

This handout is designed for the presentation ***After School Hours: Event Security and Emergency Preparedness*** presented by representatives of Safe Havens International Inc., a non-profit school safety center. All content of this presentation is copyright protected and may not be reproduced in whole or in part without the express written permission of Safe Havens International Inc. Any such reproduction is illegal, unethical and immoral.

### **About your Presenter**

Chris Dorn serves as a Senior Analyst with Safe Havens International, the world's largest non-profit school safety center. Chris' school safety work has taken him to Vietnam, Canada, Mexico, Holland, France, Bolivia, South Africa and England and he has presented in nearly forty states since 1998. Chris has authored and co-authored numerous articles for trade magazines and journals as well as five books on school safety. He recently released his 6th book in print, *Staying Alive: How to Act Fast and Survive Deadly Encounters*. His 3rd book, *Innocent Targets: When Terrorism Comes to School* is the foremost text on school terrorism and is in use by countless organizations including FEMA and Department of Homeland Security personnel in all 50 states. In 2013 Chris co-authored course content for the Department of Homeland Security as part of the White House 2013 school safety initiative to write the FEMA web course IS-360: *Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education, and Houses of Worship*.

Chris has presented for the International Association of Chiefs of Police, Bureau of Alcohol, Tobacco and Firearms and Explosives, Bureau of Justice Assistance, United States Department of Homeland Security, National Association of Pupil Transportation, Vietnam National University, and numerous state police, homeland security, emergency management agencies and departments of education. Chris and his work have been featured in a variety of print and video news media outlets including 20/20, Larry King Live, Good Morning America, Sally Jesse Raphael, ABC World News Tonight, Law Enforcement Television Network, Univision, China Central Television and hundreds of others. The FBI, TSA, U.S. Department of Homeland Security, Bureau of Alcohol, Tobacco, Firearms and Explosives, the Israeli National Police, British Intelligence agencies and thousands of law enforcement agencies and school systems in several dozen countries have used his training videos. Chris just finished working on his latest book, which is a 600-page university textbook - *Extreme Violence: Understanding and Protecting People from Active Assailants, Hate Crimes and Terrorist Attacks* published by Cognella in 2020.

We hope you find this session to be helpful and worth your time and we thank you for your efforts to make our schools safer.

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### **Sections Covered:**

- Planning Assumptions, Hazards and Risks
- Emergency Operations Planning Considerations for special events and after hours
- Measuring Fidelity of Safety, Security and Emergency Preparedness

### **Resources**

FEMA IS-360: "Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education, and Houses of Worship"

<https://training.fema.gov/is/courseoverview.aspx?code=is-360>

Security of Soft Targets and Crowded Places—Resource Guide

[https://www.cisa.gov/sites/default/files/publications/19\\_0424\\_cisa\\_soft-targets-and-crowded-places-resource-guide.pdf](https://www.cisa.gov/sites/default/files/publications/19_0424_cisa_soft-targets-and-crowded-places-resource-guide.pdf)

“Soft Targets and Crowded Places Security Plan Overview” – DHS

[https://www.cisa.gov/sites/default/files/publications/DHS-Soft-Target-Crowded-Place-Security-Plan-Overview-052018-508\\_0.pdf](https://www.cisa.gov/sites/default/files/publications/DHS-Soft-Target-Crowded-Place-Security-Plan-Overview-052018-508_0.pdf)

“Mass Attacks in Public Spaces” – U.S. Secret Service

<https://www.secretservice.gov/sites/default/files/reports/2020-09/MAPS2019.pdf>

<https://www.gov.uk/government/publications/crowded-places-guidance>

Audio editing software

- <https://www.audacityteam.org/>

Sound Effects

- <https://www.freesoundlibrary.com/>
- <https://soundbible.com/>

## **Section One – Planning**

### **I. Planning Assumptions, Hazards and Risks**

- Planning Challenges
  - Availability of training for other organizations
  - Multi-organizational coordination for response
  - Communications Interoperability
- Hazards and Risks
  - Violence
  - Weather/Natural Disasters
  - Medical Emergencies
  - Utility failures
  - ??
- Hazards and Risks Related to Violence
  - Fights
  - Weapons assaults
  - Targeted attacks
  - Suspicious packages
  - Bomb Threats
  - Bombs, IEDs, VBIEDs
  - Cyberattacks
  - UAS/Drones
- Bomb Threats – Evacuate - Or Search-in-Place - But always search
  - Divide into zones
  - Search procedure & protocols
  - Suspicious Packages

- The Four Cs:
  - Confirm the danger
  - Clear the area
  - Communicate
  - Control the area

### **Hazards and Risks – Unique Challenges**

- Vehicle ramming attacks
- Vehicle accidents
- Hostile reconnaissance - Procedures for challenging and reporting suspicious behavior: Deny, Detect, Deter
- Screening of employees/volunteers/etc. - Fingerprint check?

### **Relative Causes of Death in K12 Schools Study 1998-2013**

- 62 People murdered by active shooters on school property per the U.S.D.H.S definition.
- 129 Suicides on K12 school property.
- 489 Homicides on K12 on school property.
- 525 School-traffic fatalities.
- ? Deaths from medical emergencies etc.
- 55 million K12 students in the United States.

Source: *Report of Relative Risks of Death in U.S. K12 Schools* by Stephen Satterly 2014

Most victims who are murdered on U.S. campuses are killed in events that do not involve active shooters. Most K12 Fatalities do not Involve Violence.

New London, Texas 1937 - Natural gas explosion; Approx. 300 students and staff killed

### **Examples of risk**

- Young girl died while choking on the chain of playground swing.
- Young girl hit by a car, thrown under a school bus and run over by the bus.
- Young boy killed by falling TV set in front of his brother.
- Student who had asthma and did not know how to swim drowned on a field trip to a beach.
- Young girl run over and killed by her father during morning arrival.
- Deaths from SCA after failure to use CPR/AED.
- High school student thrown from back of pickup truck while enroute to soccer practice.
- Girl crushed by folding electronic bleachers.
- High school student found dead between wrestling mats in unlocked gym.
- High school student lost leg due to parking lot accident.
- Employee fell to his death due to renovation.
- Employee blown off of school rooftop retrieving balls.
- Girl died due to allergic reaction to candy bar on playground.
- Special needs student raped by seven boys in school restroom after she was signed out of class.
- Special needs students repeatedly gang-raped in "sex room."
- Student killed by blank round practicing for a play.
- Six-year-old student raped in restroom by high school age son of a teacher.
- Eight-year-old killed by vending machine placed on table in teacher's lounge.

For Perspective

- 7,000 students were killed in their schools during the Sichuan earthquake in 2008.
- 17,000 students were killed in their schools by an earthquake in 2005 in Pakistan.

## II. Plan Components for After Hours Events

- Emergency Preparedness Plan Components
  - Role-Specific Planning
  - Do you have a role specific plan for
    - Special event staff?
    - After hours staff?
    - Volunteers?
    - Rentals?
  - If not, copy your general plan and adapt it
- Requirements for the “General Public\*”
  - Awareness of surroundings
  - Report suspicious activity
  - Know what to do in life-threatening situations

*Source: Soft Targets and Crowded Spaces DHS Guide*
- Are your partner organizations trained?
  - General procedures
  - Supervision
  - Emergency Response
  - Emergency Communications

A broad array of emergency protective actions is recommended.

- Functional and Incident-Specific Protocols (“Annexes”)
- The First 30 Seconds
- Good Housekeeping
  - Attention to detail
  - Security Culture
  - Situational Awareness
  - Supports all other measures
- Communications
  - Internal PA
  - External PA
  - Digital Signage
  - Internal messaging systems (radios, texting, etc.)
  - Word of mouth

## III. Using Scenarios to Train, Document and Test the Fidelity of Plans

- More than 8,000 controlled one-on-one real-time school crisis simulations at K12 schools in 45 states (see end of document for stats).
- Fidelity Testing:  
“Measuring the alignment between what is intended by safety policies, plans, drills and staff development and what people are likely to do in actual practice”  
Source: *Put Training to the Test* by Michael Dorn *Security Management Magazine* – American Association of Industrial Security International January 2018

- If an approach does not test well, performance will not improve under the extreme stress of an actual emergency
- Use defensible language – take care when using:
  - *Always, all, every*
  - *Number one priority*
  - *Top priority*
  - *Best practice*
- Create positive evidence with reasonable documentation
- Memorialize using existing systems when practical

#### Precautions

- Never conduct a test that could make people think they are faced with a real emergency.
- Screen for trauma before conducting simulations.
- Consider what scenarios students and others might overhear.
- Emphasize that you are testing how well the organization has prepared the individual – and that you are not testing the individual.
- Remember: If it does not test well in simulation, performance will not improve when you add extreme stress

#### **Fidelity Testing of Teams and Processes**

- Documenting Fidelity Testing
  - Ideal responses
  - Actual responses
  - Delayed reactions
  - Action steps out of order
  - Develop a log sheet for each scenario
  - Use a standardized set of instructions for participants
- Additional Opportunities to Document Progress
  - Penetration testing
  - Student surveys
  - Staff surveys
  - Parent surveys
  - Comparison of survey and reported incident data
  - Data evaluation to spot concerning trends and opportunities to spread positive practices between schools
  - After-Hours activity: Site Assessments
    - *Hot Button Areas to Assess*
      - Policies, practices, and staff development
      - Behavioral prevention measures (Bullying prevention, self-harm, and student threat assessment processes)
      - Effectiveness of approaches to student misconduct
      - Pre-employment screening
      - Child abuse prevention
      - Student supervision
      - Hall-pass approaches
      - Traffic safety

- Access control and visitor management
- Lock door hardware, technology, and software
- Gravity hazards
- Space management
- Risks of overdose/substance abuse
- Fights
- Concussions
- Pre-Mortem Exercises
- Training and Documenting Effective Student Supervision Practices
- Formal Assessment and Data Evaluation
- Conduct fidelity testing using scenarios on a continual basis.
- Creating Scenarios for Fidelity Testing (See resources at beginning of document)

***Scenario-based Emergency Preparedness Assessment results:***

Based on:

- Our experience assisting in assessments of more than 8,500 K12 school facilities
- More than 50 school organizations and independent schools in over 45 states
- Many have completed at least one REMS grant
- At least two of the districts have had multiple school shooting incidents
- More than 1,000 interviews using over 4,000 scenarios with building administrators, front office staff, crisis team members, teachers, support staff, custodians, food service personnel, school bus drivers and security personnel
- Post-incident assistance for over 300 School Crisis events including 20 active assailant/targeted school shootings.

**Results:**

- On average, at least one critical action step missed per scenario.
- School employees fail to initiate a lockdown 70% of the time when they should.
  - Front office notification
  - Calling the police
  - Pulling the fire alarm

**Response: Improved Planning & Training with  
Increased Staff Empowerment to Address These Realities**