

Transcript of School Shooters: An Awareness Program for School Staff

Speaker 1: Welcome to our program on School Shooters: An Awareness Program for School Staff. This program is intended to introduce school staff members, whether they are certificated staff, non certificated staff, or other personnel working within the school, to those procedures that should be carried out in case of a school shooting. As with all programs, we strongly urge you to consult with your particular district policies, and procedures, on the exact protocol your district has in place to respond to a school shooter.

If in fact you do not have protocols for some of the items addressed, we strongly recommend that your All-Hazards Committee sit down, and work on those issues, to develop a comprehensive All-Hazards Plan, including the response to school shooters. Our program today will contain six sections as listed on your screen, we'll do an introduction to the program, we'll talk about who are the active shooters, we'll talk about school staff responsibilities if an active shooter situation occurs.

We'll talk about the need for school, and law enforcement interface, and interaction both before, during, and after an event. We'll talk about the need for training, and exercises, to reinforce the protocols established for active shooter response, and then we'll summarize the course at the very end. In section one, we will introduce you to our program, talk a little bit about the program development, and layout the objectives for the remainder of the course. This program is intended as an awareness level, and service program for school staff members regarding school shooters, which focuses on personal, and professional responsibilities, during an active school shooting situation.

This program can be conducted one-on-one as an online training program, or used in a group's training situation at your school. This program is not intended to replace live drills, and exercises, which should be conducted by your schools, and districts, in partnership with all local emergency response organizations. As with all components of your All-Hazards Plan, training, and exercises is a key portion of planning, and preparation, that should not be neglected.

As with any training program, school staff should reference, and follow their local policies, procedures, and SOG's, or Standard Operating Guidelines. Information contained in this program was current at the time of publication, and production. The authors do not in any way guarantee the safety of persons who complete this training program, to be safe in incidents of a school safety shooting. The procedures indicated in this program, are recommended procedures that will help in conjunction with your emergency responders, in developing your local policies, procedures, and guidelines.

This program was developed by the Center for Safe Schools in Camp Hill, Pennsylvania, under the direction of the Susquehanna Township school district in Dauphin County, Pennsylvania. Funding for this program was made possible by US Department of Education Readiness, and Emergency Management in Schools Grant. This program has seven objectives, and upon completion of the training program, participants will be able

to: Define the term active shooter, list three traits often identified with an active shooter prior to a workplace shooting, and number three, list the four steps towards personal preparedness in case of an active shooter situation in your school, or workplace.

Upon completion of the program, school staff members taking this program should be able to list at least two professional responsibilities that the school staff has during, and immediately after an active shooter situation. Our fifth objective, is that upon completion of the program, you should be able to explain the difference between cover, and concealment, as it pertains to active shooting scenarios. Our final two objectives, are that upon completion of the program, you should be able to identify best practices for school staff when interfacing with law enforcement during, or immediately after an active shooting scenario.

Finally, you should be able to explain why continued training, and exercising is important for response to active shooting situations, and all other school emergencies. In developing this program, both the Center for Safe Schools, and the Susquehanna Township school district gratefully acknowledge the Dauphin County Safe Schools Consortium, made up of those public, and private, and parochial schools within Dauphin County, Pennsylvania, and we sincerely acknowledge the following agencies, and the respective publications, which were used as a foundation in the development of this program.

In section 2, we will discuss some of the most newsworthy school shootings. Certainly, we cannot discuss all of the school shootings, but we will pick out a few select school shootings. We'll talk about who the active shooters really are. We'll discuss prediction models for student, and adult shooters, and also discussed commonalities of active shooter situations that have occurred in schools.

While impossible to discuss all school shootings, we will start with one that occurred in the late 90s. This is of particular importance, because this occurred relative to the time when satellite TV, and instantaneous news communications was gaining more popularity. December 1, 1997, in Paducah, Kentucky, a 14-year-old student conducted a shooting at the school, resulting in the three fatalities, and five injuries, and again, although not the most significant number of fatalities, and injuries that have occurred in school shootings, it started to gather the attention of the United States, and the school officials throughout the country, in looking at the problem of potential school shooters on their campus.

Just a few months after the Paducah, Kentucky shooting, on April 24, 1998 in Edinboro, Pennsylvania, there was a shooting at a school dance. There, where a 14-year-old male student started to shoot, resulting in one fatality, and two injuries. This incident leads school officials to consider the potential for school shootings, not only during the school day, when the school is properly staffed, and secured, but also those extracurricular, and afterschool activity events, and incidents, where there may not be sufficient administrators, and school staff members available to respond to the situation.

As we consider the items discussed in this program, I would ask each of you to consider, is your school prepared for handling any type of emergencies, especially school shooters during afterschool, and extracurricular, and special events, that are conducted

by your school, either on campus, or off campus? The events of April 20, 1999, in Littleton, Colorado, the school shooting at Columbine high school, certainly started the era of good school planning for school shooter incidents in this country.

The resulting 13 fatalities, with 21 direct injuries, and three fleeing injuries, caused schools to really examine their policies, and procedures, regarding the response to school shootings. It also prompted law enforcement, to develop new tactics, and procedures for their response to support schools in times of school shootings. On October 2, 2006, educators throughout the world, were able to realize the fact that a school shooting could present itself at their school.

On that particular fateful day, in Lancaster County, Pennsylvania, a gentleman who was no longer associated with the school in any manner, came into that school, took hostages, fortified the building, resulting in five fatalities, and five injuries, to students of a one-room Amish schoolhouse. Ladies and gentlemen, as you look at the program, a lot of folks will say, "These incidents cannot happen in my school." Indeed, if it happened in a one-room Amish schoolhouse, in Lancaster County, Pennsylvania, a school shooting could present itself at your school at any time.

We've discussed just a handful of school shooting incidents from this country in recent years. Indeed, there are scores of school shootings that have occurred in this country over the last 15 to 20 years that we could have looked at, and examined. In fact, many organizations have done just that, and the result has been, that in looking at each of these individual school shootings, and analyzing them, there has been no specific pattern, and there's no specific profile that can be established to predict a school shooter.

In direct result to the Columbine shooting, and other school shootings occurring in our country, the United States Secret Service was tasked with analyzing school shootings, and developing protocol responses, and prediction models. In May, 2002, the US Secret Service released a report called, "Threat Assessments in Schools." Other key findings, key finding number four specifically stated that, "There is no accurate, or useful profile of students who engage in school violence."

While our schools are educational institutions, they are also workplaces of many diverse, and different persons that are working in that school place as adults. Those adults have common problems, and they have issues that occur, similar to other workplace situations throughout this country. There have been prediction models established for workplace, or adults shooters. Such potential indicators of a person who might be possibly engaged in a shooting situation, would include those persons who have an increased use of alcohol, or illegal drugs, persons with an unexplained increase in absenteeism, or vague physical complaints regarding illness, or injury, persons who are experiencing depression, or withdrawal from drugs, and alcohol.

Persons that have increased mood swings, or persons that engage in increased talk of problems at home, also persons who suddenly have an increase in unsolicited comments about violence, firearms, or other dangerous weapons, and violent crimes. These persons, as we deal with the adult workplace employee, can be prediction models for workplace shooters, which workplaces do include our schools. Let's talk about the

definition of an active shooter. An active shooter is defined as any individual who is actively engaged in killing, or attempting to kill people within a confined, or populated area.

Our schools certainly meet that definition of persons within a confined area. In most cases, an active shooter will use firearms, and there is no particular pattern to their selection of victims within the school shooting. There are some basic facts that we can look at regarding active shooter situations. First off, is that active shooter situations are unpredictable, and will evolve very quickly in most cases. Secondly, we understand that the immediate, and rapid deployment of armed law enforcement, is required to stop the shootings, and mitigate harm to victims, and potential victims.

Most active shooter situations are over in 10 to 15 minutes. Often times, particularly in our more rural areas of the state, and country, that's before law enforcement even arrives on the scene at a school shooting. Individuals employed by the school, and attending the school, must be prepared both mentally, and physically, to deal with an active shooter situation. In unit three, we will discuss the personal, and professional responsibilities of the school staff members, if confronted with an active shooter.

These personal, professional responsibilities, are key to staff being prepared to respond in an active shooter situation. Every staff member within a school has the following areas of personal responsibility in preparation for active shooter situations. Preparation is key, learning the procedures of your school, learning the layout of your school, and learning how to conduct the steps we will discuss, are key for staff being prepared. No one can wait til an active shooter situation occurs, to consult a flip chart, manual, or Standard Operating Guideline, the time to act is then, the time to prepare, has long past.

In an active shooter situation, evacuation to escape the situation may be a possibility. If the active shooter is isolated in one particular part of the building, it may be possible to evacuate students, and staff from the building. However, that decision is key to making sure that the area of escape is safe from additional shooters, or additional hazards. Notification, the simple act of calling 911 when an active shooter occurs, is paramount to the situation. Schools should empower any employee of the school to initiate lockdown procedures, and intruder response procedures, if an active shooter occurs.

Next, the act of taking cover, or the potential hiding out in a safe, and secure location, may be a potential avenue for response to an active shooter, and again, that depends upon where the active shooter is, and how safe, and secure the particular areas that students and staff will take to cover. Taking action, many times as a last resort, a response to neutralize the attacker on your own, may be a potential responsibility. There have been training programs developed to train not only staff, but also students in response to active shooters.

Districts should closely consider the potential of whether or not staff members, and especially students, should act to defend themselves in times of shootings. This is a decision that each district should make in conjunction with their legal counsel, and local emergency responders. We certainly do not begin each school day thinking that today is a day that we could have an active shooter within our building, however, each day we

should be prepared for any potential emergencies that might occur in our building, including that of an active shooter.

Part of preparation, is a good awareness of our situation, and surroundings. Having good situational awareness, means that you are aware of your surroundings, you know your facility, you can identify the two closest exits to your assigned area, and you know the layout of that building in case there will be low visibility through lack of lights, or smoke. You need to pay attention to what's happening around you. Many times our teachers are concentrating so closely on education, that they're oblivious to what might occur in a hallway, or in a classroom next door.

It's important to make sure we are aware of our surroundings, and each staff member, and I don't care whether or not that would be the administrator, whether that's a teacher, whether that's a support person, but all staff members should take physical security seriously. It's not just the job of a school resource officer, a school custodian, or a school security officer to make sure your facility is secure. All staff members need to have responsibility in having good physical security, that includes not propping open doors, not allowing visitors to enter through side doors when that's not the designated route, but each staff member takes physical security of their building to personal heart.

Part of that good procedure, and preparation, is taking staff, and visitor ID procedure seriously in a building. All adults within the school should have some sort of identification on during the school day. Each staff member should be issued photo identification, and be required to wear that photo identification around their upper torso at all times they are in that building. I would make note, that breakaway lanyards should be provided to those staff members, just to make sure that they do not have other potential injuries from wearing the lanyard.

Visitor procedures are paramount to making sure folks are not in our building that have not checked in, signed in, and have a legitimate purpose in our school building. Any adult that is not wearing either a staff identification card, or a visitor identification card, should be challenged, and procedures for unauthorized visitors established by your school, should be followed with each, and every incident, where a person of an adult type is unidentified in your facility.

Escaping the situation of an active shooter, may be a very real possibility for our school staff members. In order to carry out that in a proper manner, each and every staff member should have an escape route, and plan in mind, before attempting to escape the area. If there is an escape route, and you can evacuate all of your students with you, attempt to evacuate to a safe location. This act of evacuating, or escaping a situation, should be discussed in advance at the local school building level with your Principals, Administrators, and Police Departments.

If you do make a decision to evacuate, keep in mind, you are responsible for all of your students, and the only way you can safely evacuate, is if you can safely evacuate all of your students with you. If the situation of evacuation takes place, leave behind your belongings, computers, briefcases, things like that should be left behind. Property can be replaced, lives cannot. If engaged in an active shooter situation, and Police officers come upon you, you need to follow the directions of any Police officers.

Be careful not to make any quick movements, particularly towards your pockets, and make sure you have your staff ID available, to show the Police officer, to compare you to your photograph. If you do evacuate your students, and yourself from the building, make sure you establish contact with your district office, or your supervisor, as soon as you are in a safe location. Let that contact person know where you are, what students are with you, and whether or not any students may be injured, or need of any other type of assistance.

Notification of 911, or an alternate emergency number, if provided in your area, is extremely important when an active shooter situation occurs. When calling 911, make sure you're in a safe position to do so, and provide any available updated information regarding the situation. That updated information could include an exact location of the shooter, or shooters within your building, the total number of shooters within your building if known, and if possible, if you know the name of the shooters, as if they were a former student, present student, or an adult member known to you, provide that information, which would be extremely helpful to the Police.

Provide physical description of the shooters, including clothing, their sex, their approximate height, weight, ages. If known, provide number, and types of weapons being used by the assailants, number and types of known injuries within the building, or outside your building, and any other potential information regarding persons still in the building, or in your room, that may be in need of immediate assistance. Keep in mind, that in the average school shooting with a high school, there will be many dozens of rooms where students and staff will be providing safe cover for themselves.

It will take time for the emergency responders to get to each of those rooms, so unless you really have a significant injury, or other problem, you probably do not expect to have the Police present immediately. In most schools, the procedure in an active shooter, involves taking cover, or hiding out within the building. If that is your procedure, make sure you're hiding in a location where the shooter is less likely to view you, or find you, if they make entry. Take steps to impede the shooter from entering your hiding place. Part of that starts with good preparation. Always keep your classroom door locked, and ready to pull shut, if you do not have the potential to lock your door from the inside.

Ways to secure most classrooms can include the use of magnets, or blocks, which allow the door to be kept locked, and closed almost the whole way, for normal student entry, and exit during the school day, but always make sure that rooms are secured anytime they are left unattended. It should never be a situation in any school, where a room has students, or is left completely unattended, that is unsupervised by an adult staff member. Part of taking cover, or hiding out, may include the additional support of blockading doors with heavy furniture to prevent entry into the building where you, and your students are being kept safe.

If that situation occurs, try to blockade the door with heavy furniture, if time, and circumstances permit. Certainly if an active shooter is directly outside your room, you would probably not want to draw attention to your room by moving that furniture. Likewise, once your door has been barricaded, move to a position of cover, and concealment, within the room. We will discuss the difference between concealment, and cover, in our next slide.

There is a great distinction between concealment, and cover. In concealment that provides a hiding place, where a person may not be able to see you, but you are not protected from bullets, or shrapnel. A good way of being concealed might be to stand on the opposite side of a drywall wall, you would not be seen by the assailant, but bullets would be able penetrate through the drywall. Likewise, portable partitions, blinds, so forth, might conceal you from view, but do not protect you. If you're taking a position of cover, that is an area that provides a measure of protection from gunfire, and shrapnel, and also would produce a reduced exposure from blast pressures, that might be caused by explosives.

Look at the procedures within your district, within your building, and try to choose the best place within your room, that you have a protection from cover of any shooter. Schools are laid out in many different manners, with many different configurations of classrooms, particularly specialty classrooms, vocational areas, tech Ed areas, and other specialty areas of a building. We'll look at now, the situation of the common classroom, with a single door at the front, or the back of the classroom.

We need to be aware of the fact that bullets coming in that door, which is the weakest point of our room, will travel into what we call the fatal funnel, or a kill zone. As indicated in this particular drawing, the door at the top right of the classroom, is probably the weakest point for bullets entering that classroom. The area marked with a star, which is along the same wall as the door, but at the far corner of the room, is the safer place within that room for you as a staff member, to gather with your students, as low to the ground as possible, to protect yourselves from the potential of gunfire entering that room.

Not unusual to find in schools, particularly science rooms, or other larger rooms in high schools, would be a double door configuration as shown in this photograph. This particular drawing indicates the fatal funnel, not just from one door, but from both doors, in this particular classroom. In this scenario, the area marked with a star is a safer place for you to gather with your students, to stay out of the line of fire, that might be coming from your hallways. As with a single door classroom, locking the door, pulling the door shut, is an extremely important part of the process of keeping you, and your students safe.

Some additional steps we look at for hiding, or taking cover during an active shooter, includes silencing all cell phones, and other electronic devices. In today's society, we know even our elementary students are carrying cell phones, and regardless of what your school policy may or may not say regarding the possession of those electronics during the school day, we know that students will possess them. It's extremely important that we try to keep our students as quiet as possible, and silence those electronic devices.

In case an active shooter situation is occurring in your building, if the fire alarm activates, that could be a ploy, and has been used in the past to lure students and staff out of the building. Unless smoke, or fire is observed in the area of your room, generally most schools will recommend that you do not evacuate from your building. Remain in your location until law enforcement, and school administrators enters your area, and directs you to action. Schools have different policies on this procedure, but generally

recommended, is that at the end of an active shooter situation, instead of making an outside PA announcement that it is safe, students and staff will be taken out of the building, and out of their rooms by a uniformed law enforcement officer, accompanied by a school administrator, so that you know the situation is in fact under control. Be very cautious of responding to just PA announcements to exit your room.

Some additional steps when taking cover, or hiding out in a building, includes that if the intruder is close by, you can use your cell phone, or computer, to transmit information to either a 911 dispatch center, or a school emergency email address. Many areas are now establishing phone numbers that text messages can be sent to at 911 centers. Again, keep your phones on silent, if necessary, dial 911, don't speak, but let 911 listen in on the open line if the shooter is that close to your room, or in fact, in your room.

Be careful though when using computers, if your lights are turned out, and you're in a place of hiding, be careful not to back light yourself with the computer screen. Again, the establishment of a crisis school email address to be used by staff members in this type of situation, is highly recommended for school districts. That email address may simply be `crisis@xyzschool.district.org`. Those type email addresses should be able to be checked in an emergency, by not only school officials, but also access being given to 911 dispatch centers, or emergency operations centers, and unified command posts, established for response to the incident.

Again, remember, remain in your safe area, if at all possible, until law enforcement, and school administration together, enter your area, and direct you to exit. As a last resort, and only when necessary to save your life, or the life of someone else who is in imminent danger, you might attempt to disrupt and/or incapacitate the active shooter. If this situation presents itself, you need to act aggressively towards him, or her, to disrupt their ability. Throw items, or improvised weapons, yell to distract, and confuse the shooter, or do other actions that will help you gain safety.

Again, once you commit to this as a last resort, you're committed. There's no turning back, and you need to have a mental plan prepared for what you're going to do to make your students and staff safe from the situation. Some other professional responsibilities we'll talk about, include the accountability of students. It is extremely important that every teacher, every staff member assigned to the supervision of students, has a good daily attendance each and every class period of the day, whether that's an elementary teacher who takes role in the morning, and has those students all day long, or that's a teacher that has a student for a 43 minute period.

Each and every period, a teacher must know how many students they're responsible for during that period. This accountability of students is responsible not only for active shooter situations, but also vital for fire evacuations, shelter in place, severe weather, and other All-Hazards Planning scenarios. The second scenario, is the ability to call 911. That may be a professional responsibility assigned to each and every staff member. One of the things you need to make certain of, is what are the procedures in your building to activate 911.

Some schools have internal telephone systems that do not have the capability of calling outside lines. If in fact they do have the ability of calling an outside line, know what the

access code might be. Common in schools, is the need to dial 9 to get an outside line before calling 911. In other districts, that may be set up as a code system, that has a different series of letters, or numbers, because we do not want students using those phones for outside phone calls. Likewise, when using a cell phone, it's important in an emergency situation, that staff members who dial 911 remember to hit send at the end of dialing, don't just dial 911, remember to hit that send button on those cell phones.

The other professional responsibility, is the alerting of administrators. School staff members absolutely have a responsibility to notify their building administrators anytime there are rumors of a student who may be doing disruptive acts, including potentially planning for an active shooter, and notifying those administrators when students are having depression issues, withdrawal issues, or other mental health issues, that may in fact cause them to fit a category of a heightened state of potential to be a school shooter.

The other professional responsibility we'll talk about, is reunification. Staff members are responsible for their students until otherwise relieved by an administrator. Parents will show up, staff members need to be aware of the procedures established in your particular school, or your district, for reuniting, and reunifying parents, and students, during, and after an emergency. Furthermore, the last professional responsibility we'll talk about, is contact with the media.

In almost every school district I've been associated with, or worked with over the past several years, media contact is referred to a specified public information officer within that district. During an active school shooter situation, there is a good chance that unified command will be established, there will be a Joint Information Center, involving public information officials, from not only your school district, but also from law enforcement, and other responder agencies.

Professional staff responsibilities, includes not talking to the media directly, but referring any media inquiries to the appropriate person responsible for your district media dissemination. In section 4, we will discuss the school staff interface with law enforcement during an active shooter situation. The school, and Police interface that occurs during an active shooter situation will differ greatly from the day-to-day contact we experience with not only our school resource officers, but our other law enforcement agencies that come into our school.

During an active shooter situation, the Police will often ignore requests for assistance, and requests to provide medical care, in exchange for taking swift, and appropriate action to stop the shooter before he, or she, does further harm to students, and staff members. School staff need to know what to expect of the Police during a school shooting situation. In case of a school shooting, law enforcement's primary role, is to stop the active shooter, and do so as soon as possible.

In cases where a school Police officer, a school resource officer, or potentially a school-based probation officer is on scene at the school, a single school-based officer may make the initial counterattack to an active shooter within our schools. Officers will be proceeding directly to the area where the last shots were fired in attempt to stop the

attack, and protect students and staff. Police may form teams of four to go after the school shooter. That's not always the case, but could be something that occurs.

You may see a diamond shape formation proceeding down your hallways. Again, school staff should be seeking cover out of the line of sight, so we should not be looking at these situations, but it is possible you may see that occur in your school. Police may be uniformed, or may be in street clothes with external vests. Police may also appear in full Kevlar helmets, and full tactical gear, commonly known as riot gear, as they enter your building. Police may have a variety of weapons, including handguns, shotguns, and rifles, as they enter your building, to secure the shooting situation.

Police officers may also use pepper spray, or other items, to control the situation as soon as possible. It is more likely that officers will shout commands, and push persons to the ground for their personal safety, and ultimately your safety. Again, remember, make sure you have your staff identification card worn at all times, and although it will not negate the potential that you will push to the ground, it will reduce the likelihood that you will remain in Police custody once they identify you.

As noted earlier, that the Police have, as their primary responsibility, stopping that active shooter from doing further harm to students, and staff. As such, when that is their main mission, the Police will often walk past victims, and other persons, as they search for the active shooter. Until the situation is under control, and sufficient Police are present on scene, injured persons will not be treated, or moved out of the area. If confronted with a situation with a school shooting, and the Police are in your vicinity, it's important to react properly to that Police presence, keeping in mind this is a highly stressful, and energy charged environment for the Police officers, it is also important for you to remain calm, take deep breaths to allow yourself to remain calm.

When given a direction by the Police officers, follow directions the first time they are given. Keep your hands open, and visible at all times to the Police officers. Do not try to carry items, particularly cell phones, or other objects in your hands. When confronted, and Police request identification, raise your hands slowly, spread your fingers, palms facing towards the officer, to indicate that you are not armed, and do not present a threat to that officer.

Officers are highly trained in response to school shooting scenarios, and they train for those particular situations. We can help those Police officers in that situation, and one of the ways we do so, is avoid making any sudden movements towards the officers. Keep in mind that they have arrived at your building because of an active shooter scenario. Any person making a rash, or sudden movement towards that officer, may be perceived as a danger to the personal safety of that Police officer, and fellow officers.

Furthermore, do not expect to be escorted out of your building until after the shooter is contained. Expect to remain in your classroom, locked down, until the situation is contained. Those rooms that may have injuries, or other emergencies, will probably be emptied first. Your room, being safe, secure, without anyone injured, will be then methodically checked by school staff administration, and officers. Furthermore, do not attempt to stop officers, or ask questions.

When they are responding to an active shooter scenario, they are on a mission, and they need to remain focused on their primary mission, which is stopping that active shooter. After the shooter is controlled, additional activities will be taking place with emergency responders. Additional teams of Police, and EMS will begin to enter your building. At that time, and only after the shooter has been controlled, rescue teams will remove injured persons from your school. Able body staff members, and older students, may be asked to assist in moving the injured from the building outside to a safe area.

Remember, after the situation is controlled, do not depart the scene without permission from the Police. This is a crime scene, and you'll need to be identified, and interviewed as a victim and/or witness. Furthermore, just because the situation is controlled, you are still responsible for the accountability, and supervision of your students, until relieved by a school administrator. In Section 5, we will discuss briefly the need for additional training, and exercises, dealing with active shooter scenarios in schools.

While the probability that a shooting at your school is low, it is a probability that has high consequences if it does occur. Continued training, and exercising regarding school shooter situations, and other hazards in our school, will increase the likelihood that our students and staff have familiarity with our procedures, and will be able to carry those out in an emergency. Frequent review of procedures for active shooters, and other All-Hazards Planning, will make response flow more smoothly in times of real emergency.

The most effective way to train for active shooter situations, is to conduct mock shooter exercises. These full-scale exercises are very important to successful preparation of school staff, students, and our emergency responders. Keep in mind that these mock shooter exercises are a culmination of earlier trainings. They include orientation programs such as this online program, specific school training programs that are conducted within your school, or your school district, component drills such as take cover, such as lockdown, evacuation, and accountability of students, and parent-child reunification, followed up with tabletop exercises, involving key staff members within your school, and emergency responder organizations.

Schools should not attempt to conduct a mock shooter exercise without laying a good foundation, with training programs, and component drills. Let's take some time now to review major components of this course. We'll put up a course summary that has a question numbered, we'll give you a few seconds then to think about that question, and then we'll review that question with you as we proceed. The term active shooter is defined as any individual who is actively engaged in killing, or attempting to kill people in a confined, and populated area, which would include our schools.

We've asked you to list three traits that are often identified with an active adult shooter prior to a workplace shooting. We're actually going to review six potential indicators, that includes the increased use of alcohol, and/or illegal drugs. Number two, unexplained increases in absenteeism, or vague physical complaints about illness, depression, or withdrawal, increased mood swings. Number five, increased talk of problems at home, and finally, but not the least, is an increase in unsolicited comments about violence, firearms, or other dangerous weapons, and violent crimes.

The four steps toward personal preparedness for active shooter situations, include being aware of your surroundings. This includes knowing your facility, and being able to identify the two closest exits to your assigned area. We do this each month in our regular fire drills. You should have a primary fire exit route, and alternate fire exit route. These two routes for fire can be your escape routes in case of a school shooter.

Secondly, pay attention to what's happening around you. Situational awareness is extremely important for school staff members. Third, take physical security seriously. It is not just the job of the SRO, or the school custodian, it is each staff member's responsibility to take physical security seriously. Do not prop doors open, report malfunctioning, or improper doors that do not work. Finally, take staff, and visitor ID procedure seriously. Each staff member should be issued a photo ID, and wear that every day on the upper torso.

Likewise, any adult visitor to your facility should be required to sign in, produce identification, and obtain a visitor ID. That visitor ID process should be developed by your school, or your district, and thoroughly vetted with your emergency responders. Date sensitive ID for visitors is highly recommended. We've asked you to list at least two professional responsibilities of school staff during, and immediately after an active shooter situation. In fact, we've actually covered five such responsibilities during this program.

First, and foremost, is accountability of students. It's very important that each staff member know how many students that begin a class period, or day with, and how many students they have when any type of emergency occurs. Accountability for students includes the potential of escaping with all of those students, or taking cover, concealment, and hiding out with those students. Secondly, staff members must be familiar with the process for calling 911, or other emergency numbers in your school building.

Make sure you understand the ability of your phone system to access 911, whether it requires an access code, or whether it simply is an internal phone system that cannot call 911, where a cell phone, or other method must be used. Thirdly, alert administrators to changes in student behavior, and any information you as a staff member may receive regarding students who may be planning attacks on your schools. Good prevention is always better than successful response.

Fourthly, reunification process, know the procedures in your school for keeping your students with you, and accounting for those students until such time as a reunification process has been established, and an administrator approves the release of those students to their parents, or other guardian. Finally, be aware of the media policy within your district. Media contact is usually reserved in school situations, for only those designated public information officials, whether they be from the school district, or your emergency responder organizations during a school shooting.

In all cases, remember to follow your local policies, and procedures established by your school, and your district. We've asked you to explain the difference between cover, and concealment, as it pertains active shooting scenarios. Concealment provides you a hiding place, but offers little, or no protection from bullets, or explosive devices. Cover

provides you a hiding place, and also offers a certain degree of protection from both bullets, shrapnel, and explosive devices.

Four best practices for school staff to use when interfacing with law enforcement during, or immediately after an active shooting scenario, include the need to remain calm, take deep breaths, and keep yourself calm. If you, as the adult staff member cannot remain calm, certainly it would be impossible to keep all of your students calm. Secondly, follow directions the first time they're given. When law enforcement gives a command, you need to follow immediately, without questioning the purpose of that command.

Third, keep your hands open, and visible at all times. Do not carry items such as cell phones, or other small objects in your hands. Keep your hands visible to law enforcement, and fourthly, when confronted, make sure you raise your hands, and spread your fingers, with palms showing towards the officer, to indicate that you are not armed, and are less of a threat to that officer. This is oftentimes called the universal surrender position, and it indicates your compliance with those law enforcement officer commands.

Our seventh objective that we had when we began this program, was for you to be able to explain why continued training, and exercises, is important in the response to active shooter situations. That not only pertains to active school shooter situations, but also any other emergency we have. It is necessary to continue to train, and exercise. Two of the reasons we have for that continued training, and exercising, is that those drills, and exercises will increase staff, and students familiarity with our procedures to be utilized in case of emergency.

Finally, a frequent review of procedures to be used in emergencies, including school shooting scenarios, will make the response flow even more smoothly when an actual emergency occurs within our schools. On behalf of the Center for Safe Schools, in the Susquehanna Township school district, who is the lead school in the Dauphin County Safe Schools Consortium, we thank you for viewing this program.

We hope the material that has been provided to you has been helpful, and beneficial in your personal, and professional preparedness in case of school shooting scenarios. While we indicated earlier, it is highly unlikely that your school will be the site of a school shooting, the consequences for such a shooting are high, and in fact, as we discussed, if it can happen in a one-room Amish schoolhouse in Lancaster County, Pennsylvania, it can happen in your school. If you desire further information on school safety, we urge you to visit the website www.safeschools.info. Thank you for taking the time out of your busy schedule to participate in this program.