

GUIDE FOR DEVELOPING HIGH-QUALITY SCHOOL EMERGENCY OPERATIONS PLANS: A CLOSER LOOK AT ACTIVE SHOOTERS



FEMA



Introduction

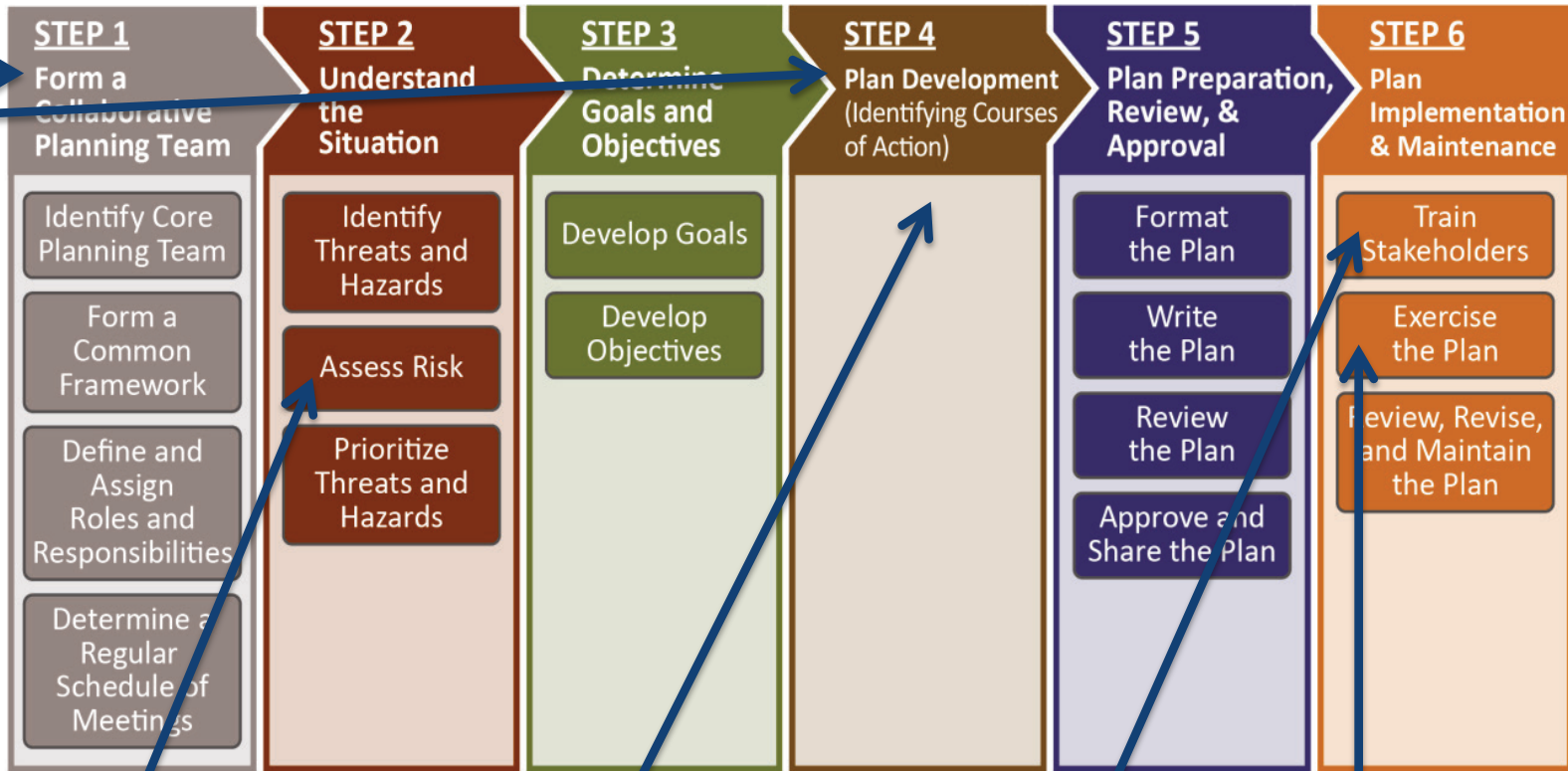
- **Our nation's schools, serving 55 million students, are entrusted:**
 - to provide safe and healthy learning environments
 - to keep children and youth safe from threats and hazards
- **In collaboration with their local government and community partners, schools can:**
 - plan for these potential emergencies
 - create school Emergency Operations Plans (school EOPs)
- **The guide will assist planning teams responsible for developing and revising school EOPs.**

Introduction

- **Essential part of an EOP is consideration for Active Shooter situations.**
 - Situations are unique challenges to schools
 - Standard evacuation and lockdown rules may not apply
- **Requires new strategies for law enforcement.**
- **The FBI and the Department of Justice's Bureau of Justice Assistance are training law enforcement.**

Steps in the Planning Process

Developing a threat assessment team may help avoid the threat all together



Assess and plan for the possibility, not the probability

New type of unique course of action; tailored to your area; ages, etc.

Train based on age; include parents

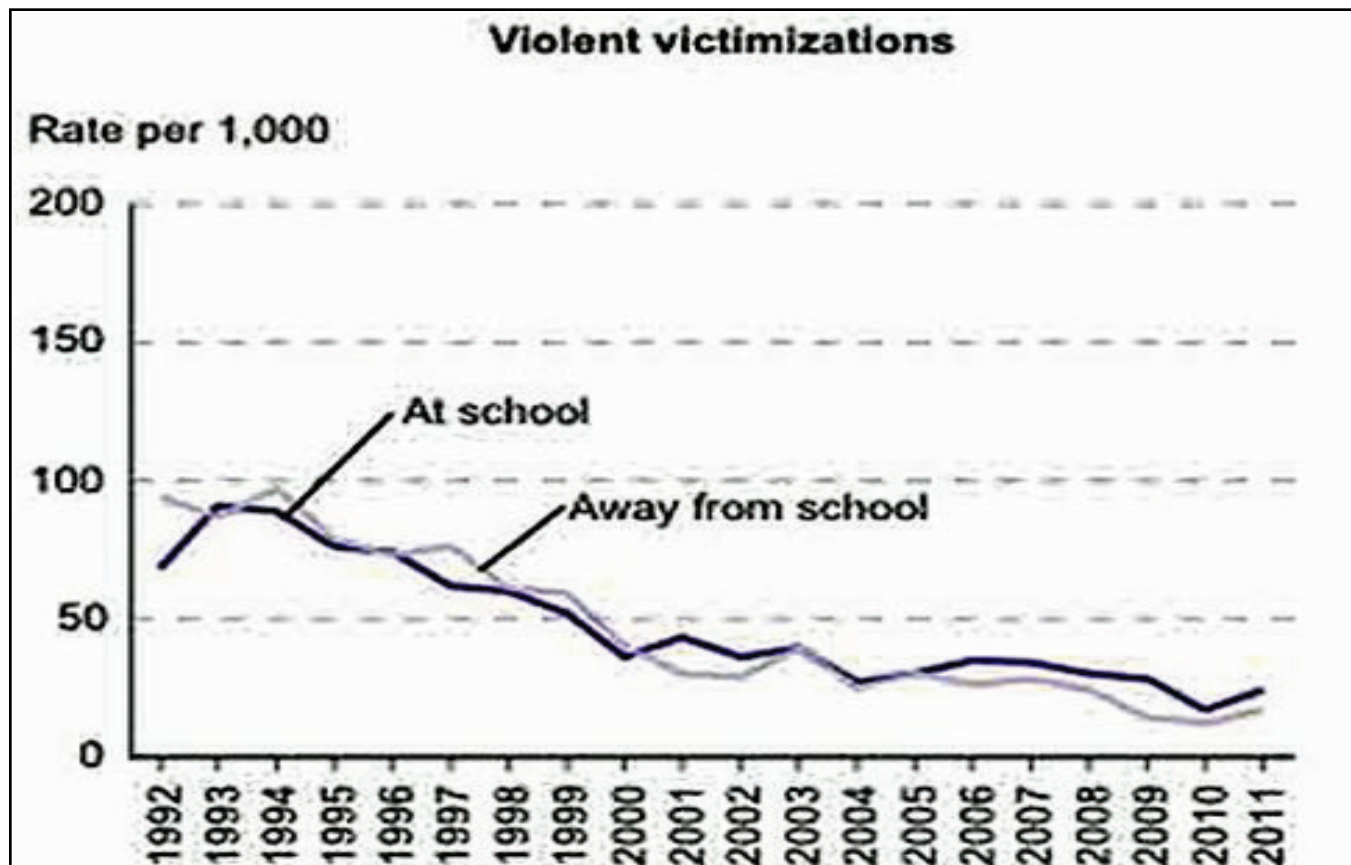
Train and exercise through discussions and awareness

Agenda

1. Why you need a plan.
2. What is an Active Shooter situation and who is an Active Shooter?
3. How Threat Assessment Teams might help avoid catastrophe.
 - Other steps being taken to prepare Law Enforcement.
4. What to do when it happens; what to expect from law enforcement.

School Safety

Schools are safer than 20 years ago

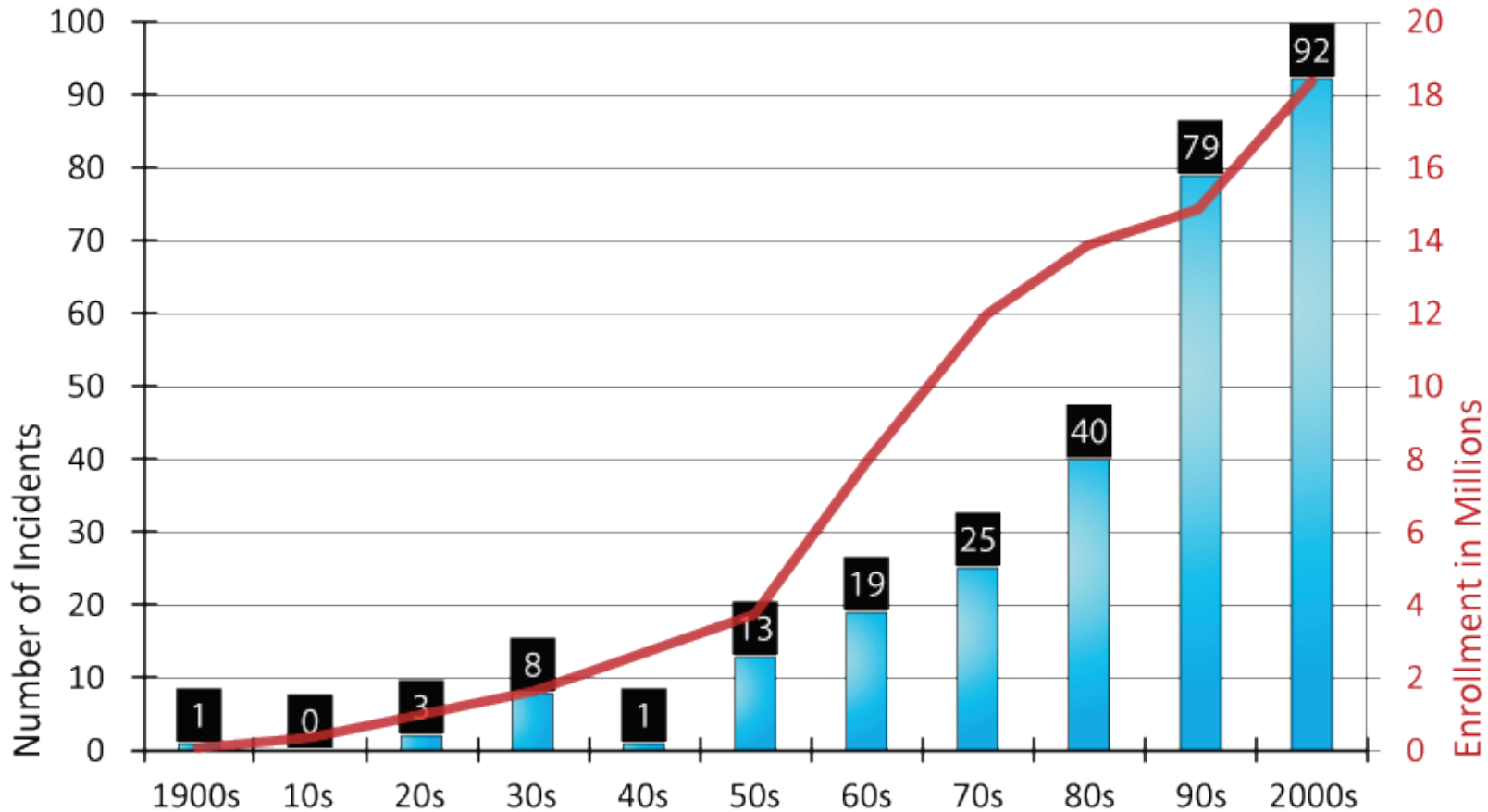


Erin Fuchs,
provided
July 2, 2013

San Francisco Chronicle



School Safety



* Data collected through 2008, projected for 2009 based on average per year for decade.

Source: Drysdale, Modzeleski, & Simons, 2010

Why a plan? – Crushing Obligations



Traffic chokes the main intersection at Sandy Hook, in Newtown, Conn., Dec. 18th, 2012. Traffic in Sandy Hook and Newtown continues to grow following last Friday's mass shooting at Sandy Hook Elementary School. Associate Press Photo: Ned Gerard

Why a plan? – National Media Attention



Today's Agenda

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Active Shooter Situations

Active shooter situations

- Are defined as those in which an individual is “actively engaged in killing or attempting to kill people in a confined and populated area.” Unfortunately, schools face *active shooter situations* as well.

Mass Killings

- Are defined by federal status to be “three or more killings in a single incident”
 - Investigative Assistance to Violent Crimes Act of 2012

Active Shooter Data -Blair

84 active shooter events, 2000-2010

- 37% in business locations
- 34% in schools
- 17% in outdoor public venues
- 41% used multiple weapons
- 4% of the attackers wore body armor
- Median number of people killed was 2

Source: J. Pete Blair, *US Active Shooter Events from 2000 to 2010*.

Active Shooter

Safeway Grocery Store

Tucson, Arizona

January 8, 2011

(Gabrielle Giffords)

6 Killed

19 Injured



Active Shooter

Century 16 Movie Theater

Aurora, Colorado

July 20, 2012

12 Killed

58 Injured



Active Shooter

Sikh Temple

Oak Creek,
Wisconsin

August 5, 2012

7 Killed

Several Injured



Getty Images

Active Shooter

Sandy Hook Elementary

Newtown,
Connecticut

December 14,
2012

27 Killed

Several Injured



Who does this? No Profile Exists

Statistics on 35 Active Shooter events in 2012:

- 57% of the attackers were insiders (known)
- 63% of the attackers broadcasted a perceived injustice
- 71% of the victims initially targeted were the focus of the perceived injustice
- 74% of the attackers entered through the main entrance

Source: John Nicoletti, Ph.D. (Nicoletti-Flater Associates) as provided to PERF 4/22/13

Active Shooter Data - Nicoletti

- 71% of the attackers just walked into the location
- 49% of the attackers committed suicide
- 17% of the attackers were killed
- 34% of the attackers were arrested
- 37% of the attacks were over in under 5 minutes
- 63% of the attacks were over in under 15 minutes

Source: John Nicoletti, Ph.D. (Nicoletti-Flater Associates) as provided to PERF 4/22/13

Continuum

- → Grievance
- → Ideation
- → Research & Planning
- → Preparation
- → Breach
- → Attack

Source: Calhoun & Weston, *Contemporary Threat Management* (2003)

Motivation

While motivations for active shooter incidents are difficult to fully determine, some common “triggers” may include:

- Loss of significant relationships
- Feelings of humiliation/rejection
- Changes in financial status
- Major adverse changes to life circumstances
- Loss of job
- Changes in living arrangements

Motivation

- Many active shooters were described as “social isolates,” harbored feelings of hate or anger, and/or had some reported contact with mental health professionals
- Few had previous arrests for violent crimes

Columbine Killers Now Icons
Experts say extensive publicity contributes to copycat crimes

By Dan Elliott
ASSOCIATED PRESS

DENVER — When Al DeGuzman was charged with stockpiling 60 homemade bombs to assault DeAnza College in San Jose, police said his Web site listed one of his hobbies as “worshiping Eric Harris and Dylan Klebold, as well as other mass murderers.”

Before 13-year-old Seth Trickey shot and wounded five classmates at an Oklahoma middle school, a psychiatrist testified, he wondered what it was like to be in the shoes of the Columbine killers.


On Friday, it will be two years since Harris and Klebold, heavily armed with weapons and explosives, stormed Columbine, killing 12 classmates and a teacher and wounding 26. They then committed

role of the perpetrators that were previously depicted on the TV and media,” Vinekar said.

Trickey also was obsessed with military tactics and wondered how he would react in combat, Vinekar testified.

DeGuzman has pleaded not guilty to possession of weapons and explosives. Although the Web site attributed to him referred to “Purification in the form of carnage,” his attorney dismisses the idea that he was planning a Columbine-style attack on DeAnza College.

Crossman faulted television for



Eric Harris Dylan Klebold

CHRONICLE 4/17/01

Behavioral Indicators

- Many offenders may display certain behaviors during pre-attack planning. These predatory **behaviors** may be observable to persons familiar with the offender.
- Studies on shootings vary; however, all conclude that in approximately 80% to 90% of school shootings, at least one person had information that the attacker was thinking about or planning the school attack.

Behavioral Indicators

Some of these behaviors may include:

- Development of a personal grievance
- Contextually inappropriate and recent acquisition of multiple weapons
- Contextually inappropriate and recent escalation in target practice and weapons training

Behavioral Indicators

- Contextually inappropriate and recent interest in explosives and improvised explosive devices (IEDs)
- Contextually inappropriate and intense interest or fascination with previous active shootings or mass attacks
- Many offenders experienced a significant real or perceived personal loss in the weeks and/or months leading up to the attack, such as a death, breakup, divorce, or loss of a job

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Threat Assessment Teams

- One of the most useful tools a school can develop to identify, evaluate, and address these troubling signs is a multidisciplinary school threat assessment team (TAT).
- Research shows that perpetrators of targeted acts of violence engage in both covert and overt behaviors preceding their attacks.
- They consider, plan, prepare, share, and, in some cases, move on to action.

Threat Assessment Teams

- The TAT should be multidisciplinary and should meet your district's needs.
- Include mental health professionals, administrators, educational professionals, and law enforcement who can provide holistic threat management services.
- FBI Behavioral Analysis experts are available 24/7/365 to participate in threat assessment and to develop threat mitigation strategies for persons of concern.

Law Enforcement Efforts

- Best practices and lessons learned
 - Tabletop exercises to improve response reactions
 - Advanced Law Enforcement Rapid Response Training (ALERRT)
 - Evaluated by FBI tactical instructors for techniques based on latest data
 - Currently used by thousands of officers, providing common, predictable tactics
- “...best and most realistic training I have every been a part of...”*

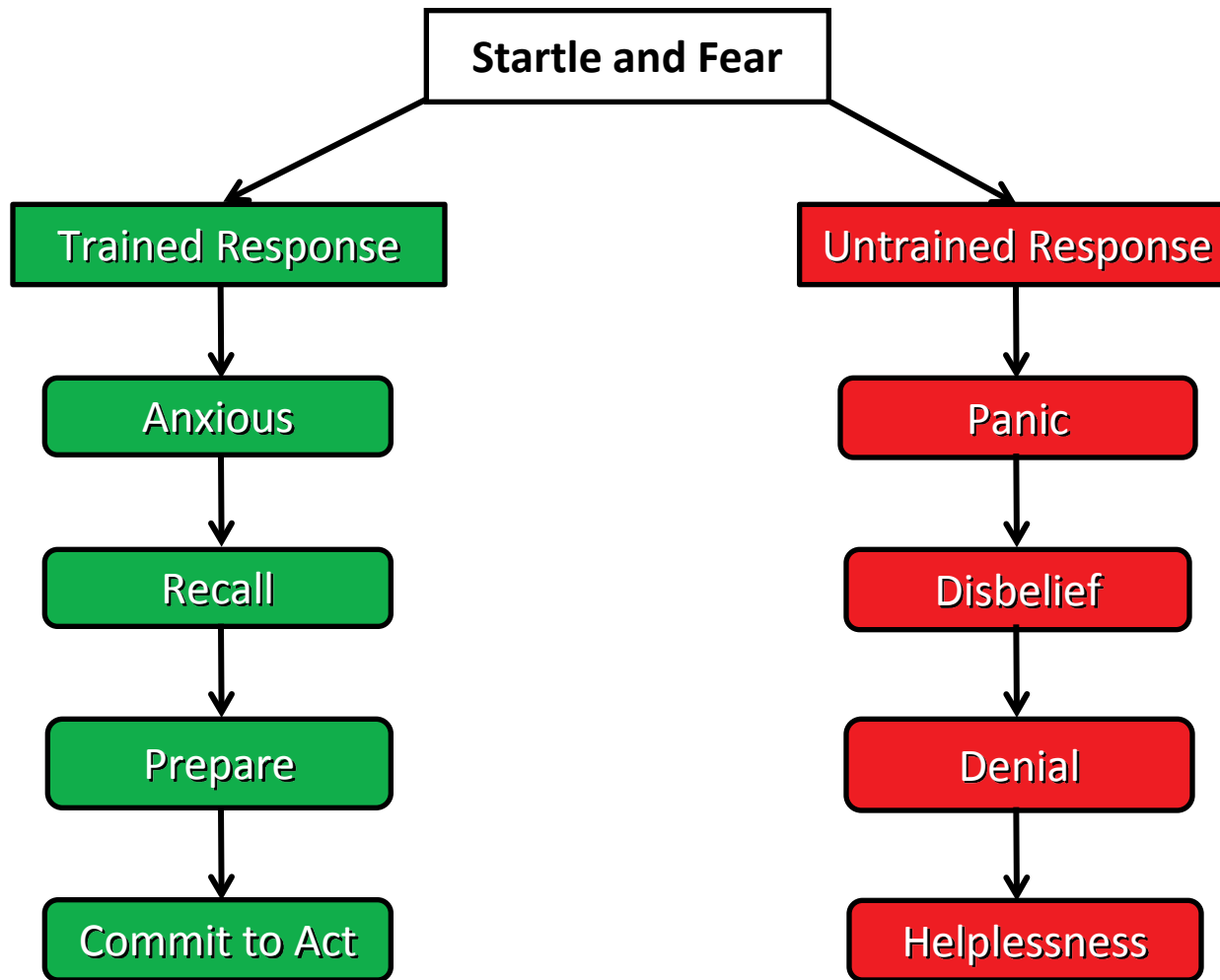
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What to Do If It Happens

- School EOPs should include courses of action to most effectively respond to an *active shooter situation*.
- Teach and train on these practices, as deemed appropriate by the school, to minimize the loss of life.
- Train staff to overcome denial and to respond immediately, including fulfilling their responsibilities for individuals in their charge.

Train to Recognize and Respond to Event



Source: S. J. Romano and A. Rugala, *Workplace Violence: Mind-Set of Awareness* (Spokane, WA: Center for Personal Protection & Safety, 2008).

Course of Action: Run, Hide, Fight

Run

- If it is safe to do so for yourself and those in your care, the first course of action that should be taken is to run out of the building and far away until you are in a safe location.

Hide

- If running is not a safe option, hide in as safe a place as possible.
- Students and staff should be trained to hide in a location where the walls might be thicker and have fewer windows.

Fight

- If neither running nor hiding is a safe option, as a last resort when confronted by the shooter, adults in immediate danger should consider trying to disrupt or incapacitate the shooter by using aggressive force and items in their environment, such as fire extinguishers and chairs.

Run!

Run – Evacuate the facility **if** it is safe to do so.

- Leave behind personal belongings
- Visualize an entire escape route
- Help others if possible but go, whether others choose to follow you or not.
- Keep hands visible, fingers spread apart
- Call 911 when you are safe

Hide!

Hide – If evacuation is not possible, building occupants should hide in a secure area.

- Use a “shelter area” if possible; cinder block walls
- Lock the door
- Barricade door with heavy furniture
- Cover windows
- Turn off lights
- Silence cell phones, including vibrate mode
- Lie on the floor
- Remain silent

Fight!

Fight – If neither evacuation or hiding are options, consider attempting to disrupt and/or incapacitate the active shooter

- Use aggressive force
- Use objects in the environment (scissors, fire extinguishers, chairs, etc.)
- Act as a group to overwhelm the shooter
- Commit to the action

Interacting with First Responders

- Staff should be trained to understand and expect that a law enforcement officer's first priority must be to locate and stop the person(s) believed to be the shooter(s); all other actions are secondary.
- Participate in Tabletop Exercises (TTXs) and spend time with law enforcement, emergency medical services and fire to understand their process and explain yours.

Interacting with First Responders

- Each event prompts first responders to initiate national incident command protocols (ICS) that call for establishment of a command staff made up of the primary agencies involved in response.
- Local and federal resources are available to respond, depending on the severity and scope of the event.
- Once the scene is secured, first responders will work with school officials to transport the injured, interview witnesses, and initiate the investigation.

FBI Resources

Contact your local FBI Field Office:

- <http://www.fbi.gov/contact-us/field>

Critical Incident Response Group/Active Shooter and Mass Causality Incidents Webpage:

- <http://www.fbi.gov/about-us/cirg/active-shooter-and-mass-casualty-incidents>

The REMS TA Center

For additional information, resources, training, and technical assistance, please contact the Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center:

Phone: (855) 781-7367 (REMS)

Email: info@remstacenter.org

Website: <http://rems.ed.gov>