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**2022-2023:**

**School Safety Terms, Vocabulary, Definitions & Explanations**

Preparation (Preparedness): CIRG/NCAVC

School Safety

Terms, Vocabulary, Definitions and Explanations

1. Abbreviation/Acronym (School Safety)
   1. AAG: Assistant Attorney General (DOJ)
   2. AG: Attorney General
   3. A.L.I.C.E.: ALERT, LOCKDOWN, INFORM, COUNTER, EVACUATE
   4. APA: American Psychological Association
   5. BATF: Bureau Alcohol, Tobacco, Firearms, and Explosives Bureau
   6. CALEA: Commission on Accreditation for Law Enforcement Agencies
   7. CB: Children's Bureau
   8. CDC: Centers for Disease Control and Prevention
   9. CIRG: Critical Incident Response Group
   10. CPR: Cardiopulmonary Resuscitation
   11. CPTED: Crime Prevention Through Environmental Design
   12. CRT: Crisis Response Team
   13. DOD: Department of Defense
   14. DOJ - Department of Justice
   15. DOT - Department of Transportation
   16. EC-AID: Exceptional Children Accommodation & IEP Data Tracking
   17. ECSP: Exceptional Case Study Project- (Secret Service Study)
   18. EOP: Emergency Operations Plan
   19. FAA: Federal Aviation Administration
   20. FDA - Food and Drug Administration
   21. FERPA: Federal Educational Rights and Privacy Act
   22. FEMA Federal Emergency Management Agency
   23. FOIA: Freedom of Information Act
   24. FSSA: Family and Social Services Administration
   25. FBI: Federal Bureau of Investigation
   26. IA: Instructional Assistant
   27. IAP: Incident Action Plan
   28. IACP: International association of chiefs of police
   29. IED: Improvised Explosive Device
   30. IC: Incident Commander
   31. ICS: Incident Command System
   32. ICE - Immigration and Customs Enforcement
   33. IEP: Individualized Education Plan
   34. IMS: Incident Management System
   35. IRS - Internal Revenue Service
   36. (I)DHS: Indiana Department of Homeland Security
   37. NCAVC: National Center for the Analysis of Violent Crime
   38. NCTC: National Counterterrorism Center
   39. NCLB: No Child Left Behind
   40. NCPTSD: National Center Post-Traumatic Stress Disorder
   41. NIMS: National Incident Management System
   42. NSPRA: National School Public Relations Association
   43. NSSC: National School Safety Center
   44. NASRO: National Association of School Resource Officers
   45. NMHA: National Mental Health Association
   46. NSA: National Security Agency
   47. NSTB: National Transportation Safety Board
   48. OSHA: Occupational Safety and Health Administration
   49. PIO: Public Information Officer
   50. PSTD: Post Traumatic Stress Disorder
   51. PTA: Parent Teachers Association
   52. SSA: Social Security Administration (or Social Security Act)
   53. TREAS: Department of Treasury
   54. URASE: “Unarmed Response to an Active Shooter Event”: Indiana State Police Active Shooter Program
   55. UFT: United Federation of Teachers
   56. United States Army
   57. USAF: United States Airforce
   58. USCG: United States Coast Guard
   59. (U.S.): DHS: Department of Homeland Security
   60. USDOE: United State Department of Education
   61. USSS: United States Secret Services
   62. SAMHSA: Substance Abuse and Mental Health Services
   63. S.A.F.E.: A safety program that assists in keeping the participants safe as well as other individuals
   64. SSA - Social Security Administration (or Social Security Act)
   65. VA: Department of Veteran Affairs

2. Access Credential or Badge: An access credential or badge is used to gain authorized entry into an area. This credential identifies specific individuals in possession of the badge and confirms the individual’s authorization to enter a restricted area. The authorization process may be monitored by a security attendant electronically, by direct visual or eyes on monitoring and or an automated access control system.

3. Access Control: This is the practice of securing the perimeter of an educational facility. Examples of educational facilities may include but not be limited to academic buildings, extracurricular areas, school grounds, etc. Fences, gates, environmental barriers, secure perimeter doors, technology, etc. all may be utilized to prevent unauthorized access to the afore mentioned areas and or facilities.

4. Action Plan: A school safety action plan sets out the protocols, steps, measures, interventions and or actions taken to prevent, mitigate and or respond to threats and crisis situations.

5. Active Shooter Definition: “One or more subjects who participate in a random or systematic attack demonstrating their intent to continuously inflict death or serious bodily injury on another person or persons.” (Indiana State Police “Unarmed Response to an Active Shooter Event.”) {300}

The Indiana State Police definition, of an “Active Shooter,” encompasses an attack from an individual utilizing any one of a broad-spectrum of weapons. As “active shooter attacks” and methodologies evolve, so must our expectations evolve with respect to the type of weapons that may be utilized by those perpetrating these horrific events. Most attacks have been carried out with firearms. Unfortunately, a broad range of weapons are available to those perpetrating attacks on our school campuses. We anticipate that the array of weapons utilized by attackers will increase. {300}

6. Active Shooter Response: (See the Indiana State Police “Unarmed Response to an Active Shooter Event” posted on the ISP Website). {300} In the ISP Model, the conditions or stimuli of the event determine the most appropriate response option (Prevention, Escape, Lockdown and or Fight). The “response options” may be exercised in any order, repeated and or combined as the conditions or stimuli of the event dictate.

7. Active Social Caste System: This system operates in every school. The system is based on a view of cultural notions of popularity and perceived acceptance of a student in their social group. It is a fluctuating state of acceptance based on how students perceive their status in the student population. It is often based on how students feel they are viewed by “significant others.”

8. Adolescent Mind: Parents, educators and law enforcement officials often wonder why adolescent children make such poor decisions. Research tells us that brain development has a great deal to do with it.

In adolescence, a fundamental reorganization of the brain takes place that continues into the beginning of the third decade of life. Adolescent brain development is characterized by an imbalance between the limbic and reward systems, which mature earlier, and the not yet fully mature prefrontal control system. This imbalance may be the neural substrate for the typical emotional reactive style of adolescence, and it may promote risky behavior. {333}

Scientists have identified a specific region of the brain called the amygdala that is responsible for immediate reactions including fear and aggressive behavior. This region develops early. However, the frontal cortex, the area of the brain that controls reasoning and helps us think before we act, develops later. This part of the brain is still changing and maturing well into adulthood. {334}

Simply, the area of the brain that is responsible for “immediate action” develops early or “earlier” than the area of the brain that controls reasoning. As a result, adolescent decision making is often governed by emotion rather than reasoning. Adolescents are impulsive.

9. Alerts: Alerts may signal an immediate threat. Alerts must clearly signal and define the immediate threat. It is imperative that alerts not be misunderstood. Code words may be misunderstood. School safety specialist have found that clear explanations are often best in triggering the desired responses. Misunderstood alerts may create confusion and lead to more harm than good.

10. A.L.IC.E. Training: This is commercial training program that offers training that may assist in preparing individuals to handle the threat of an active shooter event. The A.L.I.C.E. acronym stands for Alert, Lockdown, Inform, Counter, and Evacuate. The strategies are intended to assist individuals in responding to an active shooter event.

11. All Hazards Approach: The all-hazards approach is defined by the Centers for Medicare and Medicaid Services as an “integrated approach to emergency preparedness planning that focuses on capacities and capabilities that are critical to preparedness for a full spectrum of emergencies or disasters.” {307}

12. American Foundation of Suicide Prevention: This national organization works with National Institute for Mental Health, Centers for Disease Control and Prevention and the Office of the Surgeon General to make recommendations for suicide prevention.

13. American Red Cross: This organization is a relief and support organization that responds to a variety of catastrophic events. This humanitarian group responds to disasters cross the globe.

“The American Red Cross, also known as The American National Red Cross, is a humanitarian organization that provides emergency assistance, disaster relief, and disaster preparedness education in the United States.” {421}

14. American School Board Association: Operates as a nonprofit educational group that is composed of a coalition of state organizations.

15. Anarchist Cookbook: The Cookbook was first published in the 1971. Since Columbine, it has been utilized by several active shooters to develop weapons and explosives. This document contains information and instructions for producing a variety of weapons including but not limited to explosives. The publication or manual also includes instructions for making a variety of weapons, illegal drugs, etc.

16. Anniversary Date (of Catastrophic Events): This is an annual reoccurring date that memorializes catastrophic events. These events often relate to the tragic loss of lives of students and/or educators. Anniversary dates of catastrophic events often bring on panic attacks and anxiety. As a result, administrators must be prepared to provide support on these occasions. The proceedings must be dignified and controlled. Support and counselors for students and staff must be provided. Do not forget to provide support for all members of the school community on dates relating directly to local events. The infamous Columbine Event (April 20, 1999) continues to be a date that still is celebrated by developing shooters across the nation.

17. antisocial personality disorder: Mental health professionals, at times, may enter a diagnosis of “antisocial personality disorder” in lieu of a diagnosis of “Psychopathic or Sociopathic” behavioral disorders. Mental health professionals may utilize the diagnosis of “antisocial personality disorder” to avoid the stigma attached to terms of “Psychopathic or Sociopathic” disorders. Mental Health professionals believe that psychopathic and sociopathic patients exhibit a very similar set of behavioral traits. {422}

Both sociopaths and psychopaths often fail to possess a clear understanding of right and wrong. Often, these individuals do not internalize, consider, share, or understand the feelings of others. {423}

Some subtle differences between the two do exist. In the case of the psychopath, the individual possesses no conscience. If he steals the belongings of others, the psychopath will not suffer any feelings of remorse or guilt. The psychopath is cold and calculating with no conscience. A psychopath is always on the alert for an opportunity to exploit others for his personal gain. {423}

On the other hand, a sociopathic individual has a very weak conscience. The sociopath’s weak conscience may make them feel some level of remorse for their actions. However, their conscience is not strong enough to deter their wrongful actions. Simply, they may temporarily experience some guilt, but it is a fleeting emotion. {423}

18. Assembly Area (Rallying Point): These terms represent predetermined locations or rallying points that have been “secured” and prepared for evacuees and “Safety Team Members” to assemble. These areas may be used as “Reunification Sites” for evacuees and or planning areas for the “Safety Team.”

19. Assistant Superintendents and Directors: Most school systems have assistant superintendents and directors that specialize in managing specific areas of responsibilities in the school district (i.e., Curriculum, Transportation, Exceptional Learners, Food Services, Operations, etc.).

20. Athletic Events Security: These terms often refer to administration and law enforcement that supervise Athletic, Extracurricular and Co-curricular events (See Major Events in this section).

21. Attack Location (Point of Attack): The location at which an attack is initiated.

22. Autism: The Indiana State Police Department wishes to underscore that autistic child are not a threat. Autism refers to a wide array of conditions that may manifest themselves in difficulty with social interactions, verbal and nonverbal communication and repetitive behaviors. Autism is a bio-neurological disorder that typically manifests by the age 3. Like most neurodevelopmental disorders, autism last a lifetime. Co-morbidity with other disorders is not unusual with autism. Several disorders exhibit co-morbidity like epilepsy, nutritional disorders, digestive disorder, sleeping disorders and frequent viral infections. One of the most frequent disorders exhibiting co-morbidity with autism is “Sensory Processing Disorder.” This malady displays as a condition in which the brain has trouble receiving and responding to information that comes in through the senses. {424}

“Some people with sensory processing disorder are oversensitive to things in their environment. Common sounds may be painful or overwhelming. The light touch of a shirt may chafe the skin.” “Sensory processing problems are commonly seen in developmental conditions like autism spectrum disorder.” {304}

23. Autism Discrimination and Mistreatment: The treatment of autistic children was the focus of research documents published in 2013 by the Kennedy Krieger Institute. The survey featured the responses of parents of autistic children. An overview of the findings is offered below:

“1. Thirty-eight percent of the Autistic children experienced bullying over a one-month period.

2. 28% were frequently bullied.

3. 14% feared for their safety.

4. 69% (of those bullied) experienced emotional trauma.

5. 8% (of those bullied) suffered physical injury.” {325}

“In the psychiatric community, thinking about autism has changed, as reflected in the new DSM-5 guidelines. What had been considered a set of distinct conditions described as pervasive developmental disorders — autism, Asperger’s disorder, childhood disintegrative disorder (CDD), and pervasive developmental disorder not otherwise specified (PDD-NOS) — are now considered one disorder that presents along a spectrum of symptoms and behaviors of varying severity.” {326}

Again, the Indiana State Police Department wishes to underscore that autistic child are not a threat. Most Exceptional Learners possess truly “gifted abilities” that must be viewed as blessings. Asperger’s Syndrome is a mild form of autism often characterized by social awkwardness. People with the disorder are often highly intelligent. While they can become frustrated more easily, there is no evidence of a link between Asperger's and violent behavior. {62}

24. Autism (Misdiagnosed) In addressing misdiagnosed individuals and expressing the need for more training of mental health professionals, Dr. Turndorf, in Psychology Today (Dec 20, 2012) offers:

“Childhood-onset Schizophrenia (COS) is characterized by deficiencies in communication, social empathy, and motor development. {62} These maladies are very similar to those seen in autism spectrum disorders. Future training of counselors, mental health professionals, etc. may prevent the mislabeling of children as autistic when they are truly suffering from schizophrenia.” {62}

25. Autism Speaks: Mission Statement-

“Autism Speaks is dedicated to promoting solutions, across the spectrum and throughout the life span, for the needs of individuals with autism and their families. We do this through advocacy and support; increasing understanding and acceptance of people with autism; and advancing research into causes and better interventions for autism spectrum disorder and related conditions.” {336}

26. Barricade: This term is often used to describe an improvised barrier. In school safety, it refers to the erection of an obstacle to establish a secure location. Pre-identified furniture, equipment, etc. may be used place in the entryway to increase the security access point.

27. Behavioral Analysis Unit (FBI): The BAU is a division of the Federal Bureau of Investigation's National Center for the Analysis of Violent Crime (NCAVC). This division uses behavioral analysts to assist in criminal investigations. The utilization of behavioral commonality is used to develop predictive profiling. {328}

28. Behavioral Cues: The Indiana State Police often refer to the “Early Warning Behaviors” as “Behavioral Cues.” No single behavior signals the development of a threat. In addition, no infallible profile of an “Active Shooter” has been developed. However, the “Early Warning Behaviors” (Behavioral Cues) may very well signal the need for an intervention. Again, an ISP intervention is a support program. It is not intended to be applied as a castigation or reprimand.

29. “Behavioral Risk and or Threat Assessment and Intervention Program”: This program is often confused with the “Comprehensive Threat, Vulnerability and or Risk (Audit) or Assessment.” First, this program seeks to identify and determine if an individual exhibiting the “Early Warning Behaviors or Indicators” is and capable of developing, posing, and carrying out a threat. Second, if it is determined that the individual may present a threat to members the school community at large, a support program and intervention will be implemented.

30. “Behavioral Risk and or Threat Assessment and Intervention Team:” This is multidisciplinary team. Members may include School Counselors, Classroom Teachers, Mental Health Professionals, Administrators, Exceptional Learner Team Members, School Resource Officers, etc. Each member must bring specific resources to the team. This team plays a key role in determining if individuals are developing into a threat. If an individual is identified, the team must have the resources to conduct an intervention. This intervention may provide a wraparound counseling program, family counseling via social services, mental health counseling and treatment, involvement of law enforcement, involvement of the Exceptional Learners Department, etc.

31. Biological Hazard: This term refers to a biological substance that threatens the health of living humans. Examples of a biohazard may be but not limited to a toxin, virus, microorganism, etc.

32. Bomb Threat Response Procedures:

a. Notify Authorities Immediately and Follow DHS Information Below

b. Inservice Staff on Procedures to Notify 911 and Administration.

c. Include Bomb Threat Information in Each Flipchart.

DEPARTMENT OF HOMELAND SECURITY BOMB THREAT CHECKLIST https://www.cisa.gov/sites/default/files/publications/Bomb-Threat-Procedure-Checklist.pdf

a. Notify Law Enforcement immediately (911):

b. Notify your facility building and or district administrator or follow your facility's standard operating procedure. (See the DHS Information below for assistance with developing a plan for your facility or location.)

c. Call 9-1-1 or your local law enforcement if no facility supervisor is available.

d. Schools May Refer to the “DHS Procedures” in Developing District Polices:

a. (https://www.cisa.gov/sites/default/files/publications/Bomb-Threat-Procedure-Checklist.pdf)

33. Bomb Threats (Via Phone) ISP Suggestions: Each Bomb threat is taken seriously. Most bomb threats are received by phone. Each station in the facility equipped with phone capabilities must have a “Bomb Procedure Card” and a “Red Bomb Threat Signal Card or Panic Button.” The “Procedure Card” sets out the basic procedural questions that individuals receiving the threat should ask as well as information that must be recorded. The “Red Bomb Threat Signal Card” or “Bomb Panic Button” is used to notify those around the station taking the call that a “Bomb Threat” is in progress. This will allow the individual taking the call to focus on the caller.

Station Equipment

\* All stations should have the ability to record incoming calls with the touch of a button.

\* All stations should have the following:

Red Bomb Threat Signal Card or Panic Button (At Each Station)

\* May be used to alert other individuals in the vicinity to immediately initiate the “Bomb Threat Response.”

Bomb Procedure Card (ISP Suggestions)

a. What time is the bomb set to explode?

b. Where, on the school grounds, is the bomb located?

c. What does the bomb look like?

d. What will cause it to explode?

e. What kind of bomb is it?

f. When did you place the bomb?

g. Why did you place the bomb?

h. May I have your name?

i. Where are you now?

j. Callers Words (Write the words down “immediately after the call.” Note the exacts words.)

k. Caller’s Characteristics (Written immediately after call.)

1. Time and Length of the “Call.”

2. Adult?

3. Accent?

4. State of Mind (Rational, Emotional, Repetitive, Loud, Cold/Calculating).

5. Background Noise?

\*\*\*\*“Bomb Threat Staff Development Activity:” Conduct “mock bomb threats.” Have each participant a complete an “Incident Debriefing Card” upon completion of the drill.

\*\*\*\* While a bomb threat is typically leveled against a school, a bomb threat must also be considered as a diversionary practice utilized by individuals to call attention away from the primary attack site. This strategy was attempted as far back as the “Columbine Incident.” {306} Bombs may also be used to harm first responders as well as individuals they evacuate an attack site. {306}

34. Bomb Threat (Copycat): Bomb threats seem to cluster during certain times of year. They also seem to cluster around other Bomb or Active shooter Threats. just prior to an event (Homecoming, Spring Break, Prom, Graduation, Last Day of School, First Warm Spring Week, During Finals, etc.).

35. Bomb Threat Responsibility to Evacuate: It is not the responsibility of law enforcement to evacuate the facility or take responsibility for determining when the facility population may return. As is always the case in emergency, the administration must consult all available resources before making her or his decision.

36. Bomb Threats (Written Investigation Protocol): Contact Courtney Baird of the Indiana State Police Presentation for a comprehensive approach to the investigation of written bomb threats.

37. Boyd, John: Boyd developed a structural model breaking down the decision-making process. It is often referred to the “OODA LOOP.” The steps in Boyd’s decision-making process are set out below:

1. Observation: the collection of data by means of the senses

2. Orientation: the analysis and synthesis of data to form one's current mental perspective

3. Decision: the determination of a course of action based on one's current mental perspective

4. Action: the physical playing-out of decisions

Instructors may wish to dovetail Cooper’s work of “Situational Awareness” with Boyd’s structural model of “decision making.” Individuals must be aware of their environment (“Situationally Aware”). Then, once “armed” with that knowledge they must train to make sound decisions. The “OODA LOOP” process may assist individuals in better understanding the importance of collecting and processing information in an active shooter event

38. Brownstown Central High School: One of the earliest school shootings occurred in Indiana at Brownstown Central High School. A student took the life of the assistant principal as he entered the building prior to the beginning of the school day.

39. Bullying: Indiana statute states:

“Bullying” means overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors, that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment that: (1) places the targeted student in reasonable fear of harm to the targeted student’s person or property; (2) has a substantially detrimental effect on the targeted student’s physical or mental health; (3) has the effect of substantially interfering with the targeted student’s academic performance; or (4) has the effect of substantially interfering with the targeted student’s ability to participate in or benefit from the services, activities, and privileges provided by the school.” Indiana Code Title 20. Education § 20-33-8-13.5 {337}

40. Bureau of Alcohol, Tobacco, Firearms and Explosives:

“ATF is a law enforcement agency in the United States’ Department of Justice that protects our communities from violent criminals, criminal organizations, the illegal use and trafficking of firearms, the illegal use and storage of explosives, acts of arson and bombings, acts of terrorism, and the illegal diversion of alcohol and tobacco products. We partner with communities, industries, law enforcement, and public safety agencies to safeguard the public we serve through information sharing, training, research, and use of technology.” {338}

41. Bystander Effect: The bystander effect occurs when the presence of others discourages an individual from intervening in an emergency. The greater the number of bystanders, the less likely it is for any one of them to provide help to a person in distress. People are more likely to act in a crisis when there are few or no other witnesses present. {339}

42. Case Conference Committee (CCC): The case conference committee is the assemblage of parents, educators, advocates, counselors, etc. that are responsible for making educational decisions for a student with a suspected or identified as an Exceptional Learner.

43. Centers for Disease Control: The United States Centers for Disease Control and Prevention is the national public health agency of the United States. It is a United States federal agency, under the Department of Health and Human Services, and is headquartered in Atlanta, Georgia. {341}

44. Chain of Command: “Chain of Command” sets out the order of authority. It dictates who is in charge and who reports to whom. The concept of “chain of command” refers to the hierarchy of a group of individuals that carry out directives on the authority of other individuals within the group. {335}

45. Childhood Onset of Schizophrenia (COS): COS is a rare severe mental disorder in children. COS is the same as schizophrenia that typically manifests much later in life. COS has a profound impact on a child's behavior and development. The disorder manifests in the inability of preadolescents and adolescents to decode reality.

NOTE: Please refer to the mistreatment and misunderstanding of those children that are

“However, it is clear that research overturns our previous notions and urges us to now accept the fact that some autistics can also suffer from schizophrenia.” {62}

Unfortunately, in recent years, several different syndromes have been incorrectly grouped under the heading of "childhood schizophrenia." This grouping includes but is not limited to infantile autism, schizophrenic syndrome, of childhood dementia infantilis, atypical child, symbiotic psychosis, dementia praecocissima, pseudo-psychopathic schizophrenia, latent schizophrenia, etc. {301} The misdiagnoses has added to the challenges faced by school safety programs.

46. Classroom Emergency Kit: The “Emergency Kit” must be customized or modified to meet the unique needs of the individuals that the kit will support. (See the Indiana State Police “Unarmed Response to an Active Shooter Event”) Junior high, middle, and high school teachers along with those that serve the “Exceptional Learner Population,” will need to construct their kit to meet the needs of a broad spectrum of students.

Kit contents may include but not be limited to “flipcharts,” school safety plans, classroom student-staff roster/contact information, cell phone (charged battery & charger), appropriate communication device (extra radio batteries), water, snacks, personal hygiene supplies, medications (see school nurse for assistance), First Aid Kit, whistle/siren, various bandages, tape, trauma pads, cold-packs, alcohol wipes, latex-free gloves, swabs, flash drive with contact information and medical notes for student support, copy of master schedule, pencil, pen, marker and paper.

ISP NOTE: The Director of Exceptional Children must be involved in the preparation process. Again, the kit must be customized to support the unique needs of each classroom and or class period.

47. Classroom Teacher: Typically, the classroom teacher specializes in subject area or grade level instruction. Often these educators know their students better than anyone. These educators may also specialize in working with Exceptional Learners. They may serve as a valuable resource for a variety of school safety purposes. The teaching faculty often represents the most overlooked resource in the process of developing a comprehensive safety program.

48. Climate (School): “School Climate” represents the quality of “School Life.” “School Climate” is represented by the totality of the school experience. The following domains are included in that experience:

1. All “Members of the School Community” have “Input and Share a Like Vision” for their School.

2. “All Members of the School Community” feel a “Sense” of “Security and Safety in their Schools.”

3. Schools project a Sense of “Welcoming” and “Openness” to all “Members of the School Community.”

4. All “Members of the School Community” feel “Valued, Heard, and Respected” by their Schools.

5. All “Members of the School Community” feel a “Sense of Collegiality” in the “Operation of the School.”

6. The “Instructional Model” is based on “Nurturing and Student Growth” of each Student.

7. Schools strive to Assist All Students to “Attain their Potential.”

49. Climate Survey (Schools): School climate Surveys” should assess the entire spectrum of the school experience (I.e., school environment, perceptions, values, visions, goals, etc.). The results must be used as a “roadmap” for improvement. (See the ISP Website for Examples of Queries posted on the Indiana State Police webpage).

50. Cognitive Behavioral Therapy: Cognitive Behavioral Therapy may often be referred to as a form of “Talk Therapy.” This form of psychotherapy allows the therapist to assist patients in recognizing and dealing with emotional health issues.

51. Co-Curricular: Typically, Co-Curricular learning experiences have a direct nexus to the objectives set out in the traditional curriculum. These experiences are designed to enhance what students are learning in the traditional academic curriculum. Some of these experiences may include but are not limited to the production of musicals performances, marching band, debate/speech competitions, yearbook/newspapers production, fine art shows, mock trials, technology related activities (engineering teams/robotics) and science/mathematics competitions.

52. Code of Silence: If the climate of the school does not promote communications between students and adults, a “Code of Silence” develops that acts a roadblock to communication. Students become governed by the fear of being labeled a narc, rat, etc. It becomes extremely “uncool” to share information with responsible adults. The “Code of Silence” culture in schools may be one of the greatest roadblocks to preventing “active shooter events.”

53. Columbine Copycat Effect: The “Columbine Copycat Effect” refers to the influence of a school shooting that occurred at Columbine High School in Littleton, Colorado on April 20, 1999. This event stands as perhaps the most infamous school active shooter event in American history. The assault left thirteen individuals dead (12 students and one teacher). The shooters, who will remain unnamed, took their own lives at the end of the assault. Author Dr. Peter Langman Ph. D. has researched the event for over two decades. He provides unique insight into the shooters and debunks several myths that have stood for years. It is believed that the Columbine Event has spawned numerous active shooter events by copycat active shooters to date. These individuals seem to want to garner the same infamous reputations held by the Columbine shooters. Followers of the “Columbine Event” seem to have developed a near cult like attraction to the “Columbine Murders.” Simply, they want to garner the same infamy ascribed to the “Columbine Murders.”

54. Columbine High School: Columbine High School is a K-12 high school in Columbine, Colorado in the United States. On April 20, 1999, two twelfth grade perpetrators, murdered twelve students and one teacher. This school attack stands as the location of the most infamous school attack in United State History.

55. Combining Response Options (Indiana State Police Model): This process calls for more than one “Response Option” to be exercised at any one time. Conditions or stimuli may vary in different parts of a school building, this phenomenon may call for different response options to be exercise at the same time in each building. For example, if an attack is initiated in the cafeteria, students may exercise the “Escape Option.” At the same time, students away from the attack may exercise the “Lockdown Option” by barricading a substantial classroom door and piling equipment and furniture to block the entryway.

56. COMMUNITY MENTAL HEALTH CENTERS (CMHC): A “Community Mental Health Center” is an entity that provides a variety of mental health services at one location.

57. Community Oriented Planning: This is the practice of involving community resources in developing programs, facilities, growth plans, etc.

58. “Comprehensive Safety Plan:” This is a plan that includes specific goals, objectives, training, strategies, response actions, policies, practices, procedures, drills, and evaluations to address and mitigate threats identified by the “Comprehensive Threat, Vulnerability and or Risk Assessment (Audit).”

59. “Comprehensive Threat, Vulnerability and or Risk Assessment:” This process represents the most common failure in school safety planning. A “Comprehensive Threat, Vulnerability and or Risk Assessment” is an all-inclusive examination and identification of the potential threats to student, staff and or patrons that may exist in the school community. The plan that is developed to address the identified threats is called the “Comprehensive Safety Plan.”

This examination must be the first step in developing a “Comprehensive School Safety Plan.” Once the assessment has been completed, a “Comprehensive Safety Plan” may be developed to prevent, address and or mitigate the threats identified in the assessment. Some consultants refer to this process as multidisciplinary survey, audit, or site survey. The Indiana State Police believe that a “true” “Comprehensive Assessment” must identify and examine all threats to the students, staff and patrons that are present in the school community.

60. Controlled Entry or Access Control: In its simplest form “access control” refers to a method of attempting to monitor and to a degree control who enters a specific access site during given timeframe. “Access control” systems are typically utilized by schools to direct individuals to a specific access location to assist in screening visitors prior to granting them access to the facility. Unfortunately, the plethora of glass doors, which are typically found throughout the perimeter of most schools, limit the effectiveness of the “Controlled Entry Process.” It is important to understand that a “Controlled Entry Process” is effective for controlling visitors. The effectiveness for preventing an armed assailant is very, very limited. School shooters have gain access to schools by simply shooting through glass panels.

Once the teen arrived at the school, police say he spotted officers, exited the vehicle, and entered the building by shooting out the glass of a door. {319}

This is an actual example of how an armed intruder can easily gain entry via a glass panel or door. The infamous Sandy Hook shooter also gained access to his elementary school target by shooting out a glass panel to begin his assault.

61. Controlled Access System: While most systems in Indiana are “buzz-in” systems, the purpose of the controlled access entry system is to allow school security to identify visitors prior to admitting them into the facility. The equipment that may be utilized to control an entryway varies widely (i.e., cameras, intercom systems, direct visual confirmation, multi-station entryways, etc.). Simply, a “Controlled Access System” is intended to secure all perimeter doors while allowing “visitor access” via a monitored entryway.

Author’s Note: Given the construction of most school perimeter doors, windows, etc., it not difficult for a shooter to enter a school building by shooting out a glass panel or door. This is the reason the Indiana State Police do not endorse a “Perimeter Only Lockdown” (Soft Lockdown) to secure students and staff if a threat is in the neighborhood.

62. Columbine Effect (In Active Shooter Development): Columbine stands as one of the most emulated active school events in American history. Shooters often study the Columbine event and identify with the shooters. Unfortunately, the notoriety they are given often acts as a catalyst in the developmental process of active shooters. Shooters see the attention and infamy given to these individuals and they want the same.

63. COPS Grant: The COPS grants are typically utilized to hire policing professionals for the community. The grants are also utilized to foster, develop, and test innovative policing strategies. Grants may also be utilized to provide training and technical assistance to community members, local government leaders, and all levels of law enforcement officials.

64. Community Policing: An example of community policing exists when individuals partner with law enforcement to assist in increasing the safety of their neighborhoods. This process is an attempt to build social ties in the community which will assist in communication between law enforcement and those they serve.

65. Cooper’s Color Code: Jeffery Cooper utilized levels to explain the degree to which individuals are aware of their surroundings. His model also explains that by being aware of one’s surroundings, individuals will be better prepared to take the most appropriate action against an existing and identified theat. To make the concept easier to understand, Cooper designated four levels of “escalating degrees of awareness and preparedness.” By being aware on one’s surroundings, individuals will not be caught “off guard.” Each level in the progression represents an increased level of preparedness. As one’s awareness of the environment increases, so does the degree to which individuals are prepared to respond.

Cooper intimates:

“1. In White you are unprepared and unready to take lethal action. If you are attacked in White, you will die unless your adversary is inept.

2. In Yellow, you bring yourself to the understanding that your life may be in danger and that you may have to do something about it.

3.In Orange you have determined upon a specific adversary and are prepared to act which may result in his death, but you are not in a lethal mode.

4. In Red you are in a lethal mode and will shoot if circumstances warrant.” {317}

66. Copycat Effect (Threat Following a Crisis Event): An event, that all too often follows a crisis in schools, is the calling in of a threat by another individual. School officials and law enforcement must remain vigilant during a threat and immediately following a school crisis for a “copycat threat.” These individuals often call in a bomb threats and or an active shooter threat as students are being evacuated to a secure location. ISP believes that here again these individuals see the attention given the assailant and they want the same. Most effective “Evacuation Plans” include procedures for dealing with “Copy-Cat” threats. A founding principle of an effective “Evacuation Plan” is to secure the “Evacuation Site” before moving students to that location.

67. Copycat Suicide or Werther Effect: The “Werther Effect” is the phenomenon that gained some traction in the 1970’s and has been studied as recently as 2010. Proponents of this belief cite the rise in suicides immediately following the media coverage of a suicide event. The Werther Effect is the label given to phenomenon in which a publicized suicide acts as a trigger for susceptible, vulnerable and or troubled individuals with a propensity for suicide to take their life.

68. Council for Exceptional Children: This group (CEC) is the largest international professional organization dedicated to improving the educational success of “Exceptional Learners.”

69. Counselors (Schools): A school counselor typically works in primary, middle, junior high and secondary schools. This professional educator provides academic, social, and emotional support for students. The school counselor utilizes assessment instruments, one on one counseling and academic records to chart the educational pathways for students in their charge. School Counselors work with students and parents to map a path for academic and career success.

70. Cover v Concealment (In the ISP URASE Model): Cover and Concealment are used to describe strategies that individuals often utilize as they execute the “Escape Option.” ISP underscores that “Cover” is the goal. In the “Cover Option,” students and staff seek to take shelter behind objects that may stop a bullet (large wooden desk, a substantial thick wooden door, a brick wall, etc.). All too often, fleeing individuals in their panicked state, seek shelter behind a curtain, a video screen, seatback, etc. These objects only hide them from view. Very little protection is afforded from an assailant with a firearm.

71. Crime Prevention through Environmental Design (CPTED): This process often focuses on the prevention of crime through the design of facilities. In this process, buildings are designed to discourage crimes. This design process often takes advantage of natural occurring structures that promote perimeter security and control. A major goal of CPTED is to design and develop a physical environment that influences human behavior in a positive fashion. CPTED focuses on the physical and environmental areas including landscaping, lighting, signage, and transportation. CPTED seeks to improve human behavior and reduce crime and victimization via design strategies.

72. Crisis: The term “crisis” may describe an occurrence that may create an unstable and dangerous situation. This condition may impact a culture, individual, group, and or society. Typically, a crisis is composed of a triggering event or conditions.

73. Crisis Counseling Center: This site is typically located away from the crisis event. It is staffed with mental health professionals, law enforcement, school administration, guidance counseling staff, etc. This center assists and supports students, parents, staff, etc. in a crisis- situation. The location must be in area that provides privacy and security for all parties.

74. Crisis Management (CM): This process refers to the organization’s administration and application of the school’s “Comprehensive Safety Plan.” The CM process is implemented when the organization is faced with threats and or an emergency.

75. Crisis Management Team/Crisis Response Team (CRT): The CRT is a group of individuals trained to provide emotional and mental health support, triage support and first aid in a catastrophic event. This group typically implements the Crisis Response.

76. Crowd, Herd, Mob or Sheep Mentality: These terms are used to describe behavior in which groups of people respond as one. The group takes on the purpose of the whole. The faction takes on the personality of the whole. They may carryout acts that individually they would find repugnant.

77. Cure the Violence Health Model:

Cure Violence Health model, formerly Chicago CeaseFire, uses a public health approach to prevent violence. Cure Violence includes efforts to detect and intervene in potentially violent situations, educate, and mobilize communities against violence, and connect high-risk individuals to social services. {342}

78. Custodial/Maintenance Staff: This group of support staff members provides for the basic operational needs of the students and staff (cleaning, heating/cooling, etc.). These individuals maintain the physical environment of the educational site. They also may serve as a first line of defense. They must be empowered and trained to sound the alarm, notify 911, initiate a lockdown, etc.

79. Custodian: The school custodial position is a support staff position that may range from general cleaning and maintenance to more specialized functions (i.e., heating, cooling, general mechanical repair, etc.). The school custodian should also be viewed as an integral and essential participant in the school’s comprehensive safety program. The custodian often brings a broad- based knowledge to the school safety team ranging from expertise in utility controls to unique daily observations of the students and staff.

80. Crisis Intervention Team: The School Crisis Team is a group of trained professionals that support students in a variety of crisis events. The “Crisis Intervention Team” is composed of administrators, mental health professionals, school counselors, school psychologists, school nurses, clergy, classroom teachers, law enforcement, students (in some cases), etc.

81. Cyberbullying: Cyberbullying is like traditional bullying. It involves intimidation, coercion, harassment, threats, and or targeting with the intent of embarrassing an individual. The bullying process is accomplished by electronic means. The electronic means is typically social media. This technology related delivery system has expanded as more and more digital delivery systems have evolved.

“Cyberbullying has been defined as the “willful and repeated harm inflicted using computers, cell phones, and other electronic devices.” {343}

Cyberbullying: Is typically a form of bullying or harassment using social media. Online-bullying occurs when oppressors post derogatory verbiage on the internet. The intent of the bullying is to intimidate and harass individuals by posting derogatory statements, pictures, etc. on social media. {340}

82. Debriefing Form (ISP): The “ISP Debriefing Form” is not intended to guide in-depth investigations. It is a simple form that may be completed by individuals directly involved in dealing with an everyday crisis or a major catastrophic event. The “ISP Debriefing Form” simply asks for:

a. The individual completing the form name.

b. A description of the event.

c. A description of the person’s action taken to mitigate the situation.

d. A description of what worked well.

e. Finally, any recommendations for individuals caught in a like situation in the future.

\*\*This simple form is an exceptional learning tool. It may be used to record information in simple events like an angry parent threatening a guidance counseling or an inadvertent fire alarm. However, may also be utilized to memorialize the information in an active shooter event.

Author’s Note: The difference between the two processes:

a. The AAR or “After Action Review” or (Comprehensive Debriefing Process) is an in-depth investigation, analysis, etc. that is more often utilized for larger scale catastrophic events.

b. The simple “Debriefing Form” is typically used for small scale events. These forms may be used to supplement a larger scale investigation conducted in a “After Action Review.”

83. “Debriefing Process” (Comprehensive) or (After Action Review-AAR): This process is sometimes referred to as the “After Action Review” (AAR) that may begin during a “Hot Wash” after an event. The debriefing process is an in-depth review and investigation of the event. The AAR is a standard process for thoroughly examining all aspects of an event. The process assists in recording what happened and how it happened. This process is a critical step in the investigation process as well as a tool to begin the learning progression in a crisis event. It serves as an exceptional mechanism for developing policies, practices, and procedures for preventing a “like” event in the future. Note: The “Debriefing Process” is best utilized immediately after a crisis event while events are clear in the minds of the individuals involved.

84. Demographics: The science of demographics refers to the analysis of race, age, sex, socioeconomics, education, etc. of a given population.

85. Department of Homeland Security (DHS) - The United States Department of Homeland Security (DHS) is a department of the U.S. federal government. Public safety and security are the primary areas of responsibilities. DHS comes under the structural umbrella of the United States Immigration and Customs Enforcement agency.

86. Department of Justice: This agency serves as the law enforcement arm for the federal government across the United States of America.

87. Depression:

“Depression ranges in seriousness from mild, temporary episodes of sadness to severe, persistent depression. Clinical depression is the more-severe form of depression, also known as major depression or major depressive disorder. It is not the same as depression caused by a loss, such as the death of a loved one, or a medical condition, such as a thyroid disorder.” {324}

88. Diagnostic and Statistical Manual of Mental Disorders (DSM–5): The DSM-5,

“Is the product of more than 10 years of effort by hundreds of international experts in all aspects of mental health. Their dedication and hard work have yielded an authoritative volume that defines and classifies mental disorders to improve diagnoses, treatment, and research.” {332}

89. Diversionary Explosive Devices: A “Diversionary Bomb” may be detonated to draw first responders away from the primary attack site. In the “Columbine High School” attack the perpetrators timed explosive device several blocks to draw first responder away from the high school.

90. Drills: Drills stand as one of the most critical components of a complete school safety program. Drills can simulate a variety of emergency events (active shooter events, fire, evacuation, shelter in place, severe weather, etc.). Drills allow staff, first responders, etc. test their responses to a broad range of emergencies. By allowing students, staff, members of the school community, etc. to respond by activating their respective school safety plan, administrators and first responders may evaluate the effectiveness of their existing plan. Modifying the existing plan with lessons learned is a critical component in the process of testing, reviewing, and modifying a “Comprehensive Safety Plan.”

91. Early Warning Indicators: ISP addresses this under “Behavioral Indicators.” These behaviors are exhibited by individuals that may be planning and or developing into a threat. (See the Indiana State Police “Unarmed Response to an Active Shooter Event” program posted on the ISP website).

Author’s Note: Some sources refer to the “Early Warning Behavioral Indicators as Warning Signs.”

Keys to Prevention: Early Warning Behavioral Indicators

1. Emotional & Mental Health Issues.

2. Fail to “Fit In” (Become “Isolated”)

3. Obsessed with “Desensitizing Activities”

4. Loss of Empathy

a. Cruel to classmates, pets, etc.

5. Extreme Fascination with Prior “Active Shooter Events.”

6. Extreme Fascination with Weapons

\*\*These behavioral cues are observable. Typically, someone often knows.

ISP recommends “See Something, Do Something!”

92. ECA: Extracurricular Activities: The broad definition of ECAs may refer to anything that is not required for high school credit (athletics, etc.).

\*Cocurricular activities would be activities that directly complement the curriculum in some way. (Newspaper, Marching Band, etc. are often classified as cocurricular.)

93. Emergency Action Plan: The EAP sets out the response options or actions that may be utilized to respond to a variety of emergencies. An EAP provides the immediate actions that must be taken to mitigate a crisis event. The EAP sets out specific responsibilities for each job description defined in the plan. In the EAP, it is important to designate backup for each job description. The EAP is typically administered by the Crisis Management Team. The EAP is a critical component of the “Comprehensive Safety Plan.”

94. Emergency Alert and Announcements (EAA): These are often critical press releases that alert and or inform members of the school community (and the community at large). The mission of an EAA must be to inform by providing the facts of the situation. By making fact-based announcements the process will assist in avoiding panic and quelling rumors that often accompany a catastrophic event. These announcements are often provided by the corporation’s administration and or law enforcement’s spokespersons. It is critical to develop prewritten “sample responses” that can be modified and utilized to assist in the formulation of public announcements. By prewriting various announcements, and vetting them, critical communication related mistakes may be avoided.

95. Emergency: An occurrence or incident that disrupts the educational experience. These events typically require an immediate response. These events require urgent calculated responses to mitigate the potential risk. These responses must be designed to secure the health and wellbeing of all members of the school community.

96. EMT: Emergency Medical Technicians are individuals that typically arrive with first responders. They are trained medical specialists that provide critical emergency services. These professionals are trained to provide basic and advanced care to individuals during their transportation to a critical care unit. (Note: EMTs are different than Paramedics. See Paramedic) EMTs usually complete an EMT course that is about 120-150 hours in length.

97. Emergency Management Stages:

a. Prevention: This stage in the Emergency Management Model may be defined as the measures taken to avoid an event.

b. Mitigation: Mitigation refers to the process of reducing of the harmful impact of a catastrophic event. It is often also used to refer to the process of controlling the impact of a crisis.

c. Preparedness: Preplanned actions that prepare a school community to respond when a catastrophic event occurs.

e. Response: Mitigation measures taken in a catastrophic event that reduce the loss of lives and property.

f. Recovery: Recovery refers to the process of returning the school community to a near-normal state.

98. Emergency Operation Plan (EOP): The Emergency Operations Plan (EOP) is a component of the Emergency Management Plan. The Emergency Operations Plan provides structural components and process that guide the organization in a crisis event. The Emergency Operations Plan is the map of how to manage a crisis event. The EOP provides direction on the response and recovery procedures in a crisis event.

99. English Language Learner (ELL): This refers to a student whose primary language is one other than English. To assist this student, educators may need to seek the assistance of a translator.100. EOC: The state of Indiana has its state-wide Emergency Operations Center in Indianapolis, Indiana. This centrally located hub coordinates emergency response throughout Indiana to ensure the continuity of emergency mitigation. It is staffed by highly trained individuals in all types of emergency management. Some counties have EOC operations housed at the county level. {344}

100. Equal Access Act (EAA): Schools must provide a limited forum for groups to exercise freedom of speech.

Equal Access Act:

“Applies to secondary schools (defined in Indiana as grades nine through twelve) that receive federal funds and maintain a “limited open forum,” wherein “non-curriculum related” student groups are permitted to meet.” {340}

101. Evacuation: The Indiana State Police Department has an extensive program posted on the website that sets out a step-by-step process that may be utilized to triage, evacuate, and unify students and staff impacted by a catastrophic event. These components of the evacuation process must be planned and carried out in an organized manner. It is recommended that the Indiana schools develop their evacuation plan and test the plan regularly with “tabletop exercises.” Again, it is recommended that school reviews the material found on the Indiana State Police website. However, each school must develop their own evacuation program to meet the unique needs of their specific school and or school district.

102. Evacuation (Reverse): An example of a “Reverse Evacuation” would be a teacher removing children from a playground in the event of tornado threat to a safer location in the school building. More than twenty years ago, the “Reverse Evacuation” concept was used by staff members in a Jonesboro Middle School to bring students back into the school building after they had been evacuated by a false fire alarm by active shooters.

103. Evacuation Protocol: A “Comprehensive Safety Plan” must include “Emergency Evacuation Protocol” lists for various types of evacuation (i.e., Fire Emergencies, Active Shooter Events, Bomb Threats, etc.). These lists must set out the criteria for initiating the evacuation process, procedures for preparation to evacuate including an alarm confirm component, pathways (primary & secondary) to follow, practices to follow in the evacuation process (goal of “Cover”: See the ISP URASE program on the ISP Website for more information), predetermined secure location destinations, etc.

(Fire Marshall Evacuation: Unplanned Drills:

a. The Indiana Building Code (675 IAC 13)

b. The Indiana Fire Code (675 IAC 22)

c. NFPA 72 (675 IAC 28-1-28)

d. Indiana Code 22-11-17

e. See: Fire Marshal Guidance to Schools

104. Exceptional Learning Program: “Exceptional Learning Programs” are designed to meet the unique educational needs of students. The services provided have a broad spectrum of instructional methodologies from mainstream education offerings to self-contained specialized programs.

105. Expulsion Examiner: The superintendent of a school corporation may conduct an expulsion meeting or appoint a legal counsel, member of the administrative staff (if the member has not expelled the student during the current school year and was not involved in the events giving rise to the expulsion). The superintendent or person designated may issue subpoenas, compel the attendance of witnesses, and administer oaths to individuals giving testimony at the expulsion meeting.

106. Expulsion Procedures: Indiana Code establishes grounds for the enforcement of a suspension and an expulsion. The specifics of misconduct or substantial disobedience must be defined by the local Board of Education. (See the Indiana Student Discipline Manual: Indiana School Boards Association). {318}

107. Extracurricular Activities (ECA): Typically, Extracurricular refers to activities for students practiced and or conducted in addition to the normal courses of study. Extracurricular activities may include but not be limited to sports, drama club, robotics clubs, chess club, etc.

108. Family Education Rights and Privacy Act (FERPA): FERPA refers to a federal law that protects the privacy of student education records. It applies to all schools that receive funding from the government.

109. Family and Social Services Administration –Division of Mental Health and Addiction (FSSA-DMHA:

FSSA Vision: “All Hoosiers live in fully engaged communities and reach their greatest emotional, mental and physical well-being” {345}

FSSA Mission: “To compassionately serve our diverse community of Hoosiers by dismantling long-standing, persistent inequity through deliberate human services system improvement.” {345}

“The Division of Mental Health and Addiction sets care standards for the provision of mental health and addiction services to Hoosiers. DMHA is committed to ensuring that clients have access to quality services that promote individual, family and community resiliency and recovery.” {345}

110. Family Reunification Plan: The (FRP) must be a component of the school districts “Comprehensive Safety Plan.” More specifically, it must be set out in the school’s “Evacuation and Reunification” section. The plan sets out the policies, procedures, and practices for reunify students with their guardians, families or care givers following a crisis event. (See the Indiana State Webpage for Examples)

111. Federal Bureau of Investigation (FBI): This agency is a national security organization. It gathers intelligence and conducts a wide range enforcement responsibility. The U.S. Department of Justice’s primary investigative agency is the FBI. It provides a wide range of law enforcement specialties to state and local law enforcement. {346}

112. Federal Commission on School Safety – A commission established after the Marjory Stoneman Douglas (Parkland, Florida) incident. This organization is tasked with making recommendations that will increase the security of students and staff.

113. Federal Emergency Management Agency (FEMA): a government agency to support citizens by first responders by working together to build, sustain, and improve our capability to prepare for, protect against, respond to, recover from, and mitigate all hazards. Its focus is to support first responders and US citizens during a broad spectrum of crisis events. {347}

114. (Federal Emergency Management Agency Mission): “The mission of the Federal Emergency Management Agency (FEMA) is to support our citizens and first responders to ensure that, as a Nation, we work together to build, sustain, and improve our capability to prepare for, protect against, respond to, recover from, and mitigate all hazards.” {308}

115. The Family Educational Rights and Privacy Act (FERPA):

FERPA: (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. {348}

116. Fentanyl: Fentanyl is a synthetic opioid. It is flooding across the “US Southern Boarder” via the drug cartels. It is as much as one hundred times more potent than morphine. It was originally developed for severe pain in late-stage cancer patients. Fentanyl in its various forms has been targeted by the cartels to be used to increase the potency of drugs like heroin. The result has been thousands of overdoses and deaths. Street names include but are not limited to Apace, China Girl, China Town, China White, Dance Fever, Goodfellas, Great Bear, He-Man, Poison and Tango & Cash. For street sales fentanyl is typically sold either as a powder or in counterfeit tablets. This increases the incidents of accidental overdose. Users believed they are getting one less potent street drug but are taking Fentanyl. Fentanyl is often combined with cocaine or heroin.

117. Fight fighters: A firefighter is a highly trained first responder. Firefighters respond to a broad spectrum of emergency events. They respond to fires, toxic material and chemical spills, water rescues, auto crashes and health related emergencies.

118. First-Aid Kit: The Red Cross has put together recommendations on the contents of a First Aid Kit. It is recommended to follow the guidelines of the American Red Cross and included various additional items.

Examples that should be considered may be:

“American Red Cross Emergency First Aid Guide;3 Triple antibiotic ointment packs; 0.5g each 4 Antiseptic cleansing wipes (sting free); 1 Hydrocortisone pack, 0.9g,2 Hand sanitizer packs 0.9g each; 2 chewable aspirin tablets- 81 mg each; 20 Plastic adhesive bandages, 3/4" x 3"; 10 Plastic adhesive bandages,1" x 3";2 Elbow and knee plastic bandages, 2" x 4"; 5 Junior plastic bandages, 3/8" x 1-1/2";1 Knuckle fabric bandage;1 Fingertip fabric bandage;3 Patch bandages, 1-1/2" x 1-1/2";1 Instant cold compress; 1 Triangular sling/bandage;1 Trauma pad, 5" x 9";4 Gauze dressing pads, 3" x 3";2 Gauze dressing pads, 4" x 4"1 First aid tape roll, 3/4" x 5 yds;1 Gauze roll bandage, 3";1 CPR one-way valve face shield, latex-free;1 Thermometer; one time use; 2 Latex-free exam-quality vinyl gloves ;Scissors, 1 pair; Plastic tweezers, 1 pair;1 American Red Cross Emergency First Aid Guide; 1 Zippered clear-pocket soft pack packets of aspirin and Tylenol; bottle of alcohol and hydrogen peroxide; adhesive and absorbent compress dressings and bandages of various sizes; adhesive cloth tape; antibiotic ointment packets; pair of non-latex gloves; alcohol wipe packets; thermal emergency blanket; N95 masks; chemical cold compress packets; hydrocortisone ointment packets; roll of gauze bandage various sizes; various sizes of sterile gauze pads; oral thermometer, tweezers, needles, and an Emergency First Aid guide.” {349}

119. First Responders: This is a broad-based term that is often used for groups of emergency personnel that are the first respondents to a crisis event. First Responders are trained emergency management personnel. They bring a broad set of skills to an emergency event. Law enforcement, firefighters, emergency rescue or EMT personnel, etc. are often referred to as First Responders.

120. First Responders Dropbox (Keys): This a secure container that first responders can access that contains keycards, keys, etc. to allow responders to access the facility.

121. Fire Alarm System: These systems vary broadly. An alarm system typically utilizes several sensors that detect the components, gases, etc. that are produced in a fire event. These systems must be designed to accommodate the unique abilities of “Exceptional Individuals” and those in need of various types of sensory warning systems. These systems should include audio and visual warning systems. Fire alarms must be coupled with an extensive training and drill-oriented program. \* Inadvertent Fire Alarm:

1. Evacuate the building when you hear the alarm. This will always be an option for students, teachers, and administrators when a fire alarm is activated. {388}

2. If your school building has a fire alarm panel that allows for “Positive Fire Alarm Sequence,” school administrators may develop a plan to investigate an alarm activation before the audible and visual alarms are activated requiring evacuation. This option allows up to 3 minutes for trained staff to investigate a fire alarm trigger before the alarm sounds throughout the building and evacuation begins. {388}

3. If your school building does not utilize the Positive Fire Alarm Sequence panel, administrators, teachers, and students may barricade or block a door for a period not to exceed three (3) minutes in the event of an unplanned fire alarm activation for a designated school official to investigate the alarm. The school must initiate evacuation and safety procedures after the three (3) minute period expires. However, the period may be extended if an active shooter has been verified to be on the school’s property. {388}

122. Flipcharts: Flipcharts typically refer to easy access charts that designate the specific actions that staff members are to take in various crisis events. The charts should be segregated by job description. In other words, a classroom teacher’s flipchart is specific to her classroom and the makeup of the students in her charge. The principal’s flipchart is unique to specific responses required of her/his job responsibilities. Often, school make the mistake in developing a “one size fits all” flipcharts. Every group of students and every job description is different. As a result, the flipchart must be unique to the match the job description, student characteristics, abilities of the staff member and characteristics of the staff members work environment, etc.

123. Food Services Department: The Food Services department is a critical component in the overall safety plan. In addition, the cafeteria is one of the most vulnerable environments in schools. With that said, the Food Services Director must be a member and included on the Student Intervention Team, Building and District Safety Teams, Evacuation/Reunification Plan Teams, etc. They must be trained on their responsibilities with respect the “Comprehensive Safety Plan.”

124. Freedom of Information Act (FOIA): The Freedom of Information Act is an instrument to keep the government transparent and hold it accountable. The Freedom of Information Act mandates that the national government disclose and make accessible certain data to the public upon request.

125. “Freezing In-Place” (Black Level of Situational Awareness): This state designates the breakdown of physical and mental performance in an overwhelming, horrific and or shocking event. The Indiana State Police define this state as the most dangerous response to an “Active Shooter Event.” By “Freezing In-Place, individuals make themselves an easy target.

126. Gangs: A gang may be defined as group of individuals who view an area of the school as their territory. They intimidate members of the school community. They may bully students, sell controlled substances, sell protection, etc.

127. Gender Identity: These terms are utilized to define a person’s perception of self. “Gender Identity” sets out an individual’s concept of being male or female. This view of self may be different from their biological sex.

128. Goss v. Lopez: This is a landmark Fourteenth Amendment (Due Process) case. The basic premise explored, was.

Could a basic property interest, protected by the Due Process Clause, be taken away a without minimum procedures required by the Fourteenth Amendment (Due Process Clause).

Synopsis: A group of students at two high schools and one junior high school in Ohio, were suspended from school for a 10-day period. They were not given a preliminary hear in which to defend their actions (Ohio law pertaining to this situation did not require such hearing at the time). The principal invoked the suspension with a hearing. The student challenged the procedures. The principal’s action was upheld by a federal court. The case was then appealed to the Supreme Court. The Supreme Court held that since the right to a free and appropriate education had been proffered, it could not be withdrawn without the offer of an opportunity and procedures to confirm the misconduct that had be alleged.

129. Grossman, Lt. Col.: Col. Grossman was a professor of psychology at West Point. He has been an outspoken advocate for school safety for thirty years. He has authored several publications on school safety related topics. In one of his publications (On Killing: The Psychological Cost of Learning to Kill in War and Society) he sets out the psychological processes and impact involved with killing another human being. He may be most famous for his work: Stop Teaching Our Kids to Kill: A Call to Action Against TV, Movie and Video Game Violence. In this work Grossman contends that the same techniques used by the military to condition soldiers to kill are emulated in several versions of violent video games. Killologyhttps://www.washingtonpost.com/nation/2021/08/11/police-training-warrior-mindset-

130. Guidance Counselor: School Guidance Counselors help students with a variety of critical social, psychological, and academic issues. They support students and families in a variety of interpersonal relationships. This collaborative function of school counselors is often overlooked. School Counselors collaborate with student’s teachers to ensure students receive an appropriate education. They serve as the focal point for information on career education, post-secondary education, and career path choices.

131. Harassment: Harassment is defined by federal civil rights law as mistreatment of others on-the-basis of race, color, national origin, sex, or disability. The treatment must pass muster of severity to be so pervasive and persistent that it establishes a hostile environment.

132. Hardening the Target (Campus): Hardening a target or campus refers to the process of making the location more secure. One of the most effective ways to harden a campus is to have trained, armed, and uniformed law enforcement present and visible. Typically, even the most determined assailant will select a “soft target” over a “hard target.” Often, an attacker’s primary goal is to select a location where he feels he will receive the least resistance. By studying previous active shooter events, ISP has determined that a major goal of the “active shooter” is to select a target that will allow him to harm the greatest number of victims. If he knows he will be confronted by a trained and armed law enforcement officer, one of his main goals has been removed.

133. Hard Lockdown/Shelter in Place: Perimeter and interior doors are also secured. This lockdown is a hard lockdown that calls for staff to secure the students and staff in place behind locked and fortified doors. Students, teachers, and staff are not to move throughout the facility. Designated teachers and staff are to quickly move students in the halls, restrooms, clinics, guidance areas, etc. to a secure location. This means that students, teachers, and staff cannot move around within the school, and are required to remain within a locked classrooms and secure locations.

134. HIPAA (Health Insurance Portability and Accountability Act): Stands as a group of federal regulations that protect the security and privacy of individuals’ personal health information. Schools often collect medical data for young students such as vaccination records. A different set of regulations protects this information. The Family Educational Rights and Privacy Act (FERPA) covers most of these students.

135. Homebound Instruction:

“This memo is to clarify the requirements of schools under IAC 7-42-12. All students with injuries and/or temporary or chronic illnesses that preclude their attendance in school, including students who are not eligible for special education and related services, must be provided with instruction.” {350}

“Before instruction for a student unable to attend school can begin, the parent must provide the school corporation with a written statement (from a physician who holds a valid, unlimited license to practice medicine) that the student has a chronic or temporary illness or injury that will require the student's absence from school for a minimum of twenty instructional days. Absences can be consecutively or for an aggregate of at least twenty instructional days over the period of the school year. If there is an expectation that the student will be absent at least twenty days during the school year, instruction should be provided immediately. A physician can recommend one of three types of homebound instruction: permanent, intermittent, or temporary. Instruction must be provided by teachers licensed to teach the grade level of the student. For a student who is eligible for special education and related services, instruction and related services must be provided by appropriately licensed personnel. {350}

136. Hot Wash: The “Hot Wash” is the immediate breakdown, discussion, analysis, and evaluation of a catastrophic event. It often focuses on the organizations response and lessons learned. The Hot Wash, as circumstances permit, should immediately follow the crisis event.

137. Immunization Records: These documents establish a record of the vaccines received by individuals. Unless exempted, students are required for public school registration to prevent the spread of Illness and disease.

138. Incident Command System (NIMS):

“This phase includes actions taken to prevent or reduce the cause, impact, and consequences of disasters. Examples of hazard mitigation include:” {351}

Mitigation

“Mitigation encompasses all activities that reduce or eliminate the probability of a hazard occurrence or eliminate or reduce the impact from the hazard if it should occur.” {351}

Preparedness

“Preparedness encompasses actions designed to build organizational resiliency and/or organizational capacity and capabilities for response to and recovery from hazard impacts.” {351}

Response

“Response activities directly address the hazard impact, including actions taken in anticipation of an impending event (e.g., hurricane, tornado) and actions during and after an impact has occurred.” {351}

Recovery

“Recovery activities restore the community to "normal" after a major incident.” {351}

138. Incident Management System: The Incident management system is an integrated system of dealing with a crisis event. It involves the utilization of policies, procedures, practices, resources, equipment, and personnel to alleviate a crisis event.

140. Inclement Weather or Severe Weather – Inclement or Severe weather can occur with a wide range of atmospheric conditions. Specific response guidelines must be established to delay, cancel, etc. classes, extracurricular event, etc. Any weather conditions that present a threat to students, staff, patrons, etc. may be given this designation. Security drills with response options must be established to secure the safety of students and staff in all severe weather conditions. Indiana has given specific direction on the practicing of the drills and response options for certain severe weather conditions (i.e., tornado drills). Reverse evacuation drills are a must for all severe weather preparedness programs.

141. Indiana Associations of Chiefs of Police: This professional association consists of ten local districts all found in the State of Indiana. The Board of Directors consists of a representative from each of the ten Districts. This group develops policies and selects staff development programs offered to the members.

142. Indiana Associations of School Superintendents: “The Indiana Association of Public-School Superintendents is a nonprofit professional organization serving 425 members, including superintendents and other school administrators, professors of education, students studying educational administration, and retired superintendents.” (https://www.iapss-in.org/)

143. Indiana Department of Homeland Security: “The Department of Homeland Security has a vital mission:

To secure the nation from the many threats we face. This requires the dedication of more than 240,000 employees in jobs that range from aviation and border security to emergency response, from cybersecurity analyst to chemical facility inspector. Our duties are wide-ranging, and our goal is clear - keeping America safe. {352}

144. Indiana Fusion Center:

The mission of the Indiana Intelligence Fusion Center is to collect, evaluate, analyze, and disseminate information and intelligence data regarding criminal and terrorist activity in the State of Indiana while following Fair Information Practices to ensure the rights and privacy of citizens. {353}

145. Indiana School Board’s Association: This organization is a not-for-profit organization. The state is divided into ten member regions. The association is governed 14-member Board of Directors selected from the ten regional directors. The organization provides state board members with staff development opportunities, new member orientation programs, etc.

146. Indiana State Department of Health (ISDH):

To promote, protect, and improve the health and safety of all Hoosiers. Every Hoosier reaches optimal health regardless of where they live, learn, work, or play. {354}

147. Indiana State Police Active Shooter Definition: One or more subjects who participate in a random or systematic attack demonstrating their intent to continuously inflict death or serious bodily injury on another person or persons. The “active shooter” may carry out the attack by utilizing a variety of weapons and delivery systems. The array of weapons and delivery systems that may be utilized in an attack include but not limited to firearms, knives, clubs, explosives, etc. Given the trends in attacks worldwide, we fully expect to see more attacks utilizing airborne and or motorized vehicles!

148. Indiana State Police Model (Active Shooter Response Options Model): Prevention, Escape, Lockdown and or Fight. The Indiana State Police active shooter model explains that the Indiana State Police prefer “Prevention” to response. Several “Early Warning Indicators” are identified to assist the “Intervention Team” in the early identification of developing threats. The response options model also includes guidelines for responding to an active shooter event. The response options (Escape, Lockdown, and or Fight) are determined by the conditions (stimuli) of the active shooter event. The response options may be exercised in any order, combined and or repeated as the circumstances of the active shooter event change.

149. Indiana School Safety Hub: The Indiana School Safety Hub is located at https://www.in.gov/schoolsafety/

“The webpage has links to the Indiana State Police, Indiana Department of Homeland Security and Indiana Department of Education.”

150. Indiana Teacher’s Association (ISTA): ISTA provides staff development and professional support for Indiana teachers with a focus of supporting quality public education across the state.

151. Individual Educational Program: An Individualized Education Program (IEP) is a written statement of the educational program designed specifically to meet a child's unique individual needs. Every child who receives special education services must have an Individualized Educational Program.

152. “In Loco Parentis” (For Educators): Educators have the duty to protect students in the absence of the parents. In addition, educators have the duty to assume parental responsibilities in the absence of their parents. Under “In Loco Parentis” educators have the responsibility to keep students in their charge safe from harm.

153. In-School Reassignment: This disciplinary action occurs when a student is removed from the classroom but not from the educational program. The Exceptional Students Director should be notified if the student has an IEP. Change of placement implications may impact the disciplinary action.

154. Instinct: This term refers to innate, typically fixed pattern of behavior in response to various stimuli. A behavior may be instinctive if it is implemented without relying on prior experience.

155. Integrated Public Safety Commission (IPSC) Mission:

PSC’s mission is to facilitate statewide public safety communications. IPSC provides interoperable and reliable public safety communications systems to all Hoosier first responders and public safety professionals for use during routine, emergency, and task force situations. Our goal is to strengthen community safety and security by minimizing the financial and technological barriers to interoperable communications through interagency cooperation. {355}

156. Intervention Program (ISP Student Intervention Program): The “Intervention Program” like the “Unarmed Response to an Active Shooter Event” program focuses on prevention. The “Intervention Team” implements this program and seeks to create a safe learning environment by monitoring and identifying students that are exhibiting concerning behavior. This process includes students who pose a threat of potential violence either to themselves or others. The “Intervention Process” supports ISP’s preferred strategy of promoting school safety via “Prevention.” The “Intervention Process” fosters prevention by promoting an intervention process that encompasses early identification, assessment and support for students exhibiting the ISP’s “Early Warning Indicators.” The “Intervention Program” seeks to create a clear process by which educators, law enforcement, parents etc. may assist and support students exhibiting concerning behaviors. The Intervention Program or Process is implemented by the “Intervention Team” comprised by educators, parents, students, law enforcement, mental health professionals, etc.

Author’s Note: Many state and federal agencies refer to the above process as the “Threat Assessment Process.” The terms “Threat Assessment” are also used by these agencies (federal and state agencies) when referring to the process of identifying threats to the schools found in the school community. This has created confusion in the field of “School Safety.” ISP identifies the process of describing a comprehensive assessment of threats present in the school community as the “Comprehensive Threat, Vulnerability and Risk Assessment” (process).

Simply, ISP refers to the identification of individuals in need of assistance as the Student Intervention Process and the comprehensive assessment of the threats posed by factors in the school community at large as the Comprehensive Threat, Vulnerability and Risk Assessment.

157. Interscholastic Sports:

“Sports existing or carried on between schools.” {357}

158. Intervention Team: This group of students, parents, educators, law enforcement, clergy, counselors, etc. carry out the mission of the “Intervention Program.”

159. Intramural programs:

Intramural sports are recreational sports organized within a particular institution, usually an educational institution. {356}

160. Intuition: The Indiana State Police often discuss the concept of intuition (“gut feeling”) as the innate feeling that individuals often describe when viewing a situation that is developing. Intuition often sets off “alarm bells” regarding a threatening situation before a threat visually develops. We often know something is “off” or “wrong” before our senses confirm the development of the threat.

161. Investigation Team: These terms often refer to the group of law enforcement professionals that are responsible for the criminal investigation of a crisis event perpetrated by an assailant. This team works with the Crisis Management Team.

162. Kicking the Stigma: Via a public service campaign, the Indianapolis Colts and owner Jim Irsay have launched “Kicking the Stigma.” The initiative features R.E.M.’s “Everybody Hurts.” The mission of this public service campaign is to help reduce the stigma around mental illness. The program suggests that twenty percent of adults in the United States suffer from mental health issues. By reducing the stigma associated with emotional and mental health concerns, the program hopes to encourage more individuals to obtain help.

163. Law Enforcement: Law enforcement officers may be local, county and or state “sworn” officers. The more visible law enforcement is the safer a campus will be. The Indiana State Police has a “Walkthrough Program” that is free to all Indiana schools. Upon request, troopers will visit campuses and spend time with students, staff, etc. There is no better way to “harden a campus” security program than to have trained, armed, and uniformed law enforcement officers present and visible. By accessing the “Walkthrough Program” on the ISP webpage, schools may schedule a free visit conducted by an Indiana State Trooper.

164. Lockdown – The term lockdown refers to the general procedure for safeguarding students, staff, patrons, etc. in a secure area. However, there many different types of lockdown procedures. Some are much more effective than others. The Indiana State Police caution schools to guard against utilizing partial lockdowns to secure the safety of students. “Perimeter Lockdowns” are not recommended by the Indiana State Police. If educators are concerned enough to call for a “Perimeter or Soft Lockdown” the Indiana State Police feel strongly the “Lockdown” must be a “Shelter in Place Lockdown.” This calls for students to remain behind locked and secured substantial doors in classrooms, office areas, clinics, etc. A “Perimeter Lockdown” just puts a glass door or panel between the threat and students or staff.

165. Lockdown Perimeter (Soft Lockdown): This type of lockdown calls for perimeter doors (exterior doors) to be secured. It does allow students and staff to travel the halls of the facility. In this type of lockdown, students are typically allowed to travel from class to class, visit clinics, counselor’s offices, administrative offices, etc. Only the perimeter doors are secured in this lockdown. The Indiana State police do not endorse this type of lockdown.

166. Lockdown (Shelter-in-Place): This type of lockdown calls for all perimeter doors to be secured and students must also be sheltered behind substantial classroom, office, clinic, administrative and guidance doors. Once the “Shelter in Place” is lifted, students may move freely throughout the facility. The Indiana State Police endorse this type of “Lockdown.” Some school add an additional layer of security by monitoring perimeter doors electronically.

167. Manifesto: A Manifesto is often a written document that declares the opinions, beliefs, goals, aims, objectives, and or motives held by an active shooter. Many active shooters simply adopt the belief systems of individuals that proceeded them i.e., Mein Kampf, a political manifesto written by Adolf Hitler.

168. Major Events Security (i.e., Athletic Events, Graduation, Homecoming Festivities, Musicals, Band Concerts, etc.): School must develop specific safety plans and procedures for all extracurricular and co-curricular events. This includes all aspects of the event (utilization of law enforcement, emergency and first responder vehicle access (gates), first aid station, traffic control, first responder access, safety announcements, inclement weather announcements and policies, children reunification announcements and policies, patron access to medical staff, etc.).

169. Manifestation Determination: If the school/District takes disciplinary action that is a change of placement, it must notify the legal guardian and convene a meeting of the Case Conference Committee (CCC) within ten instructional days to review the relationship between the child’s disability and the misbehavior that prompted the disciplinary action. This is called a Manifestation Determination. The CCC will determine whether your child’s behavior is a manifestation of his/her disability or the result of failure to implement the child’s individual education program (IEP).

170. Martinsville Middle School: The Martinsville Middle School is the location where a school shooting took place in 2011. As a result of a personal grudge, he shot a fellow student in foyer of the middle school. {320}

171. Mass Notification System – Many commercial systems are on the market today to send messages to inform students, parents, teachers, and staff of an emergency or threat. This system must not be utilized for daily announcements. It must be dedicated to emergency notifications only. A typical mistake is to use the system for announcements that are not emergencies.

172. Mental Health First Aid Training program:

“Mental Health First Aid is a course that gives people the skills to help someone who is developing a mental health problem or experiencing a mental health crisis. The evidence behind the program demonstrates that it does build mental health literacy, helping the public identify, understand, and respond to signs of mental illness.” {358}

173. Mental Health: Mental health includes but is not limited to one’s social, emotional, and psychological well-being. It can include one’s view of self and the perception of how significant other view us. Mental health often governs how we conduct ourselves and how we make our decisions and deal with daily adversity.

174. Mental Health Professional: This term refers to broad spectrum of health care practitioners. These professionals offer services intended to support an individual’s mental health. These individuals assist individuals that are suffering from mental health disorders

175. Metal Detectors: Metal detectors may be handheld or walk-though devices. The tools provide some additional security by identifying concealed weapons on an individual person. They are often utilized at the controlled entryway into the facility. In schools these devices are sometimes utilized at large scale events like extracurricular events. Metal detectors have some deterring impact on attendees. In Indiana, schools may apply for funding grants through the Department of Homeland Security for assistance in obtaining handheld metal detectors.

176. National Association of School Resource Officers (NASRO): This is the national professional association for school resource officers. The association offers high-quality training to current and aspiring school resource officers. The National Association of School Resource Officers seeks to encourage School Resource Officers to serve as teachers, counselors, and Law enforcement officers. The main goal of NASRO is to promote a safer school environment. The presence of a trained, sworn, and uniformed officer stands as one of the most effective safety practices.

177. National Association of School Superintendents (NASS):

178. National Association of Secondary School Principals (NASSP): The NASSP is a national professional organization for secondary school principals. This organization provides scholarly journals, staff development opportunities, collegial sharing, and legal trends to members.

179. National School Public Relations Association (NASPRA): The National School Public Relations Association is a professional organization dedicated to assisting public relations staff and in so doing improve education across the country.

180. National Incident Management System (NIMS):

“The National Incident Management System (NIMS) guides all levels of government, nongovernmental organizations, and the private sector to work together to prevent, protect against, mitigate, respond to, and recover from incidents.” {358}

“NIMS is a comprehensive system established to manage a crisis. It involves organization, coordination, and cooperation among several public and private entities. It attempts to standardize the process to streamline the response.” {358}

Some of the key components of NIMS are:

“NIMS provides stakeholders across the whole community with the shared vocabulary, systems, and processes to successfully deliver the capabilities described in the National Preparedness System. NIMS defines operational systems that guide how personnel work together during incidents.” {358}

“a. Incident Action Plan – This strategy should serve as the focal point for all decisions that will assist in mitigating the current crisis situation.” {358}

“b. Incident Commander: A person must be designated to management and oversee and coordinate the emergency response effort. The IC is the person responsible for managing all aspects of the emergency response effort. The IC implements the incident action plan.” {358}

“c. Incident Command Center: This is the location of the leadership of the tactical response. The nerve center of the Incident Command Team. This team implements predetermined procedures to deal with crisis events as they evolve. In this location the individuals in charge of utilizing resources and managing the crisis event.” {358}

“d. Incident Briefing – Efficiently consolidate and manage the dissemination of information among the members of the Incident Management Team.” {358}

“e. Incident Management -This process monitors the actions, makes decisions, allocates resources, adjust strategies and preserves data on the current crisis.” {358}

“f. Operations, Logistics, Planning and Finance: As the name implies, these operational aspects of the Crisis Management Teams manage the resources in these general areas of the Crisis Management Team.” {358}

“g. Public Information Officer: Serves as the media management contact; acts as the spokespersons for Crisis Communications Team and coordinates the approval and release of information with the Incident Commander.” {358}

181. National Transportation Safety Board:

“The National Transportation Safety Board investigates every civil aviation accident in the U.S. and significant accidents in other modes of transportation. Based on their investigative findings and special studies, the board makes recommendations aimed at preventing future accidents.” {359}

182. Noblesville West Middle School: On May 25th of 2018 in Noblesville, Indiana, a 13-year-old opened fire on his teacher and a fellow student. The teacher heroically subdued the shooter.{321}

The Indiana State police understand that the “Fight Option” is a response that needs to be considered and planned. Physical and mental capacities must be considered. Planning is a key component to successfully completing an aggressive response to an active shooter event. Consulting law enforcement, developing district expectations and determining capabilities of everyone represent key planning components. (See the ISP “Unarmed Response to an Active Shooter Event.” {360 p. 187}

183. Nonlinear Response Options Model: The “Indiana State Police Response Options” (Escape, Lockdown and or Fight) may be exercised in any order and or be repeated as the conditions or “stimuli” of the “Active Shooter Event” determine. Each “Active Shooter Event” presents a unique set of challenges. These challenges may be viewed as the “stimuli” of the event. The location of the shooter, type of weapon, the availability of a safe path to a secure area, etc. are examples of the “external stimuli” that determine the most appropriate “Response Option.”

184. Nurse: A nurse is a trained and licensed health care professional. Nurses serve a critical function in the comprehensive safety program by providing staff development for students and staff. Their expertise should be utilized as school develop student and staff health care program. Nurses should be consulted as school develop comprehensive safety programs, triage guidelines, Exceptional Student safety procedures, school community health programs, etc. Unfortunately, their value may be as school develop evacuation/reunification programs, active shooter guidelines, ECA sponsors guidelines, etc.

185. OCD (obsessive compulsive disorder): Is a disorder in which an individual has the uncontrollable urge to repeat behaviors over and over.

“Obsessive-Compulsive Disorder (OCD) is a common, chronic, and long-lasting disorder in which a person has uncontrollable, reoccurring thoughts (obsessions) and/or behaviors (compulsions) that he or she feels the urge to repeat over and over.” {361}

186. OODA Loop: The OODA Loop represents U.S. Air Force Colonel John Boyd’s well know “decision making strategy.” The strategy is a four-step process that includes these actions Observe, Orient, Decide and Act. The OODA Loop strategy is a decision-making model that may be utilized to better understand the ISP response options model. (SEE ISP URASE posted on the Indiana State Police Webpage).

Boyd’s model deals collecting information from an individual’s environment; analyzing the data; deciding on the most appropriate course of action based on the stimuli (conditions) of the event; and finally acting on one’s decision. {316}

Boyd’s 4 steps are as follows and can be repeated as needed:

1. Observe – collect current information from as many sources as possible

2. Orient – analyze information and use it to inform your situation

3. Decide – determine a course of action

4. Act – follow through on your decision {316}

187. Panic Button – All members of the staff need to be empowered to sound the alarm. Panic buttons vary widely. Panic buttons may be found on key fobs, cell phone applications and or located strategically throughout the facility. The function is clear, everyone must be able to quickly have access to sound the alarm. The panic button must generate a signal to alert all staff, building security, first responders (911), administrators, etc. of a potential threat. All buildings must also be equipped with panic buttons (schools, administrative Offices, transportation areas, boardrooms, etc.). Areas often overlooked are buses, ECA areas, custodial areas, etc. It is critical for the system to be regularly tested.

188. Paramedic: Paramedics are highly trained medical personnel. They provide emergency medical care to seriously ill or injured people. Paramedics can perform more complex procedures such as inserting IV lines, administering drugs, and applying pacemakers. Paramedic courses can be between 1,200 to 1,800 hours. (Note: Paramedics are different than EMT. See EMT)

189. Parent Teacher Association or Organization: The Parent Teacher Association is an organization that brings educators and parents together to support and improve the educational environment and process.

190. Peer Mentor Program: “Peer Mentoring Program” are an excellent practice for improving the climate of schools. “Peer Mentoring Programs” provide an opportunity to improve the communication, connectedness, leadership, and improvements in self-esteem in mentor and mentees.

“Peer mentoring can be delivered one-on-one or in group settings. Common models include high school students mentoring elementary students, pairing older students with incoming students in a school or campus environment, and out-of-school-time programs in which older youth lead their near-peers in recreational and developmental activities.” {362}

191. Perimeter Lockdown: This lockdown procedure is often referred to as a “Soft Lockdown.” It calls for the securing of perimeter doors while allowing students and staff to move about the interior of the facility. This “Lockdown” may also be referred to as “Code Yellow Lockdown” in some school plans. ISP does not endorse this procedure.

192. PDD or Pervasive Developmental Disorder-Not Otherwise Specified: PDD-NOS stands for Pervasive Developmental Disorder-Not Otherwise Specified.

PDD-NOS was one of several previously separate subtypes of autism that were folded into the single diagnosis of autism spectrum disorder (ASD) with the publication of the DSM-5 diagnostic manual in 2013. {303}

193. Positive Alarm Sequence: A “Positive Alarm Sequence” system provides an alarm delay of automatic detection devices for up to 180 seconds (provided trained personnel acknowledges an automatic detection device alarm at the control panel within 15 seconds). This system assists in dealing with unverified fire alarms.

“Installation of a fire alarm panel that allows for “Positive Fire Alarm Sequence.” By utilizing this method, when a fire alarm is pulled, the alarm delays activation for 3 minutes to allow school officials to investigate the cause of the alarm. However, the use of this method does not permit the barricading or blocking of doors to occur for an additional 3 minutes following this delay.” (See Indiana State Fire Marshall) {363}

194. Possession of Firearms/Destructive Devices: IC 20-33-8-16 sets out that if a student commits such an offense, the student must be expelled from school for a period of at least on calendar year. The student’s return will be allowed at the beginning of the first semester after the end of the one- year period.

195. Post-Traumatic Stress Disorder: Typically, PTSD is brought about by a horrific event. It is a mental health condition that may include anxiety, mood swings, flashbacks, depression, etc. This condition may follow an active shooter event. Intervention by a mental health professional may be needed to support the individuals suffering from this condition.

196. Physical Security: “Physical Security” may be defined as the process of defending the individual’s person and or property found on school campuses. This process may include but not be limited to measures to protect the students, staff, patrons, and the properties of the physical plant (i.e., information systems, data, campus property, etc.) from a broad spectrum of threats.

197. Preconceived Bias (Cognitive Bias): A “Preconceived Bias” (Cognitive Bias) may be a judgement that has been formulated on misremembered and misinterpreted information. When one makes decisions on emotional biased rational current and accurate information, their thought processes are based on “cognitive biases.” Stereotyping is an example of a “preconceived bias” or “cognitive bias.” When we anticipate the behavior of a person based on his association with a particular group rather than confirmed information, we are exercising “preconceived bias” or “cognitive bias.” After an active shooter event some individuals base their opinion of an active shooter on biases that are based on emotion, misinformation and or data coming from biased sources.

198. Pre-Event Behavioral Keys: These behaviors may also be referred to as “Early Warning Behaviors,” “Pre-Attack Behaviors,” “Early Warning Signs,” etc. The FBI warns:

This model is not a "profile" of the school shooter or a checklist of danger signs pointing to the next adolescent who will bring lethal violence to a school. Those things do not exist. {323}

However, several common pre-event behaviors have been identified. While active shooters do not always exhibit the same specific behaviors, they frequently exhibit behaviors that should signal the need for an early intervention and the initiation of a support program. These behaviors may assist the “Intervention Team” in identifying individuals in need of an “intervention” or support program.

Examples may include:

1. Shooters Share their Intent Others.

2. Shooters or Threats Develop Overtime.

3. Shooters Develop in Plain Sight.

4. Failure to Fit In (Shooters Become Isolated)

5. Obsessed with Desensitizing Activities

6. Extreme Fascination with Previous Active Shooter Events

7. Extreme Fascination with Weapons

In addition, the FBI refers to environmental stimuli that may contribute and or stimulate, incite and or inspire an event as:

“Key Stressors or Triggers”

a. Disciplinary Action at School.

b. Significant Conflict with Classmates, Staff and or Parents.

c. Rejection Resulting in Isolation.

d. Perceived Mistreatment by Peer Group.

e. Loss of Social Support Systems, etc.

199. Pre-Prepared Crisis Announcement, Information Announcements: A component of any thorough crisis plan is to have prepared sample “Public Information Announcements” prepared ahead of time. These assist in preventing misinformation, misspoken verbiage and or poorly organized announcements. These announcements must offer the verified facts and strive to inform.

200. Prevention: Prevention is the main goal of the Indiana State Police “Unarmed Response to an Active Shooter Event” program. The Indiana State Police prefer prevention to response. Early identification and support with respect to developing shooters is the focus of the URASE program. (See the Presenter’s Notes for the ISP “Unarmed Response to an Active Shooter Event” program on the ISP Webpage).

201. Principal: The chief administrative officer in a school building is the school principal. The principal is often viewed as the instructional leader in the school building. Principals, in addition to administrative services, provide educators with the necessary resources to conduct the educational process. One of the most critical administrative responsibilities rests in securing the learning environment. For learning to occur, students and staff must feel safe. Indiana requires a specific grade level certification for principal licensure.

202. Profiling: Profiling and or criminal investigative analysis is associated with the identifying and or predicting actions by the application of behavior science and investigative psychology.

203. Project AWARE (Advancing Wellness and Resilience in Education):

“In September of 2018, Indiana Department of Education in partnership with the Indiana Division of Mental Health and Addiction, was awarded a $9 million Project Advancing Wellness and Resilience Education grant through the Substance Abuse and Mental Health Services Administration.”

“DMHA coordinates with IDOE to facilitate linkage between Local Education Agencies and Community Mental Health Center, local Systems of Care, as well as other mental health providers and supports with the goal of providing a comprehensive approach to mental health care.”

“Indiana’s objective is to build and expand the capacity of the partnership between IDOE and DMHA in overseeing the social, emotional, and behavioral wellness of school-aged youth. Follow the link below for more information on Project AWARE from IDOE.” {364}

https://www.doe.in.gov/sites/default/files/sebw/project-aware-one-pagerfinal.pdf

2004. Psychological First Aid:

Individuals that support “Psychological First Aid” describe it as an “integrated approach” to assisting individuals in their recovery from a traumatic event.

Other resources offer the following thoughts on the program:

“Establish a human connection in a non-intrusive, compassionate manner. Enhance immediate and ongoing safety and provide physical and emotional comfort. Calm and orient emotionally overwhelmed or distraught survivors.” {365}

Psychological First Aid (PFA) is an evidence-informed modular approach to help children, adolescents, adults, and families in the immediate aftermath of disaster and terrorism. Individuals affected by a disaster or traumatic incident, whether survivors, witnesses, or responders to such events, may struggle with or face new challenges following the event. PFA was developed by the National Child Traumatic Stress Network and the National Center for PTSD, with contributions from individuals involved in disaster research and response. {366}

205. Psychologist: A psychologist is a health care professional who is trained to recognizing normal and abnormal mental states or capacities in individuals. The psychologist makes observations, interprets those observations, and records the behavior of the subject. They then formulate a treatment plan to address the observable concerns.

206. Psychopath:

“The psychopath possesses no conscience. They are “cold” and calculating. They carefully plan their actions without remorse. The psychopath is often intelligent and extremely manipulating. If the psychopath wrongs you, he will not suffer any feelings of guilt. However, because of his cold calculating personality, he may pretend to empathize with your feeling of loss to cover his tracks. To embellish his feigned innocence and cover his tracks, he may mimic the emotions of others as they empathize with you for your loss. He is calculating and cold without a shred of remorse. (The disorder may be referenced as “antisocial personality disorder.”)” {367}

207. Public Relations Officer: A public relations officer often operates as a spokesperson for an organization. This communications specialist often is the point of contact for media sources. This person is responsible for directing and communicating the narrative of a crisis event to the media and the school community at large. Again, it is important to develop prewritten statements, ahead of time, which can be utilized to assist in formulation of press releases. These statements may serve as guides as a press release is written.

208. Rapid Triage Incident Management System- PsySTART®: Psychological Simple Triage and Rapid Treatment is a mental health management system that facilitates rapid treatment of individuals in need of assistance.

Indiana’s FSSA endorses Start as The Preferred Mental Health Emergency Response Model. FSSA has initiated a statewide training program for this model. PsyStart is ready and available for schools to implement immediately. FSSA will increase training and outreach related to PsyStart. Legislation is not required.

209. Recess: Recess time is typically time for students to have a break from academic endeavors. They are encouraged to participate in physical “play” activities. The CDC suggests that play time has benefits in the academic setting. Some sources suggest that physical activity such as recess may increase student’s abilities to focus.

210. Recovery: Recovery is often used to describe the process of returning to the “new normal” following a crisis event. This process includes procedures involved of restoring the secure learning environment following a crisis event. The capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.

“The Response and Recovery focuses on returning things to normal following a chemical or biological incident. This involves the development of plans, technologies, capabilities, and tools for remediation. ... This test bed will serve as a testing and evaluation site, allowing for validation of new technologies.” {368}

211. Relaxed Alertness: Is a state of mind that will facilitate being “Situationally Aware.” It is often defined as being aware of what is going on in the environment around us. ISP suggests that everyone train themselves to be aware of their environment. Individuals must not be paranoid but live in a state of heightened awareness. This state allows individuals to be prepared to response appropriately.

212. Repeated Response Options: Response options are dictated by the conditions of an active shooter event. If the conditions are repeated the response options may be repeated. For instance, the “ISP Response Options” are “Prevention, Escape, Lockdown and or Fight.” The conditions of an active shooter event determine the most appropriate response option. As the conditions change, so may the response options change.

213. Rescue Task Force (RTF) Model: The Rescue Task Forces concept was created to streamline the process of providing critical care to those in need. The process coordinates groups of first responders to provide a timely and safe victims treatment response. The process communicates to medical staff the security level of an active shooter site. Sources credit the concept to the Arlington County Fire Department.

214. Response Options Model (Indiana State Police): The ISP model can best be described as a “Response Options Model.” Each “Active Shooter Event” presents a unique set of challenges, conditions, and stimuli. These challenges may be viewed as the “stimuli” of the event. The location of the shooter, type of weapon, the availability of a safe path to a secure area, etc. are examples of the “external stimuli” that determine the most appropriate “Response Option.”

215. Response Time: Refers to the elapse time for law enforcement to be notified, to respond and locate the threat. ISP refers to this as the “Dynamics of Law Enforcement Response.” See ISP slide fifteen in the URASE Program posted on the ISP website.

\*Response time = Notification + Response + Location of Threat.

Response Time: Response Time = Notification + Response + Location of Threat.

Many sources confuse the concept of response time.

Response Time

1. When referring to the window of “Response Time” one must consider the time it takes to notify law enforcement, SRO, etc.

2. The time it takes law enforcement, SRO, etc. to travel to campus.

3. The time it takes law enforcement, SRO, etc. to engage the shooter.

This equation underscores the importance of streamlining the process of sounding the alarm (Notification Process). Secondly, the importance of working with local, county and state law enforcement to identify the typical response time once “Notification” has occurred. Finally, “Locating the Threat” in the facility is an issue often overlooked in training staff.

216. Restorative Justice: “Restorative Justice” is a theoretical approach focusing on repairing the harm caused by a student’s action. In theory, it is a cooperative process that includes both the victim and the offender. The “Restorative Justice” program sets out disciplinary actions that focus on the relationship between all stakeholders in the situation. The process attempts to mitigate the relationship between offender and the victim. Community Conferencing is a practice of restorative justice in which educators and students respond to conflict by conferencing with all stakeholders to reach a common resolution.

217. Reverse Evacuation Procedures – The “Reverse Evacuation Process and Procedures” must be a component of all school safety programs. The process calls for an orderly evacuation from outside the school building back into the building where students, staff and patrons can shelter in place safely. Examples of conditions that trigger this process:

a. Students are at recess and threatening weather approaches.

b. Students are at recess and the school is notified that a dangerous person may be in the neighborhood.

c. Students are in the middle of Homecoming Activities (i.e., “Powder Puff” Homecoming Football Activity) and threatening weather approaches.

d. During a football game on a Friday night, threatening weather approaches. Everyone must be evacuated into the shelter of the school building.

e. For a real-life example of a reverse evacuation, in Jonesboro West Middle School, students were herded out of the building via the use of a fire alarm initiated by one of the shooters. The two shooters waited outside ready to fire on the students and teachers as they entered the “killing field.” As the shooters initiate their attack, teachers herded the students back into the safety of the building via a “Reverse Evacuation” process. {314}

218. Risk Assessment: Risk Assessment sets out the practice of assessing and evaluating the potential risks created by a set of circumstances. Some sources suggest this process may be used to establish the risks created by the vulnerabilities existing within an organization.

219. Risk Factors: The term “Risk Factor” may be used to describe a set of circumstances that create a vulnerability. “Risk Factors” may assist in predicting a potential outcome based on a set of variables or vulnerabilities identified by a “Risk Assessment.” {368}

220: Reunification Center: A secure location that can accommodate the process of reunifying parents/guardians with students (and staff). The location must be meet the specific criteria set out in the reunification plan (area easily secured, traffic access and egress, a facility that can accommodate the reunification process, etc.). The ISP website has more specific information on the Evacuation and Reunification Process.

221. Reunification Plan: The reunification plan is a component of the Evacuation Plan. It must include planning, preparation as well as actions plans. A guardian information bank must be developed on each student and staff member that will facilitate the reunification everyone with the appropriate legal guardian and or family member. The preparation for this process must including the developing of the necessary data bank on each student and staff member to facilitate this process. Procedures and strategies must be developed to inform guardians, family members, school community members, etc.

222. Richmond Middle School: The middle school had been notified of a potential threat and the school was in a lockdown when a 14-year-old boy arrived. The shooter entered the school by shooting his way through glass panels at a back entryway. He exchanged gunfire with law enforcement in a stairwell before taking his own life. {322}

223. Safety Committees (Building and District):

a. Building Safety Committee: The committee oversees the (Building Level) “Comprehensive Safety Plan.”

b. Comprehensive (District) Safety Committee: This committee oversees the “Comprehensive Safety Plan” for the district.

224. Safety Data Sheets (SDS): Formally (MSDS): The purpose of an SDS (Sheets) is to inform all handlers of the hazards relating to chemical contents of the container.

225. Schizoid Personality Disorder: Individuals with “Schizoid Personality Disorder” tend to avoid social interaction with others. They are emotionally isolated. Those suffering with schizoid personality disorder are typically viewed as socially isolated. Some health care providers report that Cognitive Behavioral Therapy (Talk Therapy) may be helpful in some situations.

226. School Board: The School Board is a governing body that develops policy for administration to utilize in managing a school system. The school board establishes broad based goals for schools. In many districts the superintendent reports to the school board.

227. School Bus (Transportation): The Indiana State Police “Unarmed Response to an Active Shooter Event” has a section that address school bus safety. This section applies the ISP “Unarmed Response to an Active Shooter Event” program to the environment found on a school bus. (Please See this program posted on the ISP website).

228. School Climate: School Climate is often used to describe the learning environment. To learn students must feel safe. The culture or climate of a school is often measured to determine extent to which students feel safe, valued, respected, and nurtured. The underpinnings of school climate may be measured by a School Climate Survey or Inventory. The Indiana State Police have provided sample questions for educators to consider as they develop their own measure or instrument to examine the climate that exist in their schools.

229. School Climate Survey or Inventory: This is an instrument that may assist in measuring the climate in a school. The survey asks a series of questions to examine how students, staff, etc. view the school environment.

230. School Resource Officer (SRO): School Resource Officers are sworn law enforcement officers that assist in securing the safety of students and staff in schools. They deal in crime prevention and school safety issues. Typically, they are a valuable resource that may be utilized to assess the overall security needs of the school. This assessment may then serve as the foundation for the development of the school’s “Comprehensive Safety Plan.”

The SRO may also assist in the development of safety drills to test the school’s Comprehensive Safety Plan. The SROs are also a valued resource for serving on the Assessment and Intervention Teams for school and the district at large.

Schools must guard against the underutilization of these trained professionals. Typically, they are highly trained and skilled law enforcement officers. Utilizing them only as support staff to direct traffic may result in a serious waste of a valuable resource.

231. School Safety Audit or Facilities Audit: A “Facilities Audit” is not a “Comprehensive Threat, Vulnerability and or Risk Assessment.” The “Facilities Audit” focuses on the physical components of the facility. Issues like the security of campuses perimeter, lighting, surveillance practices, entryway practices and procedures, traffic, etc. are examples of the areas that a “Facility Audit” may examination.

232. School Safety Coordinator: A “Safety Coordinator” is a trained leader in school safety that oversees and coordinates the “Comprehensive Safety Assessment” and the “Comprehensive Safety Plan” developed from the “Assessment.” The “Coordinator” utilizes the “Comprehensive Assessment” to develop and implement the “Comprehensive Safety Program.” The “Coordinator” oversees the entire district safety program.

233. School Secretary, Receptionist (Clerical Staff): This group of support staff members are critical to the operation of the school. They provide the first contact with visitors either by direct contacts or by phone. They are often a school’s first line of defense in a crisis. They must be empowered to make critical decisions i.e., sound the alarm, notify 911, lockdown the building, etc.

234. School Psychologist: This individual provides expert assistance to students, parents and staff in matters dealing with the mental health of members of the school community. The “School Psychologist” utilize their training in emotional and mental health to promote learning and behavior of all students. They may serve as a liaison between the home and the educational environment.

235. Secondary Attack Locations: (SAL) An example of an SAL may be the “Rallying Point” for students and staff. If the perpetrator knows the location of “Rallying Point,” he may place bombs at that site. Simply, he is attempting to harm individuals as they evacuate and gather at the “Rallying Point.” A perpetrator may also distribute bombs in the path of first responders to injury them as they arrive at the crime scene.

236. Secured School Safety Board:

“The Indiana Secured School Safety Board was established to approve or disapprove applications for matching grants through the Secured School Safety Grant Program. Per IC 10-21-1-3, the board shall establish criteria to be used in evaluating applications for matching grants from the fund. These criteria must be consistent with the fund's goals and provide for an equitable distribution of grants to school corporations and charter schools located throughout Indiana.” {369}

237. Secured School Safety Grants:

“The Indiana Secured School Grant Fund was created in calendar year 2013 to increase the safety of Indiana schools. This dedicated state grant program utilizes a fund that provides matching grants to school corporations, charter schools, or a coalition of school corporations and/or charter schools applying jointly. The funds may be used to employ a school resource officer, conduct a threat assessment and or purchase equipment to restrict access to the school or expedite the notification of first responders. Applicant school corporations with an average daily membership of at least 1,000 can apply for grants up to $50,000 per year. Schools with less than 1,000 can apply for grants of up to $35,000 per year.” {369}

238. Security Camera: Some school utilize as camera assisted surveillance system to enhance campus security. Ideally, these cameras are inter-connected, and the images transmitted to a video screen that is monitored by assigned staff.

239. Self-Concept: In its simplest terms “Self-Concept” is how we view and or value our self. It is shaped by our interactions with significant others or those we hold in high esteem. {420}

240. Self-Esteem: Self-Esteem is how we view our own self-worth. It is based on our subjective view of self-worth. It may be shaped by our interactions with significant others.

241. “Sensory Integration Disorder” (SID):

“Sensory processing disorder is a condition in which the brain has trouble receiving and responding to information that comes in through the senses. Formerly referred to as sensory integration dysfunction, it is not currently recognized as a distinct medical diagnosis. {304}

242. Sequence Flexibility: This term refers to the process of exercising the steps in the Indiana State Police “Unarmed Response to an Active Shooter Event” model in any order. The steps (Escape, Lockdown, Fight) may be exercised in any order, combined and or repeated. (i.e., Escape to Lockdown or Lockdown to Escape; Fight to Escape or Escape to Fight, etc.). The responses in the model are determined by the conditions or stimuli of the active shooter event.

243. Severe Weather: Severe weather drills must be conducted frequently and at various time of the school day. “Safety (Shelter) Locations” must be designated with the help of architects and facilities experts. Often traditional locations are designated that put students at risk:

“Leave auditoriums, gyms, and other wide-span, long span, clear-span, free-span rooms

Example of a wide span building exiting in an orderly fashion. Go to interior rooms and halls on the lowest floor but avoid halls that open to the outside in any direction. If there are no interior hallways, avoid those that open to the southwest, south, or west, since that is the usually the direction the tornado will come.” {452}

244. Severe Weather at ECA Events

Students and patrons are at risk if severe weather occurs during ECA events. Open gyms, outdoor facilities, etc. vulnerable to severe weather threats. Public service announcements must be given that direct attendees to safe shelter. A frequent mistake is to only suggest that attendees go to their cars. This leaves a large population that has been dropped off by parents. Anyone that has attended a high school outdoor event will remember the number of students that were left unattended.

Schools must plan to shelter all individuals indoors. Announcements must be given that direct attendees to the most secure locations indoors.

245. Sex Offender Registry:

“Effective January 1, 2003, Zachary's Law required sheriff's departments to jointly establish the Indiana Sex and Violent Offender Registry to provide detailed information about individuals who register as sex or violent offenders in Indiana. The purpose of the registry is to inform the public about the identity, location, and appearance of sex and violent offenders who live, work, or study in Indiana.”

“On July 1, 2006, the Indiana Department of Correction replaced the Indiana Criminal Justice Institute as the agency that oversees the State's Sex and Violent Offender Registration and Registry efforts. As a part of this new responsibility, the Department provides judges, law enforcement officials, prosecuting attorneys, parole officers, probation officers, and community corrections officials with information and training concerning the requirements of Indiana Code 11-8-8 and the use of the Indiana Sex and Violent Offender Registry.” {370}

246. Shelter in Place (Lockdown): Sheltering in Place calls for students, teachers, and staff to be secured behind locked doors in the locations they currently occupy. If they are in the classrooms, they shelter in the classrooms by locking and barricading the door. The practice calls for securing the location they occupy. This practice is viewed as a much better practice than a soft or perimeter lockdown.

247. Sherardizing a Court Case:

“The name derives from a legal service begun by Frank Shepard (1848–1902) in 1873, when Shepard began publishing these lists in a series of books indexed to different jurisdictions.” Sherardizing is the process of identifying other court cases for their current value as precedent relating to the case in question. Sherardizing a case refers to the process of checking prior precedents that relate to your case. The goal is to determine if your current case is still current law. Your sherardization will assist in identifying other cases and authorities that have weighed in on the concepts found in your case. {371}

248. Significant Others: This term represents individuals whose opinions are important to us. In the development of self-concept, the group of significant others is represented by those whose opinion we value. Therefore, significant others may be members of a peer group to which we want to belong.

249. Site-Based Protection Systems: These systems most often connect directly to first responders. These systems facilitate the early warning process. Southwest Shelby Schools (Indiana) may be an example. Site-Based Protection Systems can also refer to systems that monitor the campus to alerts students, teachers, and staff as well as first responders of potential threats.

250. Situational Awareness: To respond appropriately to an “active shooter event,” individuals must be aware of their surroundings. If you are aware of your environment, you are “Situationally Aware.”

Situational Awareness is critical to responding appropriately. You must be aware of what is going on around you to formulate the most appropriate “Response Option” (or action to be taken). The conditions or “stimuli” of the event determine the most appropriate action to be taken in an “Active Shooter Event.” The “ISP Nonlinear Response Options Model,” of (Prevention, Escape, Lockdown and or Fight), suggests that the most appropriate response option is determined by the stimuli or conditions of the active shooter event.

251. Social Media Monitoring Systems: Several commercial monitoring systems are available to assist in monitoring social media for developing threats.

252. Sociopath: Mental health professionals often classify a “sociopathy” as a type of “antisocial personality disorder.” A far less repugnant term than “Sociopath.” Individuals suffering with antisocial personality disorder (ASPD) often begin to show indications in adolescence. However, the condition is most often not diagnosed until much later in life. The behavior of these individuals is characterized by a history of prevarication, impulsivity, outburst of temper, rule breaking and callousness toward the feelings of others. Cognitive Behavioral Therapy (Talk Therapy) is often utilized to treat these individuals.

253. Soft Lockdown (Perimeter Lockdown): In this situation the perimeter doors are secured but students are typically allowed to move about the interior of the facility. This lockdown is often utilized when schools are notified that a threat exists in the school’s immediate neighborhood. For example, if a robbery has taken place at a nearby business and the perpetrator is on foot in the school’s immediate neighborhood, educators may elect to utilize this type of lockdown. The Indiana State Police caution against the utilization of this type of lockdown. Note: If a soft lockdown is initiated, typically educators are only placing an exterior glass door between students/staff and the threat that served as the catalyst for the lockdown.

254. Soft Target: This term can apply to any situation in which a location is perceived to be unprotected. Threats look for “Soft Targets.”

255. Stalking: Stalking deals with the repetition of unwanted behavior and attention directed toward an individual. Typically, the victim makes it clear that the activity is unwanted, but the stalker persists in her or his behavior.

256. State Fire Marshal:

“The Indiana State Fire Marshal, appointed by the governor, serves as the director of the Division of Fire and Building Safety. ... The Indiana State Building Commissioner, also appointed by the governor, oversees the sections of building plan review and code services.” {372}

The marshal directly oversees and guides the sections of the Academy, boilers and pressure vessels, code enforcement, elevators and amusement rides, emergency medical services, fire investigations, hazardous materials/radiation/CBRNE and training. {372}

257. Stimuli of an Active Shooter Event: Each “Active Shooter Event” presents a unique set of challenges or conditions. These challenges or conditions may be viewed as the “stimuli” of the event. The location of the shooter, type of weapon, the availability of a safe path to a secure area, etc. are examples of the “external stimuli” that determine the most appropriate “Response Option.”

258. Stop the Bleed: Stop the Bleed is a national awareness movement that calls for the preparation of students, teachers, and staff to immediately respond to a bleeding emergency. Basic training in this process is offered.

259. Stressors (Triggers): This study references the factors that may trigger an AS event.

a. 62% Mental health.

b. 49% Financial strain.

c. 35% Job-related stressors.

d. 29% Conflict with friends/peers.

e. 27% Marital problems.

f. 22% Abuse of illicit drugs/alcohol.

g. 22% Other (e.g., caregiving responsibilities)

h. 22% Conflict at school.

\* A STUDY OF THE PRE-ATTACK BEHAVIORS OF ACTIVE SHOOTERS, IN THE UNITED STATES BETWEEN 2000, AND 2013. QUICK REFERENCE GUIDE – FBI BEHAVIORAL ANALYSIS UNIT (BAU).

Note: For reference it must be noted that study references all active shooter events.

260. Student Disciplinary Terms:

“Expulsion “Expulsion” means disciplinary action or other action whereby a student is: Separated from school attendance for a period of more than ten (10) school days; Separated from school attendance for the balance of the current semester or current year unless a student is permitted to complete required examinations in order to receive credit for courses taken in the current semester or current year; or Separated from school attendance for the periods prescribed under section 16, which may include an assignment to attend an alternative school, an alternative educational program, or a homebound educational program. The term does not include situations when a student is: Disciplined under IC 20-33-8-25 including short term removal by a teacher or assignment by the principal; Removed from school in accordance with IC 20-34-3-9 for illness; or removed from school for failure to comply with the immunization requirements of IC 20-34-4-5.” (Indiana Code)

261. Student Disciplinary Terms: Suspension:

“Suspension” means any disciplinary action that does not constitute an expulsion under IC 20-33-8-7 whereby a student is separated from school attendance for a period of not more than ten (10) school days. The term does not include situations in which a student is: Disciplined under IC 20-33-8-25, including short term removal by a teacher or assignment by the principal; Removed from school in accordance with IC 20-3-9 for illness; or removed from school for failure to comply with the immunization requirements of IC 20-34-4-5. (Indiana Code)

262. Student Threat Assessment (Intervention or Assistance Program): This process attempts to determine if a student poses a threat of violence. The process examines the student’s intent and attempts to determine if the student has the means to carry out the threat.

Author’s Note: This term is often confused with a “Comprehensive Threat Assessment” which deal with the process of examining the various policies, practices, conditions, physical structures, etc. that exist in the school community that may pose a threat to members of the school community.

263. Substance Abuse and Mental Health Services Administration (SAMHSA): This is a division of the U.S. Department of Health and Human Services.

The division’s mission is to improve the quality and availability of treatment and rehabilitative services to reduce illness, death, disability, and the cost to society resulting from substance abuse and mental illnesses. {373}

264. Substantive Due Process:

Substantive due process is a legal theory outlining restrictions on the government's ability to infringe upon constitutional liberties. Looking to the Due Process Clause of the Fourteenth Amendment to the U.S. Constitution—which concerns procedural rights, such as a defendant's right to a fair trial—the substantive due process doctrine maintains that basic substantive rights, like freedom of speech and religion, are also protected by the clause. {374}

265. Support Staff: “Support Staff” refers to a broad range of employees that includes but is not limited to secretaries, treasurers, instructional assistants, technology assistants, etc.

266. Superintendent: The superintendent of schools is the chief executive office of the school district. The superintendent is responsible for managing the education program and providing the resources necessary to carry out the program. In larger districts the superintendent oversees the management team composed of directors, assistant superintendents, support staff, etc. In Indiana, the superintendent is typically hired by a School Board. The Board typically sets policy while the superintendent administers the district’s policies.

267. SWAT: A SWAT team is a group of highly trained police officers who deal with very dangerous criminals. SWAT is an acronym that means Special Weapons and Tactics.

268. Tabletop Exercises: This process refers to the use of a “Tabletop Simulation.” Simulations may be used to facilitate the conducting of safety drills without disrupting the instructional day. See the ISP website for examples of a “Tabletop Exercise.”

269. Tarasoff Warning: The Tarasoff case was brought 1974. The results mandate that social workers protect potential victims as well as clients by utilizing the appropriate notification systems to warn of an impending threat.

270. Target Hardening: A secured, prepared, and well defended location is a Hard Target. Presenting this image is a goal of a comprehensive safety program. Hardening a potential target may send the message that the hardened location is prepared and will not be easy prey. In an active shooter event, one of the main goals for the attacker is to take as many victims as possible. A harden target may make this goal more difficult for an attacker to attain.

271. Targeted Violence: Targeted or focused violence may manifest in many forms including but not limited to emotional or psychological intimidation, stalking, verbal abuse, sexual or physical violence, harassment, physical or verbal intimidation etc. Simply, “Targeted Violence” is the communicated intent to harm. An individual or an organization may be the focus of the “Targeted Violence.”

272. Teacher: An individual that exercises pedagogical techniques to instruct students by utilizing meaningful classroom and distance learning techniques. An individual that instructs students. These individuals are most often trained in specific disciplines and certified to teach in the certain area on a permanent or substitute basis.

273. Teacher’s Aide: The teacher’s aide assists the teacher. Districts often set minimum standards for these individuals. Teachers’ aides free up the classroom teachers to spend more time on pedagogical duties.

274. Teacher (Substitute): This individual substitutes for the regularly assigned teacher. Their responsibilities by include a broad range of responsibilities. They may follow a specific lesson plan or just monitor the classroom. Substitutes are frequently left out of the “Safety Plan.” A “School Safety” training program should be instituted for all substitutes (classroom, support staff, custodial, etc.).

275. Technology Systems Applications for Safety (Campus Security): The application of technology seems limitless. Technology systems may assist in monitoring social media. Other systems may be utilized to secure the campus perimeter and limit facility access (i.e., cameras/video surveillance, motion detectors, lighting, etc.). Technology may be applied to increase the overall security of the campus by utilizing a variety of applications (i.e., camera/video surveillance systems, badge entry access, badge scanners, lighting systems, security alarms, motion detectors, metal detectors, etc.).

276: Terrorism: Terrorism in the context of active shooters may very well be an emerging threat. Acts of terrorism have plagued Europe and the Middle East for decades. The most prominent acts of terror have been generated by religious extremist as well as nationalist and separatist movements. Many intelligence services predict that the United States may be vulnerable to these attacks in the future.

The practice of terrorism be viewed as the unlawful use of violence and intimidation, especially against civilians, in the pursuit of political aims. {375}

277. Threat: A threat may emerge in many forms. A threat is the transmission of an intent to cause harm to another individual and or organization.

a. “In cases of emergency or immediate risk, call 911.”

b. “Please report suspicious activity to the Indiana State Police and the Indiana Intelligence Fusion Center by calling the See Something, Say Something Indiana Hotline at 1-877-226-1026.”

c. “The "See Something, Send Something" Mobile Application provides another useful tool to report activity to the Fusion Center. Information received via the mobile phone app will be pursued through the appropriate local law enforcement agency. Download the mobile application from the Apple App Store or via Google Play.” {376}

When reporting suspicious activity, the Indiana Fusion Center of the Indiana State Police recommend individuals keep the following in mind:

a. Activity (Describe exactly what they are doing)

b. Location (Provide exact location)

c. Size (The number of people, ages, gender, and physical descriptions of everyone involved)

d. Time (Provide date, time, and duration of activity)

e. Equipment (Describe vehicle, color, make, license plate, guns, camera, etc.)

f. You can find more information about See Something, Say Something, and the Indiana Intelligence Fusion Center at https://www.in.gov/iifc/2373.htm. {376}

Note: SEE SOMETHING, SAY SOMETHING INDIANA HOTLINE AT 1-877-226-10

278. Threat Assessment: Threat Assessment is one of the cornerstones of “School Safety.” However, the term “Threat Assessment” can mean two entirely different process.

Indiana State Police Definition of Threat Assessment:

Comprehensive Threat, Vulnerability and or Risk Assessment

This process refers to one of the most important undertakings in the field of “School Safety.” A “Comprehensive Threat, Vulnerability and or Risk Assessment” is a process by which a study is undertaken to identify the various threats in the school community that impact schools. The findings of this undertaking are addressed by the formulation of policies, programs, practices, and procedures that remediate each finding. The compilation of the policies, programs, practices, and procedures is the “Comprehensive Safety Plan for the School District.”

Presenter’s Note: The term “Threat Assessment” has been confused by various agencies (Federal Governmental Agencies, National Associations, State Governmental Agencies, Indiana Department of Homeland Security, Statutory Code, etc. (See Examples Below)

A. Indiana Department of Homeland Security

The IDHS uses “Threat Assessment” on its webpage to set out the practices that qualify for the Secured School Safe Grant program. However, IDHS will not define what Threat Assessment means.

B. The National Association of Psychologist opines:

“Threat assessment is intended to prevent violence and involves both assessment and intervention. Threat assessment involves determining whether a student poses a threat of violence (they have intent and means to carry out the threat).” {377}

C. Governmental Agencies Define Threat Assessment (USDOE, FBI, US Secret Services, etc.)

These agencies use “Threat Assessment” as an inquiry into the process of students developing into potential threats.

279. Threat Assessment (As defined by the Agencies Above): ISP “Student Intervention Process.”

The Indiana State Police define the “Student Intervention Process” in the same way the above agencies define “Threat Assessment.” The team that conducts the “Student Intervention Process” is defined as the “Intervention Team.” This group is a broad-based team that brings together students, teachers, school officials, support staff, parents, and governmental agencies. The mission of “Intervention Team” is to identify viable threats posed by students. The “team” must investigate, evaluate, and assess threats to determine the seriousness of the identified threat and if deemed legitimate develop an intervention plan that protects potential victims and develops a remediation program that aids and support to the developing threat.

Threat Assessment versus ISP Student Intervention Summary

Threat Assessment: As defined by several governmental agencies; (FBI, Secret Service, U.S. Department of Education, U.S. Department of Homeland Security) “Threat Assessment” is a student violence prevention strategy that calls for a process of:

(1) Identifying students that may developing into a threat.

(2) Determining threat is viable.

(3) Developing an intervention plan that protects potential victims and creates an intervention plan for the identified threat.

Threat Assessment: Threat Assessment may also be defined by safety experts and governmental agencies as a process of examining all aspects of the “School Community” to identify threats posed by conditions existing in the school community in terms of policies, environmental, procedural, structural, programmatic, operational, social, etc.

Note: The Indiana State Police Department has recognized the confusion created by the current definitions, applications and or variations of the “Threat Assessment” term. SEE PRESENTER’S NOTES FOR SLIDE # 12 “INTERVENTION TEAM AND INTERVENTION PROGRAM” (ISP)

280. Tinker v. Des Moines Independent Community Schools: This is a “free speech case.” Students wore black arm bands to school to protest the Vietnam War. They were suspended. The court held that to justify a disciplinary action, educators must prove that the alleged disruptive conduct was or would “materially and substantially interfere” with the educational process. In the absence of such proof, the court held for the students. In a 7-2 ruling, the Supreme Court’s held that neither students nor teachers “shed their constitutional rights to freedom of speech or expression at the schoolhouse gate.” The Court held that school officials could not prohibit actions of students based on the assumption or suspicion that the act (speech) might disrupt the learning environment.

281. Tip Box: This is a “tried and true” method for gather intelligence. Granted, many electronic systems are available. However, administrators must not overlook the value of a simple “Tip Box” placed in a private location.

282. Tip Line: Here again, the “Tip Line” is a simple intelligence based private line that connects individuals with information to a recorded information system and or an operator. This can be a 24/7 tool to gather information and should not be overlooked.

283. Tip Line (Fusion Center of the Indiana State Police): See Something Say Something- Indiana Hotline at 1-877-226-1026.”

284. TLO: The New Jersey v. TLO stands as a landmark search and seizure case which framed the groundwork for schools. The Supreme Court heard the case again in 1984 for re-argument. The Supreme Court held that the Fourth Amendment's prohibition on unreasonable searches and seizures applies to public school officials. However, these officials in the presence of probable cause they may conduct warrantless and reasonable search of students. In this case, the Court held that reasonable circumstances were present to justify the search of student’s purse. Therefore, the search was reasonable under the circumstances of the event.

285. Transitional Option: The “Transitional Option” in the “ISP Unarmed Response to an Active Shooter Event” program refers to the utilization of a “Response Option” as a bridge to another option. For example, the “Escape Option” may be use untiled by potential victims to assist in reaching a secure location. Once there, they “Transition” to the “Lockdown Option” (in the secure location).

286. Transportation Department: Typically, this department provides for the transportation of students across a variety of pathways (to and from school, to and from ECA, etc.).

287. Triage Center: (Resource Jolene Bracale Indiana Department of Education) In an active shooter event the Triage Center will provide:

“a. A timely treatment response in a mass casualty event.

b. A basic triage system may be initiated at the site of the mass casualty.

c. The basic triage system calls for the assessment and immediate sorting of patients according to the extent and seriousness of their injuries.

d. Based on the assessment; the patients must be tagged with critical information with respect to their injuries.

e. This information will assist first responders in the prioritization of those needing the most immediate care.” {315}

288. “Unarmed Response to an Active Shooter Event:” This program is comprised of both a slide presentation and presenter’s notes for each slide. It is posted free on the Indiana State Police webpage. The program in its various forms, has been offered by the Indiana State Police Department as a free resource to school corporations across the nation for more ten years. The updated “2021 Version of the URASE” program may assist schools in developing their own “active shooter” and or “active attacker” programs. It may also serve as a resource and or tool to assist school districts in reviewing their current “active shooter” prevention and response programs.

This information is not intended to comprise a complete program for preventing and responding to an active shooter event, nor is it meant to serve as a substitute for expert advice provided by local and state law enforcement, as well as medical, psychiatric, and legal personnel.

289. Unified Command: This is a consolidated group of representatives that work as a team with the Incident Commander to carry out a response.

290. U.S. Department of Education: The United States Department of Education is an agency of the federal government. The USDOE establishes policy as it relates to education in the United States. The USDOE administers and coordinates the majority of federal grant and assistance programs that support the educational process in the United States. These programs are represented by a broad range of federal grants, support programs, etc. (Continuing Education Grants, Nutritional Support, Exceptional Learners, etc.). {311}

291. U. S. Department of Health and Human Services: “The mission of the U.S. Department of Health and Human Services (HHS) is to enhance the health and well-being of all Americans, by providing for effective health and human services and by fostering sound, sustained advances in the sciences underlying medicine, public health, and social services.” {309}

292. U.S. Department of Homeland Security: “The Department of Homeland Security works to improve the security of the United States. The Department's work includes customs, border, and immigration enforcement, emergency response to natural and manmade disasters, antiterrorism work, and cybersecurity.” {310}

293. U. S. Department of State: The mission of the Department of State is to represent America's foreign policy abroad, and to advance the interests and security of the American people.

294. U.S. Secret Service: https://www.secretservice.gov/. The mission of the Secret Service is to ensure the security of our President, our Vice President, their families, the White House, the Vice President's Residence, national and visiting world leaders, former Presidents, and events of national significance.

295. Vandalism: This term refers to the deliberate action to destroy or damage the property of others (public or private. This behavior is typically motivated by those that desire to express themselves by destroying the possessions or property of others.

296. Vaping: Johns Hopkins:

a. Vaping is less harmful than smoking, but it is still not safe.

1. “Research from The Johns Hopkins University on vape ingredients published in October 2021 reveals thousands of chemical ingredients in vape products, most of which are not yet identified. Among those the team could identify were several potentially harmful substances, including caffeine, three chemicals never previously found in e-cigarettes, a pesticide and two flavorings linked with possible toxic effects and respiratory irritation.” {451}

b. Research suggests vaping is bad for your heart and lungs.

1. “Nicotine is the primary agent in regular cigarettes and e-cigarettes, and it is highly addictive. It causes you to crave a smoke and suffer withdrawal symptoms if you ignore the craving. Nicotine is a toxic substance. It raises your blood pressure and spikes your adrenaline, which increases your heart rate and the likelihood of having a heart attack.” {451}

c. Electronic cigarettes are just as addictive as traditional ones.

1. “Both e-cigarettes and regular cigarettes contain nicotine, which research suggests may be as addictive as heroin and cocaine. What is worse, says Blaha, many e-cigarette users get even more nicotine than they would from a combustible tobacco product: Users can buy extra-strength cartridges, which have a higher concentration of nicotine, or increase the e-cigarette’s voltage to get a greater hit of the substance.” {451}

d. Electronic cigarettes are not the best smoking cessation tool.

1. “Although they have been promoted as an aid to help you quit smoking, e-cigarettes have not received Food and Drug Administration approval as smoking cessation devices. A recent study found that most people who intended to use e-cigarettes to kick the nicotine habit ended up continuing to use traditional and e-cigarettes.” {451}

e. A new generation is getting hooked on nicotine.

1. “Among youth, e-cigarettes, especially the disposable kind, are more popular than any traditional tobacco product. According to the 2021 National Youth Tobacco Survey, more than 2 million U.S. middle and high school students reported using e-cigarettes in 2021, with more than 8 in 10 of those youth using flavored e-cigarettes.” {451}

297. Vice-Principal: The assistant or vice principal assists the principal in carrying all administrative duties necessary for the educational process to occur. In larger schools, the assistant principals may have specialized or specific administrative duties (i.e., discipline, attendance, curriculum, etc.). As is the case with the principal, these administrators require administrative certification.

298. Video Surveillance Technology: This technology may be utilized to visually monitor the perimeter and grounds of campuses. The video systems can also be utilized to assist in monitoring access points by identifying individuals before and while they present themselves for admission. Video surveillance may also be useful in stemming vandalism and monitoring student and staff behavior. These systems are useful in deterring conduct violations and documenting behavior. However, they are much more useful if they are monitored in real time by staff.

299. Visual and Auditory Enhanced Warning Systems: These systems assist those with hearing and or sight loss to respond in an emergency. Sound and light signals assist those with sensory loss.

300. Youth Risk Based Surveillance System (YRBSS) “

“The Youth Risk Behavior Surveillance System (YRBSS) monitors six types of health-risk behaviors that contribute to the leading causes of death and disability among youth and adults, including:” {379}

a. Behaviors that contribute to unintentional injuries and violence

b. Sexual behaviors related to unintended pregnancy and sexually transmitted diseases, including HIV infection

c. Alcohol and other drug use

d. Tobacco use

e. Unhealthy dietary behaviors

f. Inadequate physical activity {379}

301. Waiver of Student Due Process Right: The rights that are afforded parents and or students under “The Indiana Student Due Process Code (IC20-33-8-28) expressly permits a waiver of student statutory rights if the following conditions are met:

The waiver is valid if made:

a. Voluntarily and

b. With the knowledge of the

a. Procedures available under this chapter; and

b. Consequences of the waiver.

302. Warning Systems: A wide range of commercial early warning systems are available. This technology allows students and staff to notify the school administration and first responders of threats on school campuses. The range of warning systems seems endless. Key fobs, visual electronic systems, visual and auditory enhanced systems, panic buttons (teacher held, panic button stations located throughout the campus, etc.), systems compatible with phone systems, mass notification systems, etc.