Basics of Management's Role in Keeping the Workplace & School Secure

As Indiana State Police personnel travel around Indiana, they are often asked what immediate actions and options are available to increase the security of their work environment. The following information is only intended to start the discussion on increasing the safety of the workplace and or school environments.

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Many of the most frequent inquires posed by educators and managers deal with this simple question:

"We are often overwhelmed with strategies, practices and policies. Can you give us some basic recommendations that we may consider to increase the security of our workplace and or campuses?"

Samples of Basic Suggestions (Additional information on these suggestions may be found in the narrative below):

1. Bring Trained, Sworn, Uniformed Law Enforcement into the Work/School Environment
2. Select, Modify and or Develop an Assessment Tool
3. Take and Maintain Control of Your Assessment Process
4. Conduct a Comprehensive Risk, Vulnerability or Threat Assessment
5. Develop a Safety Plan that Addresses the Risks Identified in the Assessment
6. Develop & Conduct Drills to Test the Safety Plan
   a. Develop & Conduct the Exercises with Law Enforcement
   b. Utilize "Debriefing Reports" (see information below)
7. Modify the Safety Plan Utilizing the Results of the Tests, Drills & Debriefing Forms
8. Create the Needed Personnel Structure & Job Descriptions to Implement the Plan
   a. Select a "Comprehensive Safety Coordinator" for the Organization
   b. Develop a "Comprehensive Safety Committee" for the Organization
   c. Develop an "Assessment Team Coordinator"
   d. Develop an "Assessment Team"
   e. Develop an "Intervention or Assistance Team"
   f. Develop Multiple Teams for Large Organizations
   g. Train All Team Members
   h. Develop Subcommittees for Departments, Facilities, etc.
   i. Develop a Program to Train All Members of the Work/School Community
9. Develop an Evacuation and Reunification Plan in Cooperation with Law Enforcement
   a. See Evacuation/Reunification Information (ISP Website)
10. Develop a Business or School Continuation Plan

11. **Develop a Recovery Program for All Members of the Work/School Community**
12. **Develop a Recognition Program for the Anniversary Date of the Event**

Note: Begin the development of your "Comprehensive Safety Plan" with a "Comprehensive Risk, Vulnerability or Threat Assessment."

Brief Discussion Narrative on Selected Suggestions:

<u>Considerations when Selecting a Risk, Vulnerability or Threat Assessment Tool</u>

1. **Select and develop a "Risk, Vulnerability, Threat Assessment Tool"**
   a. **One of the most frequent mistakes that organizations make in their efforts to increase the security of their schools and or work environment is:**
      i. **They fail to begin the process of developing a "Comprehensive Safety Plan" by developing an "Assessment Tool and utilizing it to conduct a "Comprehensive Risk, Vulnerability and or Threat Assessment."**
   b. **The process of selecting the appropriate tool has many options.**
      i. **Often an "Assessment Team" may be established to select or develop an appropriate assessment tool.**
      ii. **Organizations may elect to select a commercial tool and modify the instrument to better meet their specific needs. It is critical to remember that organizations know the unique characteristics of their work or school environment better than anyone. With that in mind, administrators/management personnel may select a commercial tool and modify it by applying their unique knowledge gleaned from their work experience. This process should produce an assessment instrument that better fits the nuances of their business or educational environment.**
      iii. **A true "Comprehensive Assessment" should identify the risks, vulnerabilities and threats that organizations face from both internal and external factors.**
      iv. *A "Comprehensive Assessment" is much more than a "facilities assessment or site assessment." The safety of the workplace or school environment must be viewed and examined from an overarching perspective. The "organization" mission, goals, policy, practices as well as the physical environment must be examined.*

2. *Once the assessment has been completed, a "Comprehensive Safety Plan" may be developed to address the specific issues identified in the assessment.*

   a. **A common mistake is to develop the "Comprehensive Safety Plan" first and then develop an assessment to examine a plan already in place. It is critical not to put the proverbial "cart before the horse."**

3. **Hiring a Consultant to Conduct the Assessment**
   a. Administration and management personnel must also <u>guard against completely turning the assessment process over</u> to an outside party. Again, you know the unique aspects of your organization better than anyone. <u>Your stewardship is critical to the assessment process</u>. A cooperative relationship between a consultant and management personnel may very well create a very effective team.

<u>Initial Actions of Merit</u>

1. **Make Trained, Uniformed & Sworn Law Enforcement Visible on Campuses & in the Workplace**
2. **Bring "Academy Trained" law enforcement into the workplace.**
   a. The law enforcement officers should be armed, sworn and uniformed.
      i. Typically, "Active Shooters" often are looking for a "soft target." While the presence of trained and sworn law enforcement professional may not guarantee the prevention of an active shooter event, the Indiana State Police believe it is one of most effective deterrents.
3. **Create the Personnel Structure to Oversee the Comprehensive Safety Program**
   a. The "Safety Coordinator"
      1. Someone needs to be in charge.
         a. The "Safety Coordinator Position" must be established.
         b. The "Coordinator" must be trained.
         c. The "Coordinator" must be empowered to assist in:
         i. Selecting and Developing the Assessment Tool
         ii. Developing the "Comprehensive Plan" from the Results of the "Assessment"
         iii. Evaluating & modifying the "Comprehensive Safety Plan" with the results of drills, staff feedback, "Debriefing Forms" etc.
            1. "Debriefing Forms" are critical components in testing and updating your plan.
         iv. "Developing and Conduct Drills"
         v. Commanding "Resources" necessary to implement the "Comprehensive Safety Plan."
         vi. Developing on going "Training Programs" to improve the "Comprehensive Safety Plan."
         vii. Developing & Implementing comprehensive "Safety Strategies and Programs."

"Organization or Comprehensive Safety Committee"

1. "Organization or Comprehensive Safety Committee"
   a. This group is often chaired by the "Safety Coordinator."

    b. **This group is responsible for the selection, development and implementation of the "Comprehensive Safety Plan."**

    c. **The committee may be established from a "Cross Section" of individuals.**

        i. **One goal may be to select individuals that bring a variety of skills to the group.**

           1. **Law Enforcement, Medical Staff, Mental Health Professionals, First Responders, Cross Section of the Workforce, etc.**

        ii. **All members of the committee must be trained.**

Depending on the size of the organization, management/administration personnel may elect to create "Departmental or Facility" based "Safety Sub-Committees."

2. **Establish Facility or Departmental Subcommittee Safety Coordinators**
   a. **Create a Coordinator for Each sub-group, Building or Department**
   b. **Train the "Coordinator" of sub-groups**
   c. **Empower the "Coordinator" of sub-groups to:**
      i. **Command "Resources"**
      ii. **Develop Safety Strategies to implement the "Comprehensive Safety Plan"**
      iii. **Evaluate Programs in her or his department**
      iv. **Develop and Conduct Drills to Test the Plan**
      v. **Make suggestions on modifying the "Comprehensive Safety Plan"**
   d. **Typically, the "Subcommittee" reports to Organization's "Comprehensive Safety Committee."**

<u>Additional Discussion Narrative on ISP Recommendations</u>:

Armed, Trained, Uniformed Law Enforcement

As indicated earlier, we are often asked, "What is the number one measure we can take to increase the safety of our businesses, government centers, malls, theaters, schools, etc.?" Frequently the Indiana State Police response is, "Bring "Academy" trained, armed, sworn and uniformed law enforcement into schools, places of worship, businesses, government centers, malls, theaters, etc." The "Key" is to: "Make trained law enforcement officers visible!"

As indicated earlier, safety programs should begin with a "Comprehensive Risk, Vulnerability or Threat Assessment" The "Safety Plan" should address the risks or threats identified by the "Assessment!" An "Assessment Tool" may be selected from a variety of sources but the <u>"Tool" must be modified to meet the unique needs of the environment that it is to assess.</u>

<u>Assessment Team</u>

An "Assessment Team" may be established and trained to select, modify and or develop an "Assessment Tool" to meet the unique needs of the organization. The "Assessment Team" is

responsible for conducting the "Comprehensive Threat/Risk Assessment." As mentioned before, the assessment team must determine if they wish to modify an existing assessment tool, create their own and or hire a consultant (which they must oversee).

Additional Narrative: "Safety Personnel Positions"

Safety Coordinator

In cannot be stressed enough. Someone needs to be in charge! This individual chairs of the organization's "Comprehensive Safety Committee." The organization's "Comprehensive Safety Committee or Team" should be composed of a cross section of employees and or school community members. **Do not forget to include first responders on your committees!** Each member must be trained to enable them to appropriately carryout the responsibilities associated with the "Comprehensive Safety Committee."

Intervention Team or Assistance Team

Management should establish an "Intervention Team" and train them to do their respective jobs. The "Intervention Team" represents a tool to assist in monitoring member of the "workplace or school community" for potential safety issues. It serves as a contact point for employees to utilize if they have issues with safety in the workplace. Specifically, employees may share information and concerns if they see "Early Warning Behaviors or Indicators" developing in fellow employees, students, member of the school community, etc. The "Intervention or Assistance Team" is a resource and vehicle for obtaining help for those displaying "Early Warning Behaviors." **It is not an enforcement mechanism**. Additional "Intervention Teams" may be needed depending on the size of the organization. Management must develop an ongoing training program for all members of the "Intervention Team."

Again:
The Intervention Team needs to include a cross section of individuals from the "Business or School Community."
Examples:
- Various levels of employees
- First Responders
- Health Care Professionals
- Mental Health Professionals
- Legal Experts
- Etc.

Intervention Team's Role in Communication

A common concern registered by school and workforce personnel is, "I did not know where to go with my concerns." Without an "Intervention or Assistance Team," individuals may not know to whom concerns may be voiced. All too often, this is a common shortcoming in safety

programs. Simply, someone nearly always knows. That intelligence is critical in prevention. The Indiana State Police often stress in presentations, "Someone knows ahead of time."

<u>Training the team must be an ongoing process</u> and the "Comprehensive Safety Plan" must be modified as new information is collected and additional training is completed. The "Intervention or Assistance Team" is a critical component in securing the workplace and or school environment.

The "Intervention or Assistance Team" serves as the contact and resource entity for identifying and assisting individuals in need of help. Simply, it is the group that serves as the conduit (and point of contact for employees) to convey information and or concerns regarding students, employees, members of the school or business community, etc. that are demonstrating behaviors that indicate they are in need of assistance.

<u>Early Warning Behaviors or Indicators</u>

Critical to prevention is the process of training all employees on the "Early Warning Behaviors or Indicators" and developing a process to allow concerns to be shared confidentially.

The list of Early Warning Behaviors or Indicators is often extensive. The Indiana State Police offers some of the most common:

<u>Examples of Early Warning Indicators</u>

<u>Communication of Intent to Others</u>

   a. All too often, students share their dark intent with others.
   b. Many times, they are not take seriously.
   c. Individuals gaining the knowledge do not know what to do with the information.
   d. Individuals with critical information fail to share their information for fear it will not be kept confidential and reprisals will result.

<u>Depression, Emotional and Mental Health Issues</u>

   a. Often these individuals have worsening emotional and mental health concerns.
   b. Unfortunately, individuals that exhibit emotional and mental health issues fail to obtain the assistance that may have prevented the unthinkable.
   c. This is not to suggest that every individual with emotional or mental health issues will develop into a threat.

<u>Fascination with Previous Active Shooter Events</u>

   a. It is not uncommon for adolescents to possess an overwhelming desire to belong. Often we fail to understand the extent to which individuals will go to be accepted and belong to the group.
   b. They view notoriety, attention, recognition, etc. heaped on previous shooters.
   c. They may even see this process as a way to garner that same recognition.

d. The may also see an active shooter event as a means to even the score with those that have shunned them.
e. The odd or unusual behavior of these individuals is all too often viewed as these individuals "just being themselves" and we fail to provide the assistance needed to prevent the development of an "active shooter."

Extensive Planning and Planning in Plain Sight

a. Active Shooters all too often plan extensively and in plain sight.
b. Parents, students and educators often miss the "Early Warning Indicators" that seem so obvious after the "Active Shooter" event.

Individuals May Exhibit Antisocial Behavior

a. This behavior may be as extreme as exhibiting behavior totally devoid of emotion.
b. This behavior may manifest in extreme cruelty to animals and no empathy for the suffering of others.

Key to Identification (Combination of Early Warning Indicators)

a. When the "Early Warning Indicators" are present in *combination* the need for an intervention or assistance is critical.

Develop Clear Emergency Notification Systems

Time is critical in responding to an "Active Attacker Event." Everyone must be empowered to sound the alarm. Informing everyone as soon as possible is critical. Emergency notification systems must be easily distinguishable (one from another):

(I.e. fire alarm, severe weather alarm, active shooter alert, etc. must be clearly different.)
You must drill on all emergency systems and vary the drills.

Evacuation and Reunification (Please See the ISP Material Posted on the ISP Website)

Establishing reunification plans and procedures must be planned and established in advance. Primary and secondary paths must be identified to provide alternate routes to secure sites. Management must hold drills to make all staff familiar with these paths. Various sites must be established that are capable of supporting the population to be evacuated.

In a catastrophic event the primary site may be compromised. If the site is under the ownership of a different organization a current "Memorandum of Understanding" must be developed. Selecting and securing "Reunification Sites" should be a management responsibility.

Recovery: Continuing Education or Continuing Business Plans

Often, these events prevent employees, students, etc. from returning to the workplace or school for several days. Simply, the location may be a crime scene. In addition, employees often need support and counseling before returning to the workplace or school. With that in mind, a <u>Business Continuation or Education Continuation Plan</u> maybe a critical component of your "<u>Recovery Plan.</u>"

Supporting the Recovering Population

After a catastrophic event, it not uncommon for individuals traumatized by the event to need counseling and emotional support. Staff members will respond to crisis situations differently. Identifying individuals with the expertise to provide this service must be identified ahead of time. Professional counseling and support programs are critical to the emotional wellbeing of staff.

Comprehensive Safety Plan

Note: The "Comprehensive Safety Plan" is never complete. It should be modified as new training and information is obtained. Training may come from many sources including but not limited to staff development, feedback from drills, debriefing reports, etc.

Debriefing Reports

Debriefing Forms are a critical component of a "Comprehensive Safety Plan." "<u>Debriefing Reports</u>" are simply forms that are completed by individuals that have responded to "threat related events." The events may be extreme (assaults, fires, fire drills, bomb threats, etc.) or may be as simple as a confrontation with a customer, patron, parent, employee etc. The form is simple:

1. It should describe the event.
2. It should describe the actions taken by the individual completing the form.
3. It should describe the action taken that worked well to resolve the situation.
4. Finally, it should offer lessons learned from the situation.
5. "<u>Debriefing Report</u>" must be shared <u>with other employees to allow them to benefit from the</u> knowledge captured in the report.

Grounds and Facility Perimeter Security

Grounds Security

Fences, gates, natural barriers, signage etc. all may serve as the initial line of defense in securing the grounds. Signage directing motorized and pedestrian traffic as well as sign in procedures, etc. are often helpful in the securing the grounds.

Security by Monitoring Individuals Approaching Access Point

Vetting visitors before they have access to the facility is your goal. Being able to visually monitor and confirm the identity of individuals prior to admission is a process that will

increase perimeter security. Many systems are available. These methods include but are not limited to line of sight monitoring, electronic monitoring, and buzz in systems, etc. The advantage of this process is simply early identification. By identifying any threats early, the alarm can be sounded more rapidly. Lockdown procedures can then be activated.

<u>Facility Perimeter Security (Controlled Admission Policies)</u>

Once the individual has entered the facility, they have "in effect" breached a critical safety barrier (the perimeter of the building). "Facility Perimeter Security" and "Controlled Admission" practices are critical to the safety of any facility. It is not unusual for business and certainly school to have numerous doors. In addition the primary material in the doors may be glass. A suggestion may be to explore a film than can be applied that will dramatically increase the security provided by glass doors.

<u>Controlled Admission Policies</u>

A second level of scrutiny is suggested as well. "Admission Policies" should be developed to vet individuals prior to allowing them access to the "general workplace or school." "Admission Policies" may include vetting procedures like survey questions, background checks, criminal history checks, sexual offender lists, etc. Establishing these procedures and training individuals charged with carrying out the established practices will be critical to the success of controlling the "Admission Process."

<u>Secure the Perimeter of the Facility</u>

Once the individual has been allowed through the primary exterior door, the individuals may be admitted into a secure area to undergo a second level of examination. Here the individual may undergo identity confirmation, background and or criminal history checks, etc. A variety of systems are available to rapidly determine if the individuals is on sex offender and or criminal watch checklists, etc. An option may be to <u>bring visitors into a controlled environment to complete admission procedures prior to providing access to the main facility</u>.

<u>Safe Rooms (Secure Locations)</u>

While considering the physical safety features of the facility, management should establish "Safe Rooms." This is a critical step in the development of the safety program.   Management is responsible for constructing "Safe Rooms." The "<u>Safe Rooms</u>" must have <u>secure doors</u> that are easily and rapidly lockable. Management should develop clear and detailed procedures for staying safe in the "safe room" (i.e. stay out of the line of sight and fire, consider the concepts of "concealment" and "cover," spread out, stay on your feet ready to move, pre-identify weapons, develop a chain-of-command and adopt procedures for governing the room). Management should establish who is in charge in each safe room with an alternate. Management must provide the hardware for rapidly securing the "Safe Room" doors. Do not forget to supply the hardware to rapidly lock classroom doors. Again, Indiana State Police,

caution against leaving a secure lockdown location for an unknown destination and perhaps unsecure site.

Suggested Lockdown Level Considerations

For years schools have had various levels of lockdowns. The Indiana State Police strongly suggest that the practice of "Soft Lockdowns" be reconsidered. Soft lockdown procedures that call for only securing perimeter doors while allowing students and staff to walk the halls may need to be reconsidered. "Soft Lockdowns," "Code Yellow Lockdown," etc. that only call for securing the perimeter doors of the facility may inadvertently be putting students and staff at risk. This process puts only a glass door between students, staff and the threat. A "Shelter in Place" lockdown is suggested. This "Lockdown Procedure" calls for securing the perimeter doors as well securing students/staff behind secure internal doors. During this procedure students and staff are not allow to move throughout the facility. *If the threat is serious enough for a lockdown it is serious to sequester students in a safe behind secure internal doors.*

Emergency Kits and Evacuation Kits

Management should develop "**Evacuation or Emergency Kits**" that include critical supplies to support the individuals that will be evacuated to the site (i.e. first aid, nutritional items, water, etc.). In addition, reunification kits must have critical information (guardian contact information, health related information, special needs information, etc.) on the individuals that will be supported at the site.

Reunifications procedures and material are critical as well (a comprehensive list of individuals that will be evacuated with guardian contact information may be confidentially stored at the reunification site. Rather than purchasing an "one size fits all" "Go-Kit" ISP recommends tailoring the to meet the needs of the students the kit is intended to support. The kit may include but not be limited to emergency contact information, special needs student's medication, basic medical supplies, nutritionals stables, etc. Corporation physicians, EMT's, nursing professionals, etc. should be consulted in assembling these kits. The kits may be stored in safe room, classrooms and or at the predetermined secure reunifications sites. These materials become a critical component in your ability to support the evacuated population.

Developing Safety Practices is a huge undertaking. The agenda below may be divided into multiple regular meetings. By doing so, two or three topics may be discussed at regular intervals through the year.

Agenda for Safety Meeting

A Starting Point for the Discussion & Development of Safety Practices and Procedures

1. **Visible Uniformed, Sworn, Armed-Law Enforcement**

2. Select and Conduct a Comprehensive Risk, Vulnerability or Threat Assessment.

3. Develop the Safety Plan from the Assessment

2. Secure the Grounds

3. Secure the Perimeter of the Facility

4. Reinforce the Glass in Doors

5. Fences with Appropriate Gates

6. Signage Lighting

7. Create a "Singular Lockdown" Procedure (Shelter-in-Place)

   a. Perimeter and Internal Doors are secured

   b. Students, Staff, etc. are "sheltered in place"

   c. No Movement of Individuals Inside the Facility

8. Develop an Admission Policy and Practice

9. Utilize Electronic Surveillance Equipment

10. Develop Policies for Individuals with Special Needs

   a. Develop Training for First Responder to Care for Special Needs Individuals.

   b. Transportation of Individuals with Special Needs (Emotional and Physical).

   c. Appropriate Securing of Individuals with Special Needs

   d. Appropriately Store Medications for Individuals with Special Needs (School Nurse to Assist).

   e. Nutritional, Dietary & Allergy Related Needs

   f. Utilize the Special Needs Staff to Develop Guidelines for the Management of individuals with special needs.

11. Create Safe Areas throughout the Facility (with easily secured solid doors).

   a. Create areas that can be rapidly secured (Supply the "hardware").

   b. Publish the Locations of Areas.

   c. Fortify the safe areas with the appropriate supplies.

   d. Tailor the supplies in the safe room to support individuals housed.

   e. Establish rules that govern the safe area (designate the person in charge).

      f. Identify equipment in the safe room to use to barricade the entryway.

      g. Identify equipment that may be used as weapons.

      h. Train staff on a group response with improvised weapons (Last Resort)

      I. Develop a program to test the procedures established to govern the safe room.

      j. Develop drills to practice all expectations for the safe areas.

12. Empower Everyone to "Sound the Alarm"(Establish Clear Alarm Differentiation).

13. Plan and Conduct Drills with All Local First Responders.

14. Develop an Evacuation and Reunification Plan (See ISP Website).

15. Develop a Recovery and Support Program.

16. Develop a Continuing Education or Business Operations Plan.