the assessment tool or editing out areas or topics that are not applicable to the unique characteristics of your school corporation.
 - ◇ **Establish Perimeter Security with Admission Policy and Procedures**
 - **Perimeter Security** with clear and consistent admission practices and policies is a critical step in securing school campuses. If a potential threat is admitted to your campus you have lost a serious battle in the war on the preventing threats.
 - ◇ **Training and Drill Programs to Test the Plan**
 - Training individuals on the “Comprehensive Assessment Process” is a basic starting point in building the “Comprehensive Safety Plan”. **Educating all**



stakeholder on the mission and objectives is a critical first step in creating a safe school.

- ◇ Utilize **Debriefing Forms or Reports** to Modify the Safety Plan
 - The **Debriefing Form** is an inexpensive, ongoing and simple process to constantly evaluate your safety plan, train your staff and improve your “Comprehensive Safety Plan”. It is critical to share feedback from each security event with other stakeholders to allow them to benefit from the experiences of others in their organization.
- ◇ Develop “**Emergency Notification Systems**” dedicated to the specific emergencies
 - “Emergency Notification Systems” are often so similar that they complicate an emergency situation or even make it worse. For instance if the “Emergency Notification Alarm System” (or signal) for a tornado warning is similar to the “Fire Alarm” individuals may be evacuated directly into the threat. Alarms or signals must be clear and practiced frequently. It is important for **all staff** to be **aware of the “Emergency Notification Systems” and be empowered to sound the alarms.**
 - **NOTE: Mass Communication Systems**
 - **There are many systems designed to assist educators in sharing critical information in a timely manner with members of the school community.**
 - ♦ **All too often, schools fail to utilize these systems to exclusively communicate safety information. As ISP has traveled throughout Indiana it found that some school corporation use these systems to announce Homecoming, Bake Sales, Fundraising Activities, etc. Parents tend to ignore announcement if they are used for daily activities. The Emergency Mass Communication System should be dedicated to critical announcements.**
- ◇ Develop a **Prevention and Response Options** (Active Shooter) Program
 - It is important to conduct training to raise the “situational awareness” of all stakeholders. By practicing the “Response Options” individuals may be more likely to respond appropriately if faced with threatening external stimuli.
- ◇ Establish **Safe Paths to Secure Sites**
 - Establishing safe paths with alternate routes is essential in increasing the safety of students and staff. Practicing these options is often a critical component that is omitted from the “Comprehensive Safety Plan”.
- ◇ Establish **Safe Rooms Complete with Supplies and Procedures**
 - There are many components to creating safe areas. The ability to rapidly secure the door/site is often cited as a one of the most critical components of “Comprehensive Safety Plan”. The necessary supplies must be available to support the population of the Safe Room. Procedures for operating the Safe Room must be established and shared with the population to be supported in the safe room.
- ◇ Establish Evacuation Plans, Paths and Sites (Primary and Secondary Sites)
 - Establishing safe paths with alternate paths to primary and secondary secure sites should be a mainstay of the “Comprehensive Safety Program”. One of the more frequent shortcomings in “Comprehensive Safety Programs” is the failure to



- practice the evacuation process by utilizing both primary and alternate paths to a secure location.
- ◇ Establish **Reunification Plans & Procedures** with a **Business Continuation Plan**
 - Reunification and or reuniting students and staff with family can go very smoothly if the basics of this process are in place. The creation, of an updated roster of students and staff with current guardian/family contact information, is critical. A well-defined process for contacting and reuniting students and staff with loved ones is basic and critical to an effective reunification plan.
 - ◇ **Practice All Components of the Comprehensive Safe Plan**
 - **The best plan if not practiced is doomed to fail.**
 - ◇ **Do not forget to develop a Recovery Plan for all Stakeholders**
 - **Bringing the “School Community” members back to “normal” is a process that must include a support program for the emotional wellbeing of all school stakeholders. Resources from outside the school community are often required. Health care professionals are critical to the recovery process.**

SLIDE #36: INDIANA STATE POLICE CONTACT INFORMATION

For more information:

You may refer to “Frequently Asked Questions”
(Posted on the ISP Website in January 2018)

Indiana State Police Active Shooter Preparedness

<http://www.in.gov/isp/3191.htm>

Schedule a Presentation

<http://www.in.gov/isp/3255.htm>

Notes

The Indiana State Police are solely responsible for the content of this free program. This program does not provide all the answers. This program must only be viewed as a supplement to your overall “Safety Program”. While the Indiana State Police have invested a great deal of effort to ensure the accuracy and completeness, no guarantee is offered or implied. The presenter will emphasize that this program does not represent a complete and “Comprehensive Safety Program”. This program is offered to provide “prevention strategies” and “response options” that may assist school community members in preventing, planning and or responding to an “Active Shooter Event”.