

Stopping School Violence in Its Tracks



Identify the Security Guard



How was Boston Bomber Caught?



Most Prolific Overland Park Burglar

Howard Jamison – How was he caught?



How was Georgia School Shooting Stopped?



How was Georgia School Shooting Stopped?



Who is the Security Guard?



Be an Undercover Security Guard



- Don't rationalize away suspicious behavior
- Report suspicious behavior
- Adopt a violence prevention plan

School Safety & Security Systems



- **People:** SRO's, Staff, Students, Parents, Community, etc.
- **Physical:** Card Access, Alarms, Cameras, etc.
- **Procedural:** Fire Evacuation, Lockdown, Tornado Plan, Shelter in Place, Safe Haven, etc.
- **Relational:** Trusted Adult Relationships, Identify-Assess-Manage & Refuge

Physical Security

- Lighting
- Cameras
- Access Control
- Alarms
- Door Hardware
- Fencing
- Radios
- Pinchpoint Entrances



Physical Security

Physical security measures are only as effective as the people behind them.



Procedural Security

- Have established plans
- Take drills seriously
- Plan and practice contingencies



Procedural Security

“What if?” scenario training...



Angry People

- Calm
- Names
- Have a seat
- Wade Davis
- Blame
- No touching
- You, him & the desk
- Desk weapons



Violence in Schools - Perspective

“Kids are safer in schools than they are in their own homes.”

Ron Stevens

Executive Director

National School Safety Center



School Shootings in U.S. (1990 – 2016)

Perspective

- Kindergarten – 12th Grade: **137**
 - High School: **103**
 - Middle: **26**
 - Elementary: **8**
- **109** incidents: 0–1 death
- **8 incidents perpetrated by an outsider**
- **132,656** K-12 schools in U.S.
- **55,235,000** students enrolled in K-12 schools in U.S.



Revisiting the Secret Service Safe Schools Initiative Report

10 Key Findings:

- Incidents not sudden, impulsive acts
- No accurate profile of student attackers
- Attackers engaged in behavior prior to attack that caused concern or need for help
- Attackers did not threaten targets directly
- Other people knew of attack plan
- Attackers had access to and had used weapons
- Other students were involved in some capacity
- Most shootings stopped by means other than police
- Attackers had difficulty coping with loss or personal failure
- Attackers felt bullied, persecuted or injured by others

Can We Intervene and Prevent?

- Incidents not sudden, impulsive acts → **We have time**
- Attackers engaged in behavior prior to attack that caused concern or need for help → **We can identify behaviors of concern – assess & manage**
- Other people knew of attack plan → **We can gain access to these lines of communication and intervene**
- Other students were involved in some capacity → **We can establish a school culture in which students seek out the help of adults**
- Attackers had difficulty coping with loss or personal failure & attackers felt bullied, persecuted or injured by others → **We can identify students in need and reach out before they act out**

Trusted Adult Relationships

“A healthy adult-adolescent relationship is not a friendship but more like an apprenticeship into adulthood.”

Through trusted adult relationships we have the opportunity to:

- Communicate

- Intervene

- Prevent

Kelsey Lang



Importance of Relationships

- Right thing to do
- Open communication
- Establish a baseline
- Opportunity to intervene
- Self preservation



Identify – Assess – Manage



Identify – student who may be on a path toward violence. Evidence may include threatening comments, violent drawings, veiled suicidal comments, change in normal demeanor, etc.

Assess – student using comprehensive approach. Assessment may include parental input, review of past behavior, interviews with student, etc.

Manage – student in accordance with assessment findings. Solutions may range from daily “touch base” meetings with a counselor to law enforcement action.

- Trusted Adult Relationships
- Identify – Assess - Manage
- Can we do more?



Be a Refuge



- ¹ref·uge
- *noun* \ 're-(,)fyüj also -(,)fyüz\h\ :
 1. shelter or protection from danger or trouble
 2. a place that provides shelter or protection
 3. something to which one has recourse in difficulty

Revisiting the Secret Service Safe Schools Initiative Report

- In over half of the incidents (54 %), the attacker had selected at least one school administrator, faculty member or staff member as a target.
- Students were chosen as targets in fewer than half of the incidents (41 %).

Vicki Kaspar
AssistantPrincipal – Millard South High School
Shot and Killed by Student, Robert Butler
January 5, 2011



Why?

- 5/26/2000 Lake Worth Middle – Student (13) shoots and kills teacher
- 4/24/2003 Red Lion Jr. High – 8th grader shoots and kills principal
- 2/9/2004 Columbia High – Student (16) shoots teacher
- 3/21/2005 Red Lake Senior High – Student (16) shoots and kills teacher, security guard and five students
- 11/8/2005 Campbell County High – Student (15) shoots and kills principal and assistant principal
- 9/29/2006 Weston High – Student (15) shoots and kills principal
- 10/10/2007 Success Tech Academy – Student (14) shoots and injures two teachers and two students
- 5/18/2009 Larose Middle – Student (15) shoots and misses teacher, then shoots himself
- 11/29/2010 Marinette High – Student (15) takes teacher and 23 students hostage with gun, shoots himself
- 1/5/2011 Millard South High – Student (18) shoots principal and assistant principal, assistant dies

Investigation suggests student shooters felt they were treated badly by a staff member.

Lighting the fuse...

If student:

...has an unhappy home life

...is not accepted by peers

...feels bullied, picked on

AND

...perceives he is being treated badly by school staff



How Does the Student Respond?

Appropriately?

Seek help

Talk to counselor



Inappropriately?

Threats

Vandalism

Violence

Suicide

Accountability



Be a Refuge

Create an atmosphere of kindness, respect and fairness in every school building.

Be a safe haven for all students, especially those who are experiencing turmoil at home and among their peers.

Identify students' islands of competence and capitalize.

Never embarrass, humiliate, or demean a student in any way, regardless of their actions.



Questions

