

# The Safety Net

The Electronic Journal of Safe Havens International  
*The world's leading authority on safety, security, climate & emergency preparedness for schools*

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## Emerging Threats in an All Hazards World

- **Ebola Safety Concerns for Schools**
- **ISIS: A Renewed Terrorist Threat?**
- **New FBI Active Shooter Study: Implications for Campus Safety Professionals**
- **Practical Information on School Safety**



## The Safety Net October 2014

### Message from the Editor-in-Chief

Chris Dorn is the Executive Producer for all Safe Havens Video projects, and he is the Editor-in-Chief of The Safety Net - the electronic journal of Safe Havens International.

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This issue of The Safety Net comes on the heels of a number of high profile news stories that have great importance for educators, law enforcement personnel and school safety professionals. We have been inundated with requests for information on these topics, including the recent FBI study relating to active shooter incidents, the Ebola Virus Disease outbreak as well as the renewed threat of terrorism in light of the emergence of ISIS as a key player in international terrorism.

One thing to keep in perspective is that none of these threats are new. Violent attacks, and mass casualty attacks in particular, have been taking place in American schools for over a century. The emergence of Active Shooters as a concern is in my view largely a case of terminology. For example, a web search for "Active Shooter attacks" ten years ago would have yielded a miniscule number of results in relation to what you would find today. As we relate in our book *Staying Alive*, the first known mass fatality incident at an American school took place in 1764 in what is now the state of Pennsylvania. The deadliest school attack took place in 1958 and did not involve any firearms; the second most lethal act of school violence took place in Bath, Michigan in 1927 and involved both firearms and explosives.

The group that now calls itself ISIS originated in 1999, before the 9/11 attacks even took place. This group evolved over time to become known as Al Qaeda in Iraq (not to be confused with the global version of Al Qaeda that was more or less led by Osama Bin Laden) and was a major opponent of the U.S.-led forces that invaded Iraq in 2003. Ebola is also nothing new – medical science has been aware of this particularly gruesome virus since 1976 and there have been multiple outbreaks since then.

In fact, the age of the threat is irrelevant when it comes to preparing our schools to respond to a crisis. Those working in the fields of school safety or emergency management operate using an "All Hazards" mindset that takes all possible risks into account and goes even further to include preparedness for those types of incidents that we may not have even considered. The federal government has used the recent popularity of zombies as a teaching point to help raise awareness on how to prepare for real events. Personally, as a product of the Jurassic Park generation (I have to confess I made my dad take me to see the original movie at least 7 times while it was in the theater), I like to use velociraptors as a teaching point when discussing all-hazards preparedness.

I sometimes get a lot of eye-rolling when I use things like zombies or dinosaurs as an example during my training – but what about this real-life headline: "Russian Meteor Blast Injures at Least 1,000 people, authorities say" (CNN.com, February 15th, 2013) and this Youtube video with nearly 200,000 views: "RUSSIA, METEOR BLAST IN LOCAL SCHOOL !! Meteor Hits Russia. (15.02.2013)" Can you honestly say that your organization had a "Meteor Protocol" or had even considered this before 2013? Watching "Armageddon" in the 1990s doesn't count!

The point of these examples is that we must always be prepared for emerging threats in our planning efforts. This issue of *The Safety Net* has some great information and food for thought towards this end. There are articles and infographics on how to respond to the threat (and requests for information) on Ebola so that you can avoid creating embarrassment for your organization by making unsound statements to parents or the media. Regarding active shooter threats, a detailed analysis of the FBI's recent report on Active Shooter Incidents is on page 10. We wrap this edition up with a look at the threat of violence and terrorism including domestic threats.

I hope you find this resource useful and thought-provoking, and we look forward to hearing your feedback on how we can improve future issues. CD



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The Safety Net is the electronic journal of Safe Havens International. Each issue contains feature articles written by Safe Havens analysts as well as guest authors from the fields of school safety, mental health recovery, emergency management, anti-terrorism and related fields. Monthly features include columns and visual exercises to enhance the general knowledge base in the field of school safety and emergency preparedness for the learning environment.

Safe Havens International, Inc. is the world's leading non-profit campus safety organization. Safe Havens works with K-12 schools, institutions of higher learning and faith-based organizations worldwide to improve campus climate, safety and emergency preparedness. As a non-profit center, our mission is to do what we can to make school a safe and enjoyable place for students to learn and teachers to teach, no matter where they happen to live. The Safe Havens team is comprised of international authorities and school safety, security and preparedness specialists. Our goal is to help schools improve safety while raising test scores using proven concepts tailored to fit local risks, realities and resources.

#### Do you want to write for The Safety Net?

If you would like to be a guest author or if you have information you'd like to see featured in an upcoming issue of The Safety Net, please contact the editor at [chris@weakfish.org](mailto:chris@weakfish.org).

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# Should Schools Be Concerned About Ebola?

By Dr. Sonayia Shepherd



Photo: Rachel Wilson

*Dr. Sonayia Shepherd ("Sony") is a Senior Analyst with Safe Havens International. Her work experience includes serving with the CDC and the Georgia Division of Public Health and assisting the World Health Organization and G-8 Summit.*

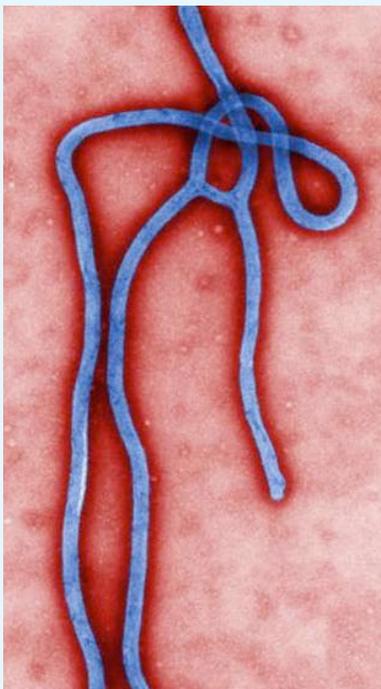
The Ebola virus, formally known as Ebola Virus Disease (EVD), has captivated our attention as it has spread across continents and is now presenting cases in the United States. The CDC (Centers for Disease Control and Prevention) has confirmed that school aged children may have been exposed but as of this writing there are no confirmed cases of the virus among students in the U.S. While the actual level of risk is low, it is generally good practice for all schools to take precautionary steps to reduce the chances of a case coming to school.

It is important to note that although the EVD has been found in the US, international medical experts agree that the outbreak will not spread widely as seen in other countries. Even in light of the complications seen in Dallas, TX, those studying the outbreak closely reiterated that the healthcare system in the U.S. is vastly different and the chances of survivability and containment are significantly more likely in this country than others. At the same time, an ounce of prevention is indeed worth a pound of cure. Besides, with flu season coming up, schools should review biological incident plans and practice universal health precautions such as hand washing, cough etiquette, and good disinfection practice as recommended by the CDC and World Health Organization.

This issue of *The Safety Net* features a summary of important points to keep in mind when responding to staff, student and parent concerns about Ebola as well as planning for other events. For information on how schools should plan for biological incidents such as Ebola, contact Safe Havens International at [www.safehavensinternational.org/contact/](http://www.safehavensinternational.org/contact/)

*The Ebola Virus is part of the Filovirus family and is known for its coiled or "Shepherd's Crook" appearance under a microscope.*

*Image Source: Centers for Disease Control and Prevention's Public Health Image Library (PHIL); CDC/Cynthia Goldsmith - Public Health Image Library, #10816*



## Facts about Ebola:

- Ebola first appeared in 1976 in 2 simultaneous outbreaks, one in Nzara, Sudan, and the other in Yambuku, Democratic Republic of Congo, near the Ebola River, from which the disease takes its name.
- Despite EVD being around for almost 40 years, we have yet to see a worldwide outbreak because of the quick course of the disease.
- Ebola spreads via direct contact (through broken skin or mucous membranes) with the blood, secretions, organs or other bodily fluids of infected people, and with surfaces and materials (e.g. bedding, clothing) contaminated with these fluids.
- With mortality rates of 70-90%, there is no known vaccine, though strides have been made in improving treatment, though existing treatment consists of providing fluids and supporting care.

## Should Schools Be Concerned About Ebola? *continued*

Ebola is not a widespread risk to the general public in the United States. Schools are not at risk for internal outbreaks unless a student or staff member has been in direct contact with bodily fluids of someone with Ebola while they have viral symptoms such as fever, vomiting, and cough. New infections come from close contact with an infected person, especially with blood, body fluids, or contaminated needles, late in the disease when viral levels are high. It is very unlikely that US schools in general will experience an outbreak.

### Symptoms of Ebola include:

- o Fever
- o Headache
- o Joint and muscle aches
- o Weakness
- o Diarrhea
- o Vomiting
- o Stomach pain
- o Lack of appetite
- o A Rash
- o Red Eyes
- o Hiccups
- o Cough
- o Sore throat
- o Chest pain
- o Difficulty breathing
- o Difficulty swallowing
- o Bleeding
- o Internal hemorrhaging
- o Symptoms may appear anywhere from 2 to 21 days after exposure, though 8-10 days is most common.

While the risk of an outbreak affecting U.S. schools is low, the current situation is a stark reminder that schools must constantly develop, review and update biological incident plans. Planning for any kind of outbreak can be daunting but this process is an important part of providing a safe learning environment for students and a safe work environment for staff. In fact, schools are much more likely to experience a health emergency or biological incident from other causes. As with many other types of incidents that make media headlines that are out of balance with the actual level of threat, this is a prime opportunity to draw focus to the important task of incident pre-planning and improving response plans.

Here are some guidelines to use when reviewing and creating biological incident plans:

- Plans should be integrated with existing community and state plans as well as the National Response Framework. Partners to consult include school health staff, public health, emergency management, health care, and support staff like janitorial and custodial crews that will provide cleanup services for potentially hazardous materials.
- District plans should include control plans in the event that there is a school-wide infection or exposure.
- Plan for a reduced workforce – in some cases up to 30-40% of the workforce will not be able to report to work if they are ill or caring for loved ones.
- Plan for reduced support from outside agencies, including those who you have mutual aid agreements with. Local, state, and national response communities may also be directly affected by the pandemic.
- Develop and practice disinfecting/decontamination guidelines for all facilities including support buildings, school buses, and other transportation vehicles.

### Sources for additional information:

- [www.cdc.gov/vhf/ebola/pdf/infographic.pdf](http://www.cdc.gov/vhf/ebola/pdf/infographic.pdf)
- [www.who.int/mediacentre/factsheets/fs103/en/](http://www.who.int/mediacentre/factsheets/fs103/en/)
- [www.cdc.gov/vhf/ebola/resources/pdfs/ebola-factsheet.pdf](http://www.cdc.gov/vhf/ebola/resources/pdfs/ebola-factsheet.pdf)
- [www.cdc.gov/vhf/ebola/](http://www.cdc.gov/vhf/ebola/)



Photo: Rachel Wilson

# Facts *about* Ebola in the U.S.

You can't get Ebola  
through air



You can't get Ebola  
through water



You can't get Ebola  
through food



You can only get Ebola from:

- Touching the blood or body fluids of a person who is sick with or has died from Ebola.
- Touching contaminated objects, like needles.
- Touching infected animals, their blood or other body fluids, or their meat.

**Ebola poses no significant risk to the  
United States.**



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# Activities for Schools Responding to the Initial Wave and Subsequent Waves of a Biological Incident

*By Dr. Sonayia Shepherd*

- Distributing posters on hand washing and infection control measures in schools and online.
- Providing information about hand sanitizers, cough & sneeze etiquette, and symptoms.
- Training custodial staff on properly cleaning and disinfecting work and play areas.
- Double-checking for adequate supplies (soaps, hand sanitizers, and paper towels).
- Review First Aid Kits and add N95 facemasks for school nurses and other staff.
- Review emergency communication protocols, including mass notification and calling trees.
- Reviewing NIMS (National Incident Management System) protocols, location, equipment and staff assignments as well as the National Response Framework.
- Preparing to operate with a reduced workforce.
- Reviewing access control procedures and information technology security.
- Preparing for alternate childcare plans, school closures, containment and building disinfection/decontamination efforts.
- Reviewing plans for educational continuity if schools close.
- Contacting vendors to review emergency plans for continuity/recovery of the supply chain.
- Planning for full school closures versus partial school closures
- Review mental health plans in light of the current situation.
- Reviewing Human Resources emergency contact lists and reciprocal contact procedures with a focus on young children that are more likely to remain home during a widespread illness event.
- Distribute "Fitness for Duty" checklists to help departments develop return to work protocols.
- Implement an incident command structure as appropriate.
- Review lessons learned from past exercises and drills.
- Remember to include after-school programs, community partners and other factors that affect your schools despite being outside of the purview of regular planning.

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Are there any items in this list that you have not covered in your preparedness and planning efforts? If so, now is the time to develop, revise and add these components to your crisis planning efforts. Basic components like NIMS compliance and an understanding of the National Response Framework are an important part of the foundation for crisis planning for any type of event. Many of the other measures listed above will improve your response the next time you have even a low-level crisis on your campus let alone the unthinkable. Thorough planning that includes all stakeholders is one of the best ways to reduce fear, anxiety and confusion among staff during periods where stories in the national media have the tendency to overwhelm rational people. Regardless of whether it is Ebola, Measles, Influenza, or another biological agent, the key to successfully meeting the challenge is to plan for the event, prepare to work the plan, and implement the plan when the event occurs.

# The Library: Learning Resource Review

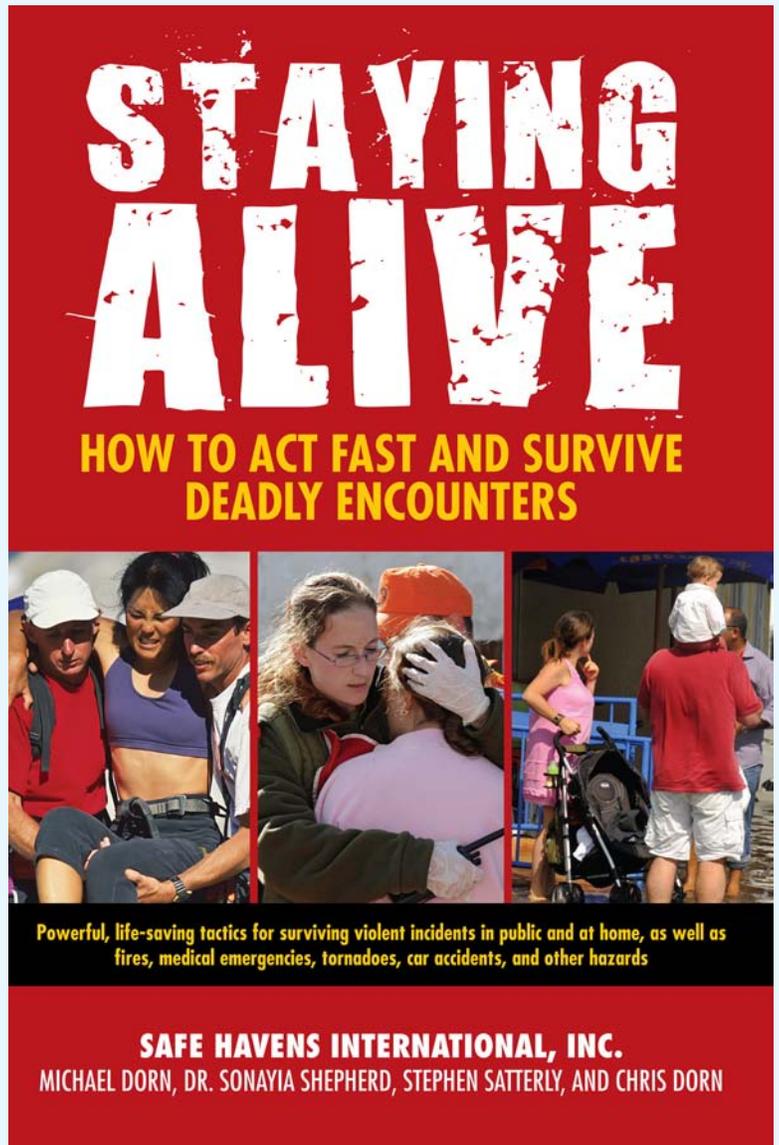
## Special Edition

For this issue's edition of The Library, we have a very special resource that we would like to introduce you to. This May, we released our newest book titled "Staying Alive: How to Act Fast and Survive Deadly Encounters". The book was released through Barron's Education Series and is available through major booksellers. This book is a concise and easily digestible collection of the most important concepts that we share with our clients and training session attendees on a daily basis. Barron's asked that we write our manuscript with the general public in mind, so while the majority of the content in the book is based on our school safety experience, the book is full of salient examples that will appeal to anyone, not just educators. This book is a great way for anyone to learn not only how to survive deadly situations, but how to reduce fear and stress when it come to these types of incidents that we hear about in the media on a daily basis.

The most important part of *Staying Alive* is actually not in the book itself. To supplement the information in the book, Safe Havens Video has produced over one hour of free video content available on our website at [www.safehavensinternational.org/StayingAlive/](http://www.safehavensinternational.org/StayingAlive/) that includes over a dozen short video segments, including interviews with the co-authors as well as many of the experts that we interviewed for the book. The topics covered in these video supplements include:

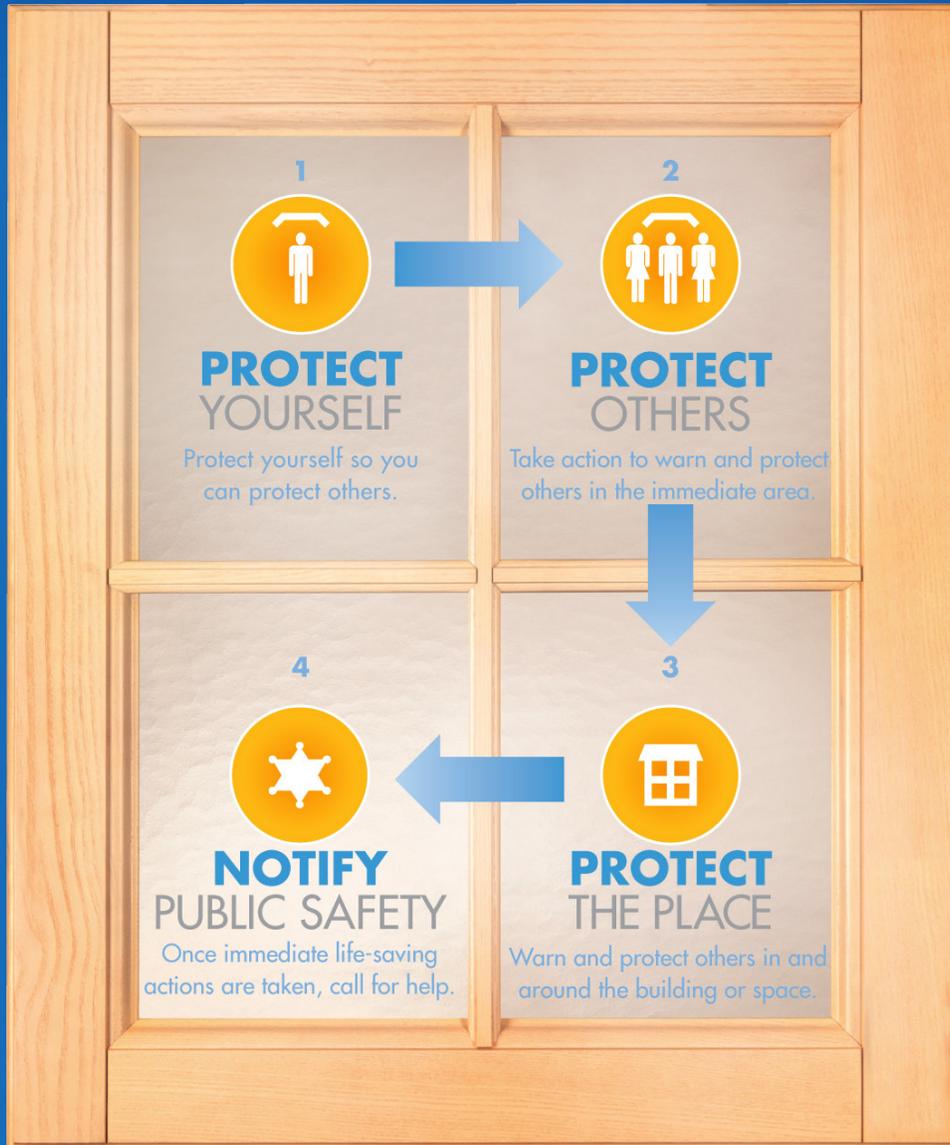
- Situational Awareness
- Warning Signs of Violence
- Coping With Traumatic Stress
- Pattern Matching & Recognition
- Should You Carry a Gun?
- Mental Simulation

The schools that we work with regularly request more information on these topics when looking for ways to share more information with their staff on improving school safety. These videos are great content for staff development sessions and groups looking for advanced training on school security and safety. In addition to the video content there is also a free poster download for our "Window of Life" concept. There is a preview of this poster included on the next page.



# The Window of Life

## IN A LIFE-THREATENING CRISIS:



*In an emergency, you can improve your chances of survival by quickly deciding which actions to take first. First, take personal protective action. Then, if it is safe to do so, warn others nearby. Next, and if safe to do so, warn and protect others in and around the building or space before calling 911 or emergency services as soon as you can. If others can help, delegate action to get aid faster. Always use your own judgment, since each situation requires a unique response.*

FROM THE BOOK "STAYING ALIVE: HOW TO ACT FAST AND SURVIVE DEADLY ENCOUNTERS"  
© 2013 SAFE HAVENS INTERNATIONAL [HTTP://WWW.SAFEHAVENSINTERNATIONAL.ORG](http://www.safehavensinternational.org)

To download a copy of this poster, visit [www.safehavensinternational.org/StayingAlive/](http://www.safehavensinternational.org/StayingAlive/)

# The FBI's 2014 Active Shooter Study: Implications for Campus Safety Professionals

By Dr. Sonayia Shepherd, Stephen C. Satterly, Jr., Chris Dorn and Phuong Nguyen

The FBI released a major study on September 24, 2014 entitled A Study of Active Shooter Incidents in the United States Between 2000 and 2013. The primary purpose of the study is to provide law enforcement with data that will help them to better prepare and respond to Active Shooter Incidents (ASIs), which will result in saving more lives and decrease the chance of copycat incidents.

The FBI identified 160 ASIs between 2000 and 2013, resulting in 486 people killed, excluding the shooters, and 557 others being wounded. One of the major findings was that ASIs are becoming more frequent. The first seven years of the study show an average of 6.4 incidents annually, while the last seven years show 16.4 incidents annually.

It was also noted that all but six shooters were male. Of the six female shooters, two of the ASIs were in Institutes of Higher Education (IHE), and four were in businesses. The six female shooters accounted for 15 dead and 7 wounded. A third finding worth mentioning is that 90 (56.3%) of the ASIs ended on the shooter's initiative. That means they either committed suicide or fled the scene. Twenty-one ASIs (13.1%) were ended by

unarmed citizens restraining the shooter.

The findings also reflect the damage from ASIs that can occur in a matter of minutes. Even when law enforcement personnel were present or able to respond within minutes, civilians typically had to make life and death decisions without much time to react. This means that school staff must be engaged in training and discussions on the decisions that need to be made within the first moments of an ASI or any other crisis event. There were 64 incidents in which the duration of the incident could be determined. Forty-four (69.0%) of the 64 incidents ended in 5 minutes or less, while 23 ended in two minutes or less.

The data in this study underpins the notion that campus safety professionals should provide all levels of employees with adequate training to help them make the necessary life or death decisions to respond to these events until law enforcement officer arrive (which in the best case scenario can take two to three minutes). Even with an ideal law enforcement response time, the decisions that will have the most impact on the

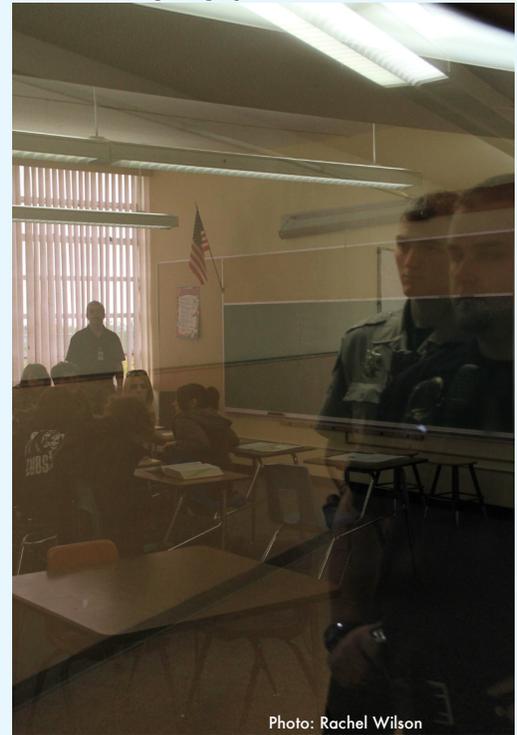


Photo: Rachel Wilson

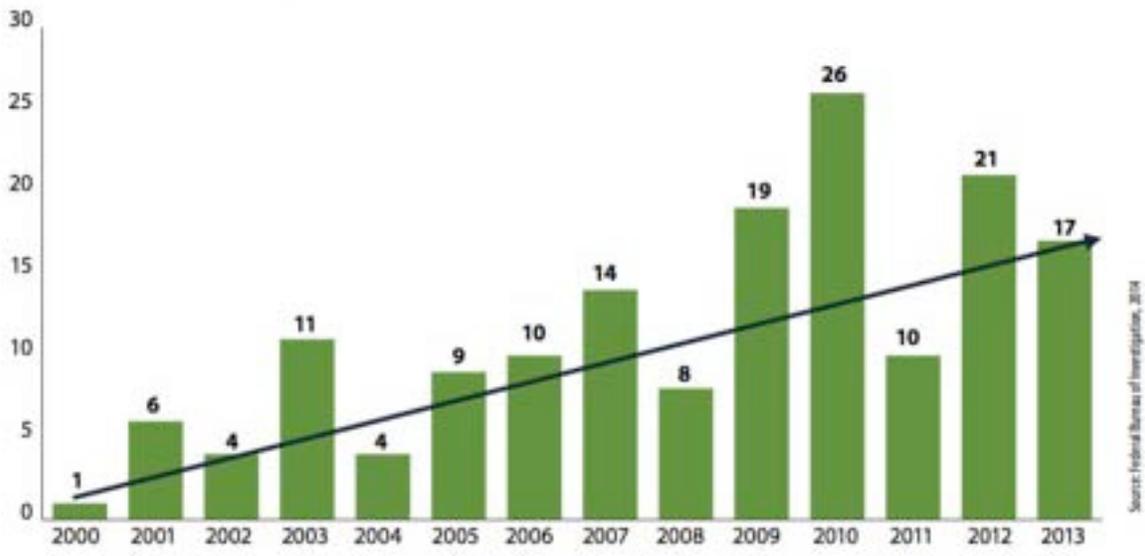
outcome of the event are likely to take place within the first few seconds of the event.

Our research shows that the best defense against an Active Shooter can be to identify the violent offender before they begin the actual attack phase. This approach has helped stop many attempted ASIs outright and has reduced the loss of life in many other instances. An effective threat assessment using multi-disciplinary threat assessment teams is another evidence-based method in prevention measures. Finally, educating people on the warning signs of violence most often present before a violent act should be incorporated into every prevention program. The research shows that the old adage "An ounce of prevention equals a pound of cure" holds true when preparing for violence as well.

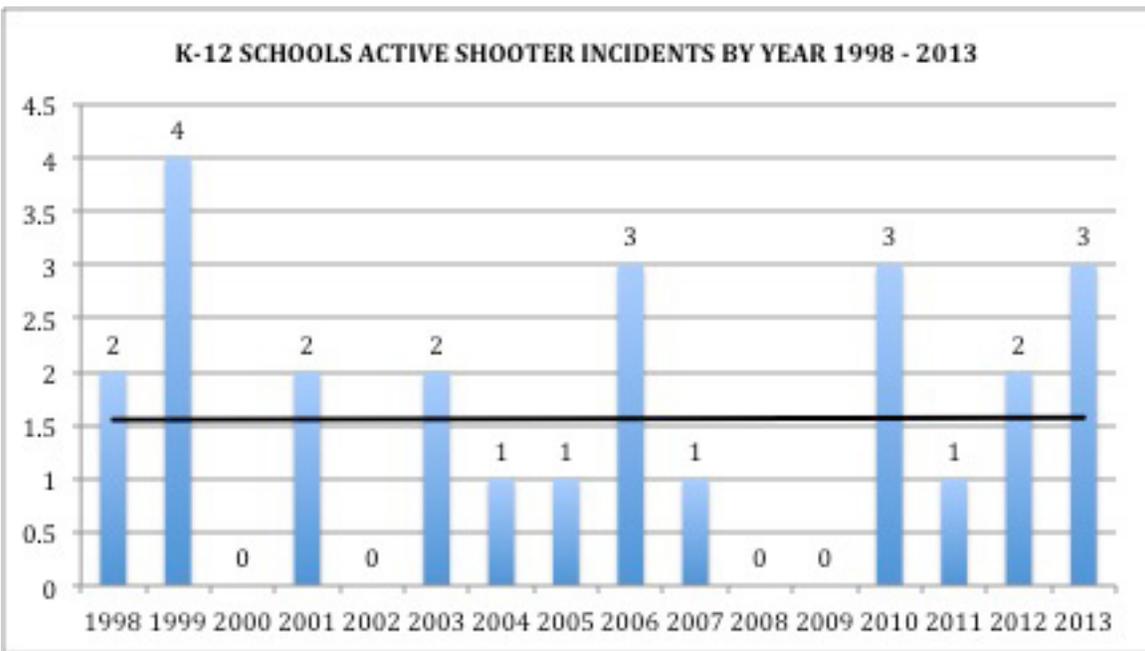
*(Text continued on page 12)*

The FBI provided a graphic that showed the number of ASIs per year from 2000-2013, along with a trend line that showed the incidents were on the increase:

**A Study of 160 Active Shooter Incidents in the United States Between 2000 - 2013:  
Incidents Annually**



A recent study entitled Relative Risks of Death in U.S. K12 Schools<sup>1</sup> listed the ASIs in K-12 schools from 1998-2012. Adding the K-12 incidents in 2013, using the 2013 DHS definition, will make the chart look like this, with the trend line added:



**Sources & Further Reading:**

“Relative Risks of Death in U.S. K-12 Schools” Report & Infographics: <http://safehavensinternational.org/K12-School-Deaths/>

FEMA IS-360: Preparing for Mass Casualty Incidents:

<https://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=IS-360>

FEMA IS-907: Active Shooter Web Course:

<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=IS-907>

It is equally important to teach people situational awareness skills that emphasize awareness of their environment. These skills can often help people avoid dangerous situations and will help them to assertively act on the input they gather fast enough for them to take protective action in time to make a difference in the outcome.

In the event of an ASI, there are several measures that can be employed until the police arrive. Immediate steps should be taken to protect oneself, based upon the tactical considerations at the time of the incident. Once critical life preserving steps have been taken, it may be necessary to protect others, again based upon the tactical considerations at the time. There is considerable debate as to which training approach is most practical for this purpose, but there are many success stories that should be researched and considered.

Of particular interest is the fact that this FBI study has changed the definition of an Active Shooter. In 2013 the Department of Homeland Security, the FBI, along with other federal agencies defined an Active Shooter as "an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearms and there is no pattern or method to their selection of victims." However, in the current study the FBI excluded the word 'confined', explaining that it could omit incidents that occurred outside a building.

In addition, the FBI also dropped the randomness of victim selection from this study's definition. This is why there is a noticeable increase in the number of active shooter events, injuries and deaths. In 2013, victim selection was an integral part of the Active

shooter definition. By removing victim selection, more incidents are listed as an Active Shooter Incident. This significantly affects the results, especially in light of finding that ASI figures are increasing by more than 250% compared to previous studies.

The study indicates that while more ASIs have occurred, no additional acts of violence actually took place. We feel this is a very important point. How the data is interpreted will affect the types of intervention and response that will be applied. It is important to understand that a change in how the federal government defines ASIs, rather than interpreting the ASI data, will show a sudden increase in ASIs themselves. What is unclear is whether the change in definition indicates a change throughout the federal system, or whether the change is specific to this study.

Note that in K-12 schools, ASIs have a neutral trend in the number of ASIs per year. In fact, even though the FBI study finds that ASIs are increasing overall, it does not show an increase in K-12 environments. For K-12 school safety professionals, this highlights the accomplishments in preparedness efforts that have been made in the past 16 years.

Schools have improved their threat assessment processes, hardened their facilities, and improved their responses to acts of violence, and it shows. While ASIs appear to be on the rise in other settings, they seem to remain stable in the school environment during the same time period using the same metrics. Perhaps the practices being used in schools could be modified and used in businesses, houses of worship and hospitals to help lower the incidents of ASIs in their facilities.

These practices are best when they are researched, are proven to work, and can be replicated in any facility. The FBI study is a great start for campus safety professionals look deeper into the Active Shooter phenomena and its impact in our profession. A critical eye is necessary to consider the report and its implications well as the applications to our profession. This report underscores the need for more research and considerations of the long-term implications for any plan we implement.

A good start for training are the free FEMA courses listed on the previous page with the study charts. Of course, it is always helpful to start with a solid foundation in the other topics covered in the free training offered on the topics of emergency management, exercise design, National Incident Management System (NIMS), and other courses covering the groundwork for a solid emergency preparedness and response plan.

Lastly, we want to point out that schools are still among the safest place to be for children. As pointed out above, the actual rate of violent incidents has not changed, just their categorization. That means that school-related homicides still account for less than 1% of all juvenile homicides. As found in Relative Risks of Death in K-12 Schools, school transportation-related deaths are still the leading cause of fatalities in K-12 school environments.

*This article was co-authored by SHI Analysts Stephen Satterly, Dr. Sonayia Shepherd, Chris Dorn, and Phuong Nguyen. This article draws heavily from the research conducted by Stephen Satterly, Jr. for his report "Relative Risks of Death in U.S. K-12 Schools" (2014).*

# ISIL, ISIS and Al Qaeda: Is This a “New New” Terrorism?

By Michael S. Dorn and Chris Dorn

Recent news stories have caused many schools great concern over the potential for terrorist attacks. With a seemingly renewed threat of terrorism, including the emergence of ISIS as a key player in the war on terror as well as the recent beheading on American soil, should we refocus our attention from active shooters back to terrorism? Active Shooter Incidents (ASIs) are only one method of attack used in school terrorist attacks globally. We have also seen attacks with knives, arson, bombs, chemicals and even the attempted use of biological agents as primary or secondary means of attack.

A focus on ASIs could reduce the amount of time, energy and fiscal support for other types of school safety incidents and terrorist attacks. At the same time, it is critical that we remember that terrorism, and even violence in general, make up only a small piece of the pie when it comes to the threats we must prepare ourselves against. Most of the schools that we work with have much more experience with common types of events that are bound to happen each year like medical emergencies and injuries that are the result of just plain accidents.

## “New Terrorism” expanded?

Co-author Michael Dorn and his colleague Rod Ellis both traveled to Israel to learn advanced antiterrorism concepts from the Israeli Police, Israeli Defense Forces and Israeli Security services. This experience taught them just how dangerous it can be to assume that the next event will resemble the last terrible attack on a school. Just as it can be very dangerous to focus on fires,

tornadoes or hostage crises to the exclusion of active shooter incidents, too much focus on terrorism or active shooter incidents is an unsound approach. This could be an especially costly error for schools that experience other types of incidents, and even for incidents where mass casualty loss of life can be a primary goal of well-equipped and experienced attackers.

In the wake of 9/11, a concept known as “the New Terrorism” emerged. The traditional model of terrorists using the media to magnify the effect of an incident with a relatively small number of fatalities had been replaced by a focus on a higher body count to create greater shock amongst the intended audience. Are we now seeing a shift even further towards more horrific and gruesome attacks now that the higher body counts of recent attacks have lost their shocking edge? More importantly, how does this affect our planning?

## School Terrorism Preparedness Requires an All-hazards Approach

The most effective approach to protecting our schools is an All Hazards one. Past events have shown us that preparedness approaches focusing on one type of incident, such as gang violence or ASIs, can reduce our ability to respond to more common incidents. Even giving inordinate attention to any one type of incident can also reduce our ability to respond to even that specific type of incident.

A focus on a specific incident type offers little to no protection against a terrorist attack, which could come in the form of a fire, explosion, chemical or biological attack or a type of weapon we have not even considered.

9/11 was a perfect example of this. The hijacking of multiple planes resulting in thousands of deaths on American soil required a weapon no more complicated than a box-cutter. Even focusing too much on one type of group can lead to tunnel vision. For example, eco-terrorists committed the highest share of attacks in the U.S. during the 2000s. Furthermore, guns have never been the leading weapon for terrorists. There are legitimate concerns relating to cyber attacks, radiological incidents, electromagnetic pulse devices and other weapons. School terrorism preparedness is best addressed by a proper all-hazards school crisis plan.

At the same time, heightened media attention and the severity of recent attacks, with an increased focus on graphic killings, there is a real risk of copycat attacks. As we saw in the beheading in Oklahoma, the threat of a domestic group or a lone wolf attacker carrying out an attack is always a possibility. As we saw in events like the Beltway Sniper case in 2002, domestic attacks can occur with real ramifications no matter how tenuous the actual ties to overseas terrorists. While we are not making any predictions, the possibility of a terrorist attack on schools or school transportation is quite real. Whether the concern involves terrorism, gang violence or violence overall, focusing the majority of time, energy and fiscal resources on any one type of security incident can be extremely dangerous.

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# Relative Risks of Death in U.S. K-12 Schools: Infographics

Created by Morgan Billinger based on Steve Satterly's report

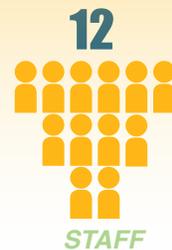
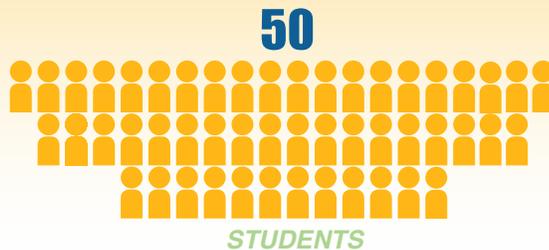
Download: [www.safehavensinternational.org/K12-School-Deaths/](http://www.safehavensinternational.org/K12-School-Deaths/)

## Active Shooter Incidents in U.S. K-12 Schools, 1998-2012

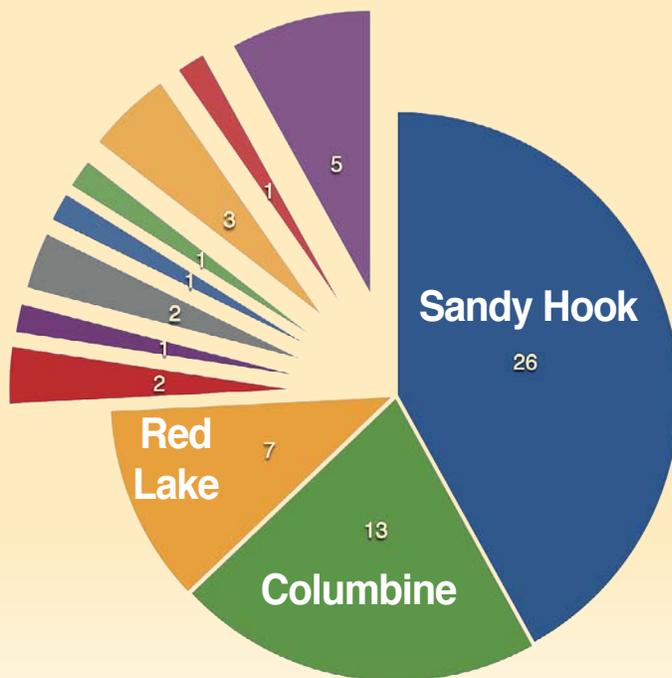
Between 1998 and 2012, **22** Active Shooter Incidents (ASIs) occurred in K-12 schools in the U.S.

KILLING A TOTAL OF **62** VICTIMS

ASIs are high-impact, low-probability events.



AN AVERAGE OF **4** VICTIM FATALITIES PER YEAR



**74%** of fatalities occurred in just **3** Active Shooter Incidents

- Newtown, CT
- Littleton, CO
- Red Lake, MN
- Springfield, OR
- Cold Spring, MN
- Santee, CA
- Essex, VT
- Omaha, NE
- Chardon, OH
- Red Lion, PA
- Jonesboro, AR

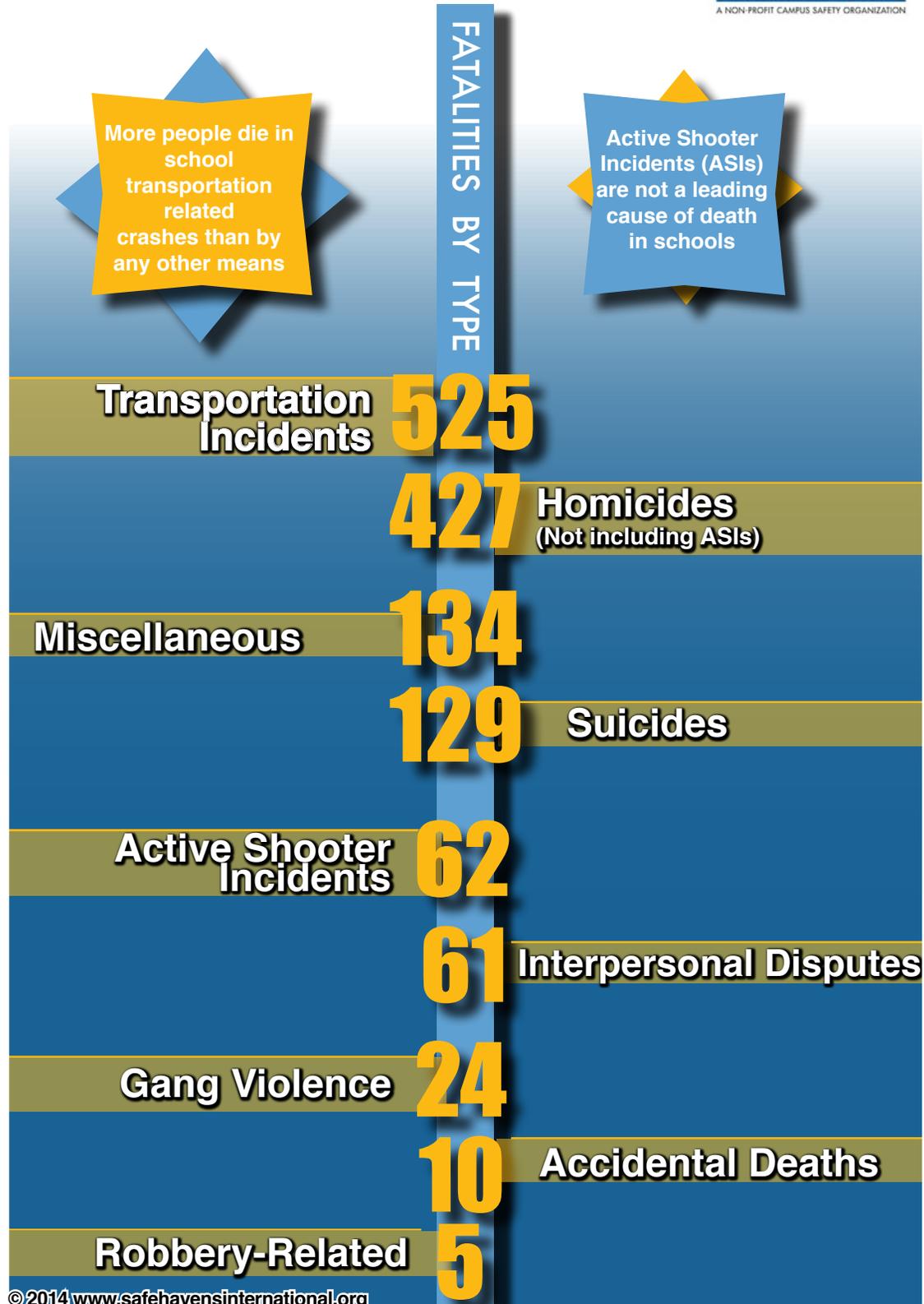


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Source: Report of Relative Risks of Death in U.S. K-12 Schools, Stephen C. Satterly, Jr.

# School-Related Fatalities, 1998-2012

Between 1998 and 2012, 525 people were killed in transportation incidents, including pedestrians struck by vehicles and injuries sustained during school transportation accidents.



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Source: Report of Relative Risks of Death in U.S. K-12 Schools, Stephen C. Satterly, Jr.

# Concealed Weapons Demonstration Still Popular After All These Years

By: Michael S. Dorn

When I was a Police Explorer with the Bibb County Sheriff's Department in the late 1970's, I had to do something truly terrifying. Each cadet had to develop and deliver a live presentation. Though I have now keynoted hundreds of professional conferences for as many as 3,500 people, I was absolutely mortified to get up and present in front of a dozen cadets and law enforcement officers. I finally decided to take the easy way out. Instead of talking for fifteen minutes, I decided to conceal and then pull out a variety of weapons hidden on my person. The purpose of the demonstration was to show why it was important for law enforcement officers to watch people's hands and to search suspects carefully.

## How I Learned to Conceal Weapons

The topic was actually pretty easy for me to present on. I drew what was in reality a pretty extensive background in the area for a teenager. We had often been asked to search packages brought by family members for inmates at the Bibb County Law Enforcement Center. While deputies quickly grew tired of this, the cadets in our program relished the chance to perform "real police work". We had been given some



Photo: Chris Dorn

*Chris Dorn after one of his concealed weapons demonstrations during a school safety keynote presentation delivered while he was a high school student. During his record live presentation for the Oregon Department of Education, Chris concealed 193 weapons in ordinary street clothing.*

training on how to spot the types of weapons and street drugs that were periodically hidden in these packages. We had also been provided some very informative training on the various types of improvised weapons inmates often fashioned from a seemingly endless array of common items such as toothbrushes, forks and spoons. Perhaps more importantly, I had carried a weapon to school every single day, at every single school I had attended, since the day I was threatened by a senior at the Catholic school I attended in my seventh grade year.

## Why I Carried Weapons to School

Though I had no desire to hurt anyone, I was truly afraid at school. By the time I had to present for my explorer post, I had not only carried a variety of different types of edged weapons and impact devices and firearms to school, but I had even made a variety of improvised weapons to carry undetected to school including an improvised "sap" made of leather and lead which I often wore under my gloves in the winter. I also made a protective device by filling an over the

counter nasal spray with rubbing alcohol. I felt that I could spray an aggressor to stop an attack. To put things in perspective, three students (myself included) were cut with edged weapons in my senior year, my home room supervision teacher carried a Colt M1911 semi-automatic pistol in a shoulder holster, and vandals broke into a Macon Police car in the school parking lot and stole the police shotgun and a nightstick from the cruiser. Central High School was a very violent and out of control place in 1979. Though I should not have carried weapons to school, I and many other students who carried weapons to school were simply trying to protect ourselves in a place where criminal violations were often unreported and were commonplace.

### **The Concealed Weapons Demonstration**

When I was appointed as the Chief of School Police for the Bibb County Public School System about a decade later, we had six students cut in edged weapons attacks in my first school year. My officers intensified their efforts and seized more than 400 weapons that year. In an effort to help our district's leadership team and building administrators understand

how out of control our weapons situation was, I decided to ramp up my weapons concealment demonstration from high school and concealed about forty or so weapons on my person while wearing ordinary street clothing. When I pulled these weapons out in about two minutes to start my presentation, I had the full attention of my district. When I informed them that all of the weapons had been recovered from our students on school property and that these weapons only represented about 10% of the weapons we had recovered,

they were ready to take action. As a direct result of this training, our district set out to completely revamp how weapons in schools were to be addressed.

### **School Weapons Violence Success Story**

These efforts in turn resulted in our district stopping six planned school shootings by gang members, one planned school bombing and a planned double suicide. Our district also successfully stopped four men and one



Photo Courtesy of Chris Dorn

woman from killing a child or staff member or from abducting a child by force at our district's elementary schools. We also reduced overall weapons violations by more than 90% using rigorously accurate data collection over a ten-year time period. The Bibb County Model for school weapons violence reduction was the only program out of more than 60 evaluated by the Hamilton Fish Institute to make the cut for inclusion into the list of promising strategies to reduce gun violence selected United State's Attorney General's Office. I don't think it would be an overstatement to say that the dozens of techniques that were first developed in the Bibb County Public School System that are now commonly practiced in thousands of schools have had a positive national impact.

### **It all Started With the Concealed Weapons Demonstration**

While we produced lots of data to help convince our district's leadership team to take dramatic action long before names like Columbine, Red Lake and Sandy Hook became familiar to millions of people, nothing moved our superintendent, board and building administrators to take action like this weapons demonstration.

Now that the demonstration has been seen by millions of



*Like his father, Chris Dorn has helped prevent a number of school shootings by training school employees how to spot the specific behaviors that can indicate that someone is carrying a concealed weapon. Chris and his father still perform this live demonstration for tens of thousands of educators and public safety officials every year.*

people through training videos and major news shows like Larry King Live, CNN and 20/20, I am almost surprised that we get so many requests to perform our live weapons demonstration at major professional conferences each year. My son Chris has taken the presentation to new levels setting new records, including his all-time record of 193 weapons at a keynote for the Oregon Department of Education. I never could have dreamed in the late 1970s that the presentation that I was dragged into developing would become so popular and more importantly, so impactful.

To download a free video of Chris Dorn's "Amazing Weapons Demonstration", visit our free resources page at [safehavensinternational.org/resources/](http://safehavensinternational.org/resources/)

*Michael Dorn is the Executive Director of Safe Havens International. Along with his son, Chris Dorn, he has trained hundreds of thousands of educators and law enforcement professionals around the world on how students conceal weapons as well as how weapons can be detected or prevented from coming into schools at all. He can be reached at [mike@weakfish.org](mailto:mike@weakfish.org).*

## Forget ISIS - Are We Prepared for the Everyday?

By Guest Contributors  
Gerald Summers and Sue Hartig Summers

On August 13, 2012, a person who turned out to be an evidently innocent man came from the sea, climbed over an 8 foot fence, and walked onto the grounds of JFK Airport in New York City. He bypassed a multimillion dollar surveillance system of cameras and motion detectors. The gentleman's Jet Ski ran out of fuel and he left his friends behind to go for help when he saw bright lights in an inlet and swam toward them. According to the Port Authority, he traveled two miles and crossed two active airport runways while soaking wet and wearing a neon yellow life preserver then approached an airport employee and said he needed help.

The security system, which was deemed "State of the Art" and exceeded federal requirements, should have set off warnings including flashing lights and blaring sirens on the property and on a computer screens, according to Bobby Egbert, a spokesperson for the Port Authority Police Officers Union. Egbert said the system was designed for threats from the water.

One source stated it had not been determined if the failure was human failure or equipment failure. Another source

stated the system did not detect the person. Thus it is not entirely clear at this point if the technology, the human being or both failed to detect the interloper.

Luckily, this person was not a terrorist. He reportedly passed trespassing signs and federal restricted area signs, but it is not entirely clear if this happened in daylight or after dark and whether the signs were illuminated.

A former New York City Detective and former Deputy Director of Security for Counterterrorism at the New York Metropolitan Area Transit Agency, Nicholas Casale, said the problem was no one sounded the alarm to go to "condition red intruder alert" which should have resulted in an immediate response of heavy weapons, armored cars and lockdown of the airport.

The system, manufactured by defense contractor Raycon, has precipitated conflict between the Police Union and the Port Authority. The Police Union has maintained that air, ground, and water patrols, not technology, are the best ways to protect the airport. Egbert says the intent of installing the technology was to remove the police from the situation.

"Technology doesn't catch terrorists. Boots on the ground do," he said. It looks like this incident will result in Congressional hearings.

What should this teach security directors at schools, hospitals, and campuses?

Hint: Systems are only as good as the human beings who operate them.

Was this incident prompted by human failure? Was the employee assigned to watch the video footage asleep, at lunch, napping, in the bathroom, or texting, playing a game, or reading a book on his smart phone or tablet? Or was it the result of insufficient staffing by a direct supervisor or cost cutting by the finance or human resources department?

Was the incident prompted by technology failure? If so, what led to the technology failure? If no warnings were given on the property with lights and sirens or on the computer screen, what caused that failure? Improper installation of cameras? Malfunction of recording equipment? Failure to test the equipment regularly? Were corners cut in initial installation or continued upkeep to save money?

*(Continued on page 20)*

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If you would like to submit an article or photos for publication, please contact us through our website.

## Forget ISIS - Are We Prepared for the Everyday?

(Continued from page 19)

How often must we test our systems to be sure they are working? If cost cutting in specifications or installation or operation led to this breach, were the savings worth it? Who would be liable to whom and for what dollar amounts if that person looking for help would have been a terrorist or a dangerously mentally ill person and loss of life and limb would have resulted?

Unimaginable harm could have resulted if this presumably innocent person was walking amidst planes and luggage. He could easily have planted explosives, radioactive materials, chemical weapons, infectious material, or bio-hazards in luggage, planes, or the food supply and entered the airport undetected.

When might he have been apprehended had he not asked the airport employee for help?

These questions raise serious issues concerning our security systems throughout the entire nation. This event should serve as a wake up call for each of us.

Each security director should sit down with his or her human resources and finance departments and ensure sufficient staffing levels and budgets are available for security personnel. Each security director should sit down with the

maintenance and information technology departments and ensure vital security equipment is maintained properly and tested regularly.

Security directors should think of and expect the worst in order to be able to plan to prevent the worst from happening. Security Directors should have discretionary funds to be able to hire outside consultants to come to the campus to test security measures and try to

circumvent them in order to determine where the gaps and holes in the system are so that they may be remedied.

In the end, humans bear the blame, not technology. Security departments must convince their administration that these steps are necessary, in order to, first and foremost, prevent incidents of violence and harm, and, so that we can also, when our human and technological systems fail and we are challenged, defend ourselves from liability in court.

*Gerald Summers and Sue Hartig Summers own Integrity Security Protection LLC, a safety and security consulting and training firm. Gerald is a Crisis Intervention Team member, School Safety/Healthy Children Instructor, and Indiana Advanced School Safety Specialist. He served as coordinator of Security and Safety for the Evansville Vanderburgh School Corporation as well as for Welborn Baptist Hospital previous to that. His experience also includes serving as a Special Agent for the Louisville and Nashville Railroad and as a Police Officer for the City of Evansville, Indiana. He was as Campus Safety Magazine's Security Director of the Year in the K-8 category in 2012.*

*Sue served as Executive Director of the Legal Aid Society of Evansville Inc. for over 26 years and was the first female judicial officer in Vanderburgh County and City Attorney for the City of Evansville. A family and civil mediator, she received her J.D. from IU School of Law. She has been adjunct professor at the University of Evansville, Ivy Tech College, University of Southern Indiana and Southwestern Indiana Law Enforcement Academy. She also served as Public Information Officer for the Evansville Vanderburgh County Emergency Management Agency. She received the James Bethel Gresham Award, the highest honor given by the Evansville Bar Association, in 2012.*

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## Photo from the Archives

Each issue will feature a photo from our archives that has never been used. This issue's pick is from one of our school safety assessment projects. This photo was taken during a weekend visit to a school campus to perform an exterior walk-around. SHI Analysts Chris Dorn and Rachel Wilson were shocked (though not surprised) to see a group of students running around on the roof of the school building and then scurrying down this gas line as soon as they saw the analysts approach the campus. The roof is a common gap in access control that we find, and many clients are surprised when we explain that items like unsecured picnic tables, pallets, milk crates or even gas lines can be used to gain roof access. Keep this in mind when evaluating your campuses!



Photo: Rachel Wilson

*Rachel Wilson brings her unique experience to Safe Havens as a veteran photographer who has covered school safety across the United States as well as in Mexico and Bolivia. Her experience as a photographer combined with her continued service with Safe Havens provides an interesting way of viewing ourselves from a different angle while learning a thing or two in the process.*



Photo: Chris Dorn

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