Instructional Targets

- Develop procedures and coordinate a response to bomb threats
- Prepare for and respond effectively to acts of lethal violence
- Understand how the role of stress will impact your decision making process
Workshop Theme
“Prepare”

What Are We Facing?

USA Today June 11, 2015 – U.S. Teen pleads guilty to assisting ISIL (Aug 2015 sentenced 11 years)

Stars and Stripes Dec 1, 2014 - Service members and families warned anew to scrub social media accounts

Reuters News May 20, 2015 - FBI visits NJ high school, warns students about ISIS recruitment threat
CNN May 2, 2014 – Minnesota teen planned school massacre (Sept 2015 Pled Guilty Possession Explosive Device)

WAPT News Dec, 15, 2015 – 2 Vicksburg, Mississippi Students face charges after IED found at school

Bomb Threats and Devices
Practices and Procedures

COPS
Bomb Threats
Motivating Factors

- Thrill of Fear
- Force an Action
- Publish or express an ideology or belief
Devices and Detonations

- Retribution
- Notoriety
- Homicidal urges
- Fanatical beliefs

For the period January 1990 to February 28, 2002 the U.S. Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF) recorded 1,055 incidents of bombs being placed in school premises. Of the 1,055 bomb incidents reported by ATF only 14 (2%) were preceded by a warning to the school or other authorities.

Let’s Debrief
With only 2% of actual explosive devices on school campuses being preceded by a “threat” and having an understanding of what motivates a person to make a bomb threat, how will this information be useful to you in determining your course of action?

When you evaluate the merits of a threat, to what extent does the public’s concern/current events impact your decision?

Develop written procedures in coordination with local officials

Establish Bomb Threat Response Team (BTRT)
Train all staff on procedures

Use caller ID

Explicitly detail discipline actions and prosecution in student handbook and other venues

Follow through with action

Explain to parents that evacuation is NOT always the safest or most prudent action to take
Communicate to all that malicious efforts to disrupt the school day may result in an extension of school or make-up time for all students.

Let’s Debrief

What circumstances might cause you to decide not evacuate after receiving a bomb threat?

What other prevention or response strategies do you currently use that you have found helpful in responding to or reducing bomb threats?
Bomb Threat Responses

Additional Considerations

All bomb threats should result in immediate law enforcement notification regardless of credibility level or school's initial response.

The use of cellular phones and two-way radios inside the building is at the discretion of school administrators on threat Levels I and II. It is not advisable on Level III and prohibition of use should occur on Level IV due to the remote possibility that these types of transmissions may cause premature detonation.

Additional Considerations

Have students take immediate personal belongings with them as they exit unless an indication exists that personal belongings may be suspect or law enforcement or fire officials advise otherwise.

Since evacuation for a bomb threat may require special information be given to staff and/or the evacuation process may deviate from that of a fire, specific procedures should be created for this type of an event with a review by local officials.
Level One Threat

Circumstances of threat immediately, clearly and convincingly indicate the threat is a hoax

hoax

Minimal Action – Level 1 Response

- Staff is notified through normal means as time permits that a hoax bomb threat was received. They should be alert to student conversations that might indicate the person(s) responsible

- Public Information Officer, Fire and Police officials and other key district officials are notified of the incident through normal means

Level Two Threat

Threat is so vague and circumstances of threat make it unlikely it is credible. No evacuation is warranted
Cursory Check - Level 2 Response

- Staff is immediately notified electronically or by other means that a vague threat has been received by the school
- Staff is asked to report any unusual student behavior and to conduct a visual check of their assigned work space for any objects that do not appear to be normal or known

Cursory Check

- BTRT (Bomb Threat Response Team) conduct a walk through of the school and campus, concentrating on common areas such as lobbies, hallways, restrooms, etc. Observations are made for anything that appears suspicious, out of place or abnormal
- Effort is made to have minimal impact on educational process

Cursory Check

- District level officials are notified along with the Public Information Officer, Fire and Police officials
- Parents are notified as time permits using normal school to parent communication methods
Let’s Debrief

What circumstances might allow you to classify a bomb threat as a “Hoax” and respond accordingly?

Are there additional steps in your school or district that you would want to include in a Level II Bomb Threat Response?

Level Three Threat

Threat has enough detail and credibility to warrant a more thorough search of the building causing a disruption to the education process.
Temporary Evacuation - Level Three Response

• Staff is notified to move students out of the school using evacuation plan or, depending on the circumstances of threat and weather conditions, evacuation may be to another part of the school or a nearby relocation site

• Avoidance of parking lots and along roadways is recommended if practical

Temporary Evacuation

• Students are instructed to take immediate personal belongings with them unless exceptions previously noted apply

• Based on local protocol with law enforcement and fire officials, BTRT may begin a search of the school/campus

Temporary Evacuation

• District level officials are immediately notified along with the Public Information Officer

• District releases information in coordination with law enforcement agencies and parents are notified of the event though normal school day procedures
Temporary Evacuation

- School staff use prepared talking points in receiving inquiries from parents
- Initial intent is that school may resume on same day if possible

Level Four Threat

Threat is credible both in detail and circumstance, or a device or suspicious object is located necessitating a thorough inspection of the school with a significant disruption to facility operations

Evacuation & Closure – Level Four Response

- Staff is notified to move students out of the school using evacuation plan and to nearby pre-designated relocation site(s) identified in the school’s Emergency Response Plan
- Students are instructed to take immediate personal belongings with them unless exceptions previously noted apply
Evacuation and Closure

• Unless local protocol with law enforcement and fire officials dictates otherwise, no search of facilities is conducted by BTRT until officials authorize such

• District releases information to media and parents in coordination with law enforcement agencies

Evacuation and Closure

• Students are released from the relocation site using the procedure from the school’s Emergency Response Plan

• School and campus is closed until released by law enforcement or fire officials, and deemed safe for resuming educational activities

Let’s Debrief
What are your options for communicating with staff and others if electronic devices cannot be used during the threat?

Considering all four levels of this Bomb Threat Response Procedure, what is appropriate to tell the media in advance, during, and after a bomb threat?

Emergency Response Procedures

Developing procedures and protocols for an active shooter/lethal assailant

THE ODDS

1 in 289,000,000 winning lottery
1 in 2,000,000 school violence
1 in 649,739 drawing royal flush
1 in 500,000 struck by lightning
1 in 1200 house catching fire
1 in 700 automobile accident
1 in 3 long term nursing
1 in 1 dying
One Additional Secret Service Report

Prior Knowledge of Potential School-Based Violence:
Information Students Learn May Prevent a Targeted Attack
The School Shooter
A Threat Assessment Perspective
Dr. Mary O’Toole
Supervisory Special Agent

http://www.fbi.gov/stats-services/school-violence

The findings established an increasing frequency of incidents annually.

- During the first 7 years included in the study, an average of 6.4 incidents occurred annually.
- In the last 7 years of the study, that average increased to 16.4 incidents annually.
The findings also reflect the damage that can occur in a matter of minutes.

- In 64 incidents where the duration of the incident could be ascertained, 44 (69.0%) of 64 incidents ended in 5 minutes or less, with 23 ending in 2 minutes or less.

Even when law enforcement was present or able to respond within minutes, civilians often had to make life and death decisions.

Let's Debrief
Data has no value if it doesn't impact your thinking and ultimately your actions. So what do these facts mean and how does or will it impact your future training and response efforts?

Let’s Take A Poll

Does your Emergency Response Plan have specific “Active Shooter/Lethal Assailant” procedures differentiating from other types of intruder events requiring classrooms to be secured?

What Are We Facing?

Reality Just Ahead
It is a lethal environment

Your efforts and practices must account for those conditions

Extreme Stress
What You Need To Know

Analytical Thinking Skills Under Stress

- Respiration
- Heart Rate
- Adrenalin
- Short Term Strength
- Optical
- Auditory
- Reasoning
- Fine Motor Skills

Level of Stress

Reaction Track

Optical
Auditory
Reasoning
Fine Motor Skills
Trained Response Under Stress

- The way you practice
- The way you plan
- Real life experiences
- Will to survive

**Assailant will most likely:**

- not be deterred by routine security practices
- continue to harm until unable to do so, targets are no longer available, or law enforcement or others neutralize assailant(s)
- be indiscriminate with lethal force

**Assailant will most likely:**

- be suicidal in addition to homicidal and will often consider the first course of action when confronted with the possibility of capture
- inflict the greatest number of injuries and deaths in the first few minutes of the attack
**Staff will most likely:**
- be impacted by the characteristics of extreme stress
- not have time to access the Emergency Response Plan or locate written procedures
- respond as each has practiced, trained or pre-planned
- have seconds or very few minutes to take action to protect

**Students will most likely:**
- look to the teacher or adult for guidance and protection
- be easier to redirect their attention at younger ages
- depending on age and life experiences, may understand what is occurring

**Students will most likely:**
- depending on age, be able to assist the teacher with protective measures
- to varying degrees, also be impacted by characteristics of extreme stress
Let's Debrief

How might the impact of stress on your staff’s ability to respond in an emergency event impact your future planning?

What general or specific strategies might be beneficial to staff when considering the "environment" that will exist in a lethal assailant event?

Procedures and Practices Must:

- Delay Entry
- Impede Movement
- Protect Staff
Develop written procedures in coordination with local officials

Train all staff on procedures
Conduct general review of facility for weakness in security procedures and practices using CPTED (Crime Prevention Through Environmental Design)

Engage all staff in one-on-one discussions about protecting their work space, sheltering students, and options if confronted by a lethal assailant.

Require teachers to teach emergency procedures to students from prepared lesson plans as part of school start up activities (self sheltering-self evacuating)
Include parents in a discussion on use of cell phones relating to contacting students during a school emergency

Let’s Debrief

What would you have staff demonstrate?

What would you have staff inventory?

What would you have staff verify that they have prepared for to an appropriate level?
Office Staff Response

Teacher Response
- inside school
- outside school

Active Shooter/Lethal Assailant Procedures - Office

✓ Activate full lockdown procedures using any available method

✓ Contact 911, stay in contact if possible and continue to provide all known information available including:
  - location and number of assailants
  - description of assailants and any weapon information
  - actions you are taking or have taken
  - known injuries to staff and/or students

Active Shooter/Lethal Assailant Procedures – Office (cont.)

✓ If assailant is inside the school, evacuate office staff and others if safe to do so, and order all persons on the exterior of the school to move away from the campus or shelter and barricade if fleeing is not an option

✓ If assailant is outside the school, ensure all interior and exterior doors are secure, take shelter in a room that can be secured, and remain concealed until told otherwise by law enforcement

✓ If loss of life appears imminent, consider attempting to neutralize the assailant using any means available, but only as a last resort
Active Shooter/Lethal Assailant Procedures - Classroom

- If in contact with a person of authority, follow all instructions
- Lockdown the classroom by doing the following:
  - Secure all doors leading from the classroom including those interconnecting to adjacent rooms
  - Turn off all lights
  - Restrict viewing into the room by pulling shades and covering windows
  - Move all students where they are least likely to be observed through a window or by reflection
  - Maintain silence to the degree possible

Active Shooter /Lethal Assailant Procedures – Classroom

- If forced entry to the classroom is feared, barricade the doorway using any available objects
- If forced entry is occurring or appears imminent, use any available alternate egress method from the classroom to evacuate the occupants
- If an assailant(s) gains access to the classroom and loss of life appears imminent, take whatever action is believed necessary to neutralize the assailant and/or protect life. These actions may include giving others specific instructions intended to assist in their own protection.

Outside or Off Campus

Circumstances and known information will determine best course of action in protecting yourself and others when on the exterior of the school or off campus.

Understand that “concealment” means shielded from view but not necessarily harm while “cover” indicates some level of protection.
Outside or Off Campus

- If assailant is outside the school, seek immediate cover and concealment, assist others or flee the immediate area, seeking cover as available
  
  OR

- If assailant is outside the school and fleeing is not practical, immediately enter the nearest building, shelter in the first available room, and follow standard lockdown procedures

  OR

- If assailant is inside the school, flee the immediate area, and contact law enforcement at earliest opportunity

Outside or Off Campus

If loss of life appears imminent, consider attempting to neutralize the assailant using any means available or as a last resort, use a ploy such as feigning death

Let’s Debrief
Reflect on the previously discussed strategies for on campus lethal assailant events.

How do you, or how will you, use this information to supplement existing actions staff have been provided and how will you engage in a renewed discussion?

Lethal Assailant at School

On the Bus

Outside the Bus

Active Shooter/Lethal Assailant Procedures – Assailant Outside the Bus

- Order students “DOWN”
- Get the bus out of harms way
- Drive a safe distance from the incident scene preferably to where other adults can assist
Active Shooter/Lethal Assailant Procedures – Assailant Outside the Bus

✓ Contact 911 – Provide all known information available including:
  - location and number of assailants
  - description of assailants and any weapon information
  - actions you are taking or have taken
  - known injuries to staff and/or student

Active Shooter/Lethal Assailant Procedures – Assailant Outside the Bus

✓ Render first aid & reassure students

✓ Keep students on the bus and in “Down” position until emergency service providers arrive unless situation warrants other action

Active Shooter/Lethal Assailant Procedures – Assailant On the Bus

Factors to consider in a split second:
  - Where you are on the route
  - Age of students
  - Location of assailant relative to your position

✓ Take whatever action is necessary to distract and/or cause a loss of balance to the assailant

✓ Once bus has stopped, open the doors
Active Shooter/Lethal Assailant Procedures – Assailant On the Bus

✓ Take action to confront, engage and neutralize the assailant including enlisting the aid of others if practical

Active Shooter/Lethal Assailant Procedures – Loading or Unloading

Circumstances and known information will determine best course of action in protecting yourself and others when in the process of loading or unloading the bus

Active Shooter/Lethal Assailant Procedures – Loading or Unloading

✓ Order students on the exterior to “RUN”

✓ Close door(s) and order students on the bus to a prone position “DOWN”

✓ Call 911 and/or radio for assistance
Active Shooter/Lethal Assailant Procedures – Loading or Unloading

☑ Maintain silence to the degree possible

☑ Consider moving the bus but only if practical and enhances chance of survival

☑ Position yourself to defend self and others if necessary and be prepared for attempted force entry

Let’s Debrief

How can you effectively create a partnership between classroom teachers and bus drivers in educating students and preparing all for lethal assailant event?

How can you extend this “partnership concept” to all support staff, recognizing that students see all staff as “adults” and not a “position”?
What Are Your ‘Take–Aways?’