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Building Police-School Relationships



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To be effective, cooperation between police and schools needs to include a school resource officer program and communication at all levels.

William L. "Bill" Harvey

Since the Feb. 14 Parkland, FL, high school shooting, you can't go a day without hearing about a school resource officer (SRO) program. Some find the concept of assigning an armed law enforcement officer to a public school repugnant, but the majority of Americans support SRO programs and many K-12 public schools now have officers on campus.

What makes an SRO program successful? In my experience as a police chief, the bottom line answer is relationships.

Years ago when "community policing" first became a buzz word, the schools were often excluded, nearly passed over. Now it is time for their inclusion. SRO programs are not just about defending the schools from active shooters; they also provide positive interaction between police and youth and between police and education administrators.

There is a saying in emergency services that responding to the scene of an emergency is not the time for introductions and exchanging business cards. Pre-existing relationships between all the stakeholders is the foundation for

success. This alone is a big reach across the aisles, with two very different environments—education and law enforcement—working in sync.

Against All Hazards

I can't explore all of the varieties of SRO programs in this article, but one that is successful and has best overall returns for all is the "All Hazards Approach" to school safety and security. If there is any reluctance from any of the stakeholders, this is the best way to gain buy-in.

When most people think of an SRO program today, they think about response to an active shooter event. Yes, this is a focus, but the reality is there are many more issues that an SRO program should address. The inclusiveness of overall school safety will help you gain buy-in from naysayers and assure the supporters of this program's value.

Your SRO will probably author the response plans and be the primary first responder when a natural emergency or event may happen. Tornadoes, flooding, and hurricanes come to mind. However, localized problems such as snow events, severe storms, and the like will be your primary concern. Just the training and planning for the transportation issues during these events will be a constant. The all hazards approach also encompasses police support for planned events such as sporting events, plays, and school activities. This makes an SRO program more attractive to school administrators.

SRO Selection

The relationship between police leadership and school leadership must be constant and consistent in purpose. The reality statement here is that the SRO is a sworn law enforcement officer who

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Relationships

works for the police but is also a school "employee" or partner. To prevent confusion, there must be clear work directions. Otherwise the work of the SRO can be very difficult because the officer cannot please two separate bosses.

In my department, SRO selection is made after an application process with interviews and presentations by the applicants to a panel composed of police command staff and school leadership. This emphasizes that selecting the SRO is a joint decision.

It is easy for the police to say, "I want a 'tactical officer' at the school in case of an active shooter attack," but the school desires an officer who will teach their staff, the parents of their students, and the students themselves in safety topics. Finding an officer who can fill both roles is a tall order, but it is achievable.

One of the biggest obstacles in placing SROs is financing of the program, who is paying the freight. In my case, half of the SRO's salary and benefit package is covered by the school district, and the remaining amount is divided by the local municipalities based on the percentage of their residential students within the district.

Summer Vacation

A common obstacle to a positive relationship between the school administrators and local police is determining the SROs' assignments. For example, many will wonder about what the SROs will do during the summer months when schools are not in session. This is when the SROs have unencumbered time to plan, train, and address larger time-consuming projects. For instance, all school floorplans should be copied and shared with local police, tactical teams, fire, and EMS partners.

The summer vacation months are also a great time for the SROs to host tabletop exercises and review joint response plans such as hosting walk-throughs with all agencies so they will be familiar with the building should the need arise for their

response. All fire companies work on their pre-plans for alarms and responses to infrequent but high-risk events. Police should do the same.

One very important element that needs to be part of preplanning and exercises is to practice and refine Unified Command concepts. This is spoken about but rarely practiced with school leadership. Practice now, train for the worst day.

In planning for the ultimate bad day,



SROs should forge relationships with all school staff as well as crossing guards and bus drivers.

your program needs to review pre-established relationships with adjoining agencies. Some states require memorandums of understanding (MOUs) or mutual aid agreements (MAAs). This is a great time to review and refine your relationships with surrounding public safety agencies and the schools.

The new school year brings changes in contact lists—update and share within appropriate circles. These may seem administrative and mundane but are extremely important in maintaining connectivity between police and the schools. The weeks just before school starts is a good time for SROs to train all of the new staff—including administrators, teachers, cafeteria workers, custodians, office workers, and others—in school safety. Do not forget to forge a strong relationship with the transportation side of the house. This includes bus drivers and crossing guards. One area

that must be thoroughly explained to all employees of the school is the mandated reporting laws for child protection and sexual abuse.

On the Same Page

A major concern for both police and schools is handling the media. If both parties issue a media statement with conflicting statements, expect a lot of trouble with the press. Reporters love to follow up on inconsistencies.

To prevent this, there needs to be collaboration between the school district and police spokespeople so that they are on the same page. Share and co-approve statements. We do not want to create a disconnect for the media to feed on. Within your daily dialogue, your school spokesperson and your police public information officer probably use words and phrases that may be contrary to the other's vernacular; iron these words out. This starts with approval of press releases and statements before they are released.

Other partner relationships that need to be defined are the outside social assistance agencies for the students and their families. How many prior student shooters have been suffering from mental health issues? If the SRO can help a youth in distress to seek help and treatment, this is a benefit for that youth and the school. Relationships with the school nurse and other medical and/or mental health professionals, such as addiction specialists, external health providers, and social services professionals, will be key in making this happen. A well-timed referral may save many lives.

Building relationships between schools and police is an art, and it must be constantly worked on by both sides. This is hard work but the ultimate reward is in the enhanced security of our schools. ★

William L. "Bill" Harvey is the chief of the Ephrata (PA) Police Department. He retired from the Savannah (GA) Police Department where he worked assignments in training, patrol, and CID.



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HOW WOULD YOU MAKE SCHOOLS

In March, **POLICE** conducted a survey of its readers to sound out their opinions on gun control and school shootings. The survey, which was sent to more than 43,000 readers, included this open-ended question: "What measures would you take to prevent school shootings or improve response to them?" More than 1,500 self-identified law enforcement officers took the time to write an answer to that question. Here's a summation of their answers.

THREAT IDENTIFICATION/ASSESSMENT

Many officers said they felt the most effective means of preventing school shootings is to identify people who are a threat to perpetrate such terrible acts before they actually carry them out. Conventionally, the public tends to think of mental health professionals and mental health facilities performing such threat assessments, but most officers who touted this approach to preventing school shootings acknowledged such assets are not available.

So they believe the best way to discover potential school shooters before they go active is through information from the staff and more importantly the students at the affected schools. "Students know who the dangerous people are at their schools, and they need to be encouraged to report their concerns," wrote one respondent.

Many respondents agreed with that statement. And some even suggested a nationwide hotline that students could use to report their suspicions. They envision a system that would alert both law enforcement and school administrators that the callers are fearful of possible attacks on their campuses and concerned about the behavior of other students. "We have to encourage students to say something if they see something,"

one respondent wrote, adding that law enforcement has to follow through on these warnings.

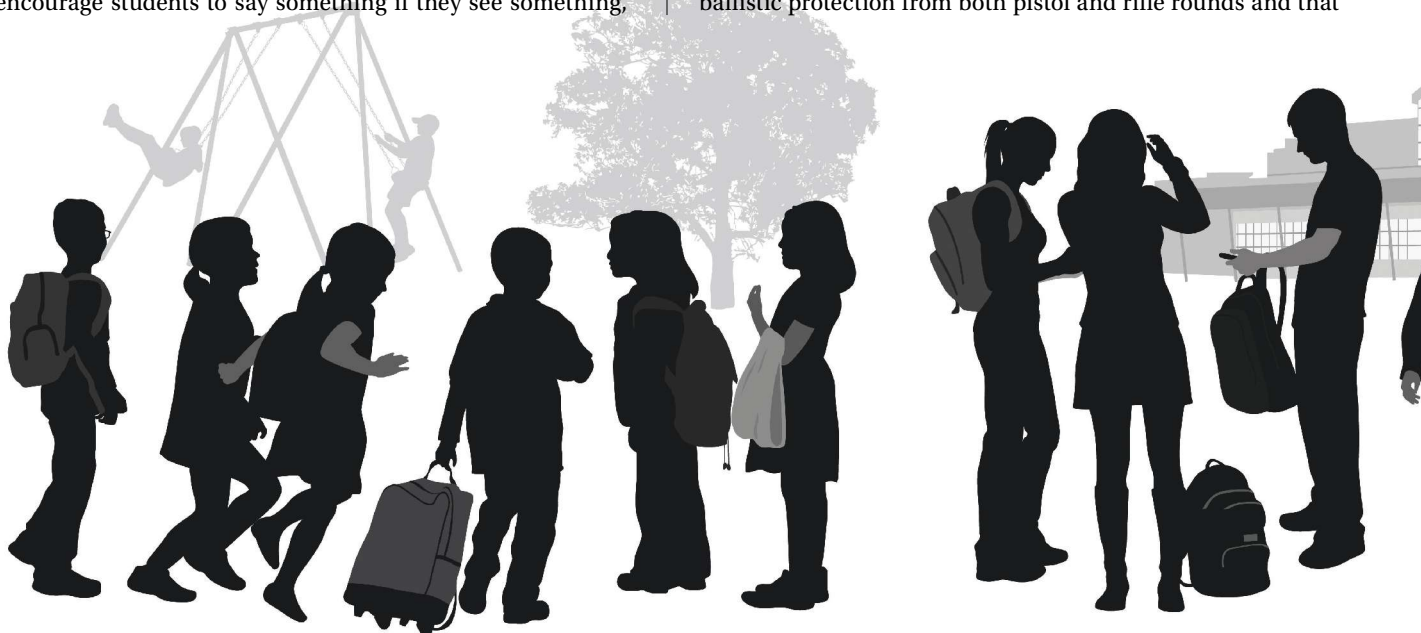
HARDEN THE TARGETS

Some respondents wrote that school shootings are inevitable in contemporary America. They said their reasons for holding such a pessimistic view on the issue include: the free access to firearms, the lack of mental health facilities that can treat people inclined to commit such atrocities, the prevalence of violent films and video games in youth culture, the decline of morality and empathy among younger people, and the alienation that some teenagers feel in their schools.

Officers who believe that school shootings are a fact of contemporary life say one of the best ways to stop them from taking a toll is to harden the potential targets. Making the targets tougher to reach begins with access control. Respondents say the schools should reduce the number of ingress and egress points used by students and staff and set up metal detectors and video surveillance to monitor who is coming in and prevent them from bringing weapons with them. All other doors out of the school building would be emergency exits only.

Some respondents even argue that the federal government should establish a program similar to the Transportation Security Administration (TSA) to safeguard schools. These officials would check student IDs before admitting them into the building. Such a proposal would be extremely expensive, as there are many more schools than airports, and the respondents who wrote about it admitted that drawback but said it was worth the cost.

To protect students in the event of a shooting, some respondents want to see classrooms equipped with doors that provide ballistic protection from both pistol and rifle rounds and that



SAFER?

David Griffith

lock when an alarm is sounded. One respondent believed each school employee should have access to a panic button similar to the ones some people wear in their homes to alert their alarm companies if they have an emergency. The panic button would alert police in case of an incident and sound an alarm in the school, warning students and staff. Another respondent wanted schools to be equipped with drop-down barriers that would trap shooters in a single hallway when the alarm sounds and prevent them from gaining access to the rest of the school.

ARMING STAFF

Byond issues of gun control, one of the most contentious arguments about school safety in America is whether training and arming staff—teachers, coaches, and administrators—would be a deterrent to school attacks or at least mitigate the body count.

POLICE asked this question in the March survey. About 50% of respondents support training and arming teachers and other staff, 24% oppose it, and 26% say only staff with previous military or law enforcement training should be considered for such a program.

Arming teachers was also a popular answer to our open-ended question of how to prevent school shootings. Another popular idea was allowing armed civilian volunteers, particularly retired law enforcement and military, to patrol schools.

People who advocate arming school staff to stop school shootings, generally envision giving them the right to carry handguns on campus following training. But some respondents wanted to give school employees more firepower, including rifles and pistol caliber carbines that are locked in biometric safes in the classrooms.

Currently, in some jurisdictions, even sworn school resource officers do not have easy access to long guns in the event of a

We asked our readers what they would do to prevent school shootings and improve law enforcement response to such incidents, and we got a lot of interesting answers.

school shooting. Two SROs responded to the survey and said their rifles have to be locked in their patrol vehicles in the parking lots of the schools they serve. "I can't imagine running away to my car to get my rifle should a shooter enter my building," one SRO wrote. "My school has three 100-yard hallways where I will be taking shots with my pistol, if necessary. Put gun safes in SRO offices where rifles can be accessible," the SRO recommends.

However, the SRO disagrees with the concept of arming teachers. "Just can't imagine doing that in some of our high schools. What happens if a couple of teens jump a teacher to get the gun?" Another respondent said arming teachers is not a good idea and that fighting the shooter should be left to officers. However, the respondent believes it would save lives if staff at schools were to receive first-aid training and be issued tourniquets.

OFFICERS ON CAMPUS

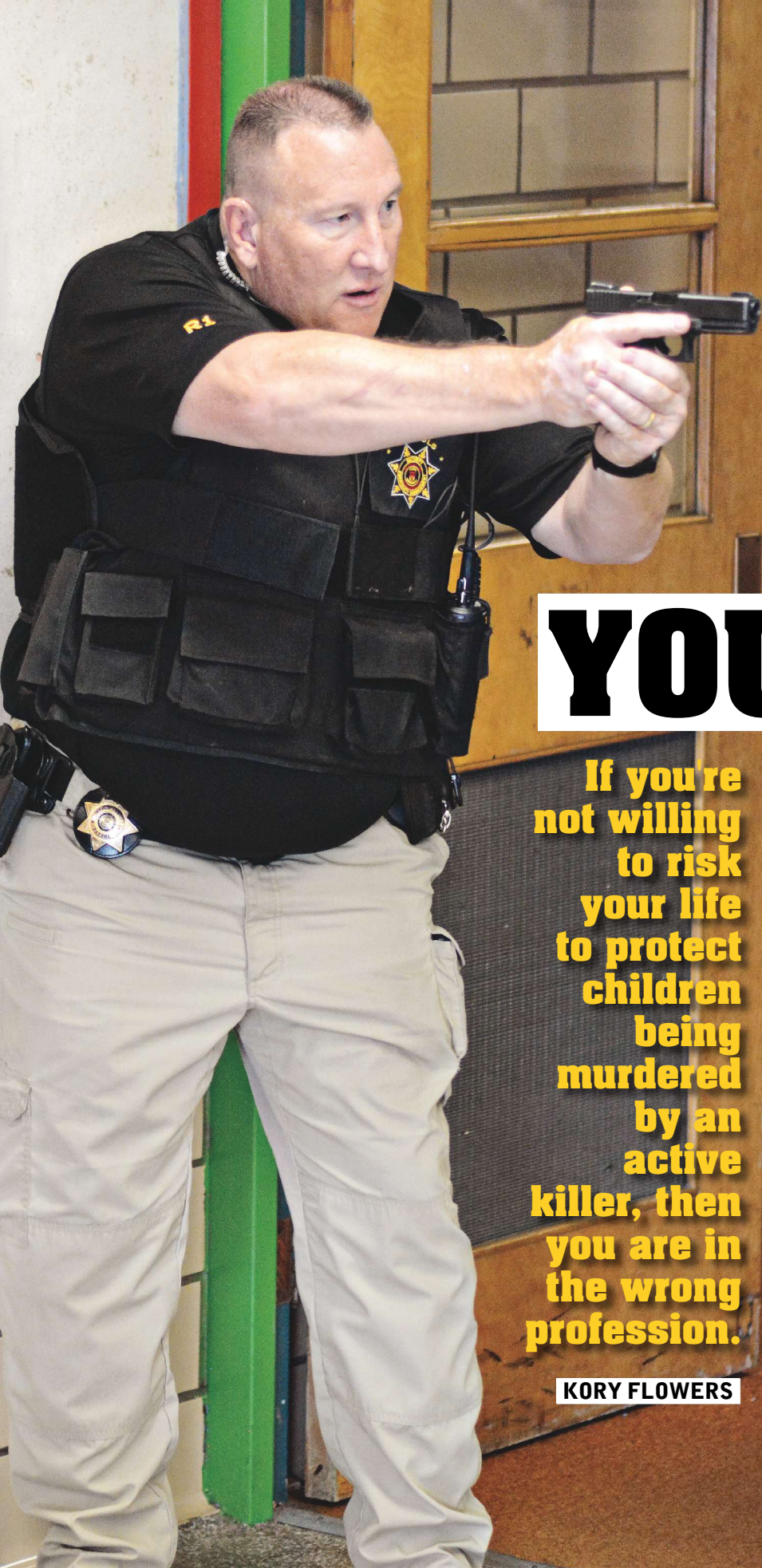
It's little surprise that the single-most popular response by the readers of **POLICE** to the question of how to prevent school shootings and improve law enforcement response to such incidents was to put more officers in schools. Many respondents said every school should have at least one armed SRO on campus during school hours. Some said at least two SROs should be placed in every school.

Many respondents said that current SRO programs do not emphasize tactical response training for the officers. One said that all SROs should be trained to respond to active shooters according to the Department of Homeland Security Advanced Active Shooter program.

Even if SROs have active shooter response training, some respondents believe their presence at the school is not enough to deter school shootings. One respondent wrote it would be a good idea for officers on patrol to go to schools and periodically walk the hallways. Another thought locating police substations at schools would prevent school shootings.

It's unlikely that school administrators would support many of these ideas, including adding more armed officers on campus. At many schools, administrators insist on a no-gun policy for security personnel even for sworn officers. Many respondents decried such policies as naïve and dangerous for the students, the staff, and the unarmed officers and security guards. ★





In April 1999 Americans watched in horror as students smashed windows and jumped out of their Littleton, CO, high school in panicked efforts to escape two of their murderous classmates. As the nightmare wore on, reports of dozens of dead and injured students and faculty were beamed into our living rooms through the media. Those reports painted a startling picture of evil, as we learned the massacre was rehearsed, premeditated, and tactically planned to ensure the highest possible body count. The law enforcement community was now faced with a troubling new evolution of students murdering students and puzzled as to how to most effectively engage the active killer.

YOU HAVE

If you're not willing to risk your life to protect children being murdered by an active killer, then you are in the wrong profession.

KORY FLOWERS

Professional tactical police trainers across the country quickly came to a consensus that the traditional response model of surround, contain, and call out SWAT or other tactical units, was a useless one as these killings are over and done in a matter of minutes, well before an average SWAT response time. So the Rapid Deployment response was created, modified, and cemented as the national best practice for law enforcement when dealing with active shooter incidents.

The initial Rapid Deployment mindset focused on a four-officer contact team, each with delineated responsibilities and disciplines, working as a singular unit when entering a hostile environment. However in recent years, law enforcement agencies have seen bloody rampage killings with high casualties resulting within minutes of the first shot. So the response model has become even more aggressive and proactive. Proactive agencies and officers now focus on a solo-officer response to such a grave threat, with the realization that the sooner an officer inserts into such an incident, the sooner the dynamics shift for the murderer and the potential victims.

This dire challenge for law enforcement officers represents a sober reality

PHOTOS: DENNIS PLEUSS/JEFFCO PUBLIC SCHOOLS

of contemporary policing in America. As officers we have to ask ourselves: Could I really do that? How will I respond if I'm the first one there? Will I survive? Can I save lives? Will my training guide me? Questions such as these are normal when faced with such a dangerous task, and must be proactively addressed before the moment of truth on the worst possible day.

The greatest challenge for law enforcement first responders is how to most effectively suppress the intrinsic priority of self-preservation. Within all typical humans is a desire to live on, to be safe, and to shield oneself from danger. As 21st century American law

TO GO IN

enforcement officers, we must train ourselves to stifle that urge.

It has always been a common statement within law enforcement hallways and lineups that our greatest priority and number one goal is that we "all get home safely to our families." At first glance that seems noble and sensible. No officer enters a shift wishing to never see their loved ones again. However, when faced with the darkness and evil of rampage-style killings, that mindset *cannot* exist within the modern law enforcement ethos.

We are devoted, trained, some would say even called, to valorously perform an inherently dangerous job to protect and serve those who fall within our jurisdictions. Our own individual self-preservation, though certainly important, can never be our highest priority. While I work through the night, should my home be invaded and my family put in danger, the thought of an officer responding whose highest aim is his own safety and survival is utterly offensive. Should a society ever employ a majority of law enforcement officers whose main daily goal is their own security, that culture is doomed. As officers nationwide are trained and expected to voluntarily run into these ongoing massacres, we can never become disillusioned that there is

some guarantee we won't be injured or worse.

What can be guaranteed is that when an armed, proactive officer is inserted into these rampage-style killings, the dynamics are immediately altered. Imagine the mindset of a homicidal student, hell-bent on murder and setting a new American active killing casualty record, as he stalks the hallways of his school. He is calm, as he has premeditated his assault, and effortlessly moves and shoots his peers without remorse or mercy. His stress level is low, as it is certain that he has the only firearms on the property.



We are called, tasked, and trained to protect and to serve. Question yourself. Know yourself. Be prepared to move toward the threat and save lives.

As screaming students dash about, he rounds a corner and is immediately faced with an armed police officer moving toward the sound of his gunfire. The tactical dynamics immediately shift. No longer is the killer solely a predator; he is now also prey.

Even if the killer has superior weaponry in contrast to the officer, such as rifle vs. service pistol, the balance of power has shifted. The juvenile murderer can no longer coolly stalk and target his innocent, unarmed classmates because his whole attention is now consumed with

his possible demise. The mere fact of the officer's presence forces a decision. The officer being there has forever altered the dynamic. If the officer shoots the murderer, lives are saved. Should the officer be shot, he has bought precious seconds for other officers to flood into the school, and lives are saved. If the suspect commits suicide or runs and escapes, lives are saved. But no lives are saved by the officer's actions if his top priority is getting home to his family.

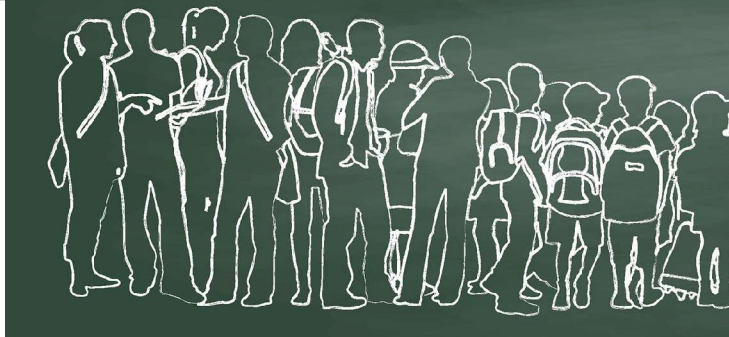
As with any tactical situation, generally those who preplan the best, win. Asking these intimate, individually personal questions of yourself and your fellow officers are necessary. When an officer finds himself in the midst of the chaos of the rampage-killing, it is not the moment to soul-search and determine his priorities and make solid choices. I greatly value and respect the thousands of selfless, stouthearted

law enforcement officers who have asked themselves these questions and report to duty every day ready and willing to run toward the violence, even at their own peril. However, I equally honor and respect those former officers who have honestly determined they cannot rush into the chaos and now work honorably in the private sector. I firmly believe that a law enforcement officer who is trained and able to intervene in such a horrific incident and chooses not to cannot psychologically recover in this lifetime.

I no longer sit idly by when I overhear officers in conversation noting their greatest ambition is to "go home safely." I challenge them to think of what that simple statement, while first sounding innocuous and noble, entails. Life is truly precious, and few people recognize that fact as do law enforcement officers. But we are called, tasked, and trained to protect and to serve. Question yourself. Know yourself. Be prepared to move toward the threat and save lives. ★

Sgt. Kory Flowers is a 19-year veteran with the Greensboro (NC) Police Department. He trains law enforcement officers nationwide on leadership and tactical communication and is a frequent contributor to POLICE Magazine.

CROWD CONTROL



MANAGING THE **PEOPLE EVACUATING** AND **THOSE ARRIVING** AFTER A SCHOOL SHOOTING REQUIRES A COORDINATED PLAN THAT INCLUDES BEING ON THE **LOOKOUT FOR SUSPECTS** AMONG THEM. **MELANIE BASICH**

ON FEB. 14, 2018, 17 people were killed and 17 more were wounded in a mass shooting at Marjory Stoneman Douglas High School in Parkland, FL. The suspected shooter was a former student who walked out of the school hidden in plain sight among the students who were evacuating. This highlights the importance of effective evacuation techniques during school shootings to keep students and others safe while officers look for suspects. Law enforcement officers need to be ready to respond appropriately should such an incident occur in their jurisdiction.

Currently the executive director of the National Tactical Officers Association, Thor Eells retired as a scene commander in a large police department after 30 years in law enforcement. While response varies widely based on the specifics of the incident, including whether it is dynamic or static, he says the foundational basics remain the same.

"The goal of the incident commander is initial containment on the site itself, ensuring no one is coming in or getting out of that containment," says Eells. "This is twofold: provide protection for students so they are not exposed to additional threats, but also to ensure you get people into an area for accountability."

An incident commander's overall goals include coordinating the safe evacuation of students and reconnection with their families all while being on the lookout for the shooter or shooters.

Receiving Area

When evacuating, students and personnel should be guided, preferably by school staff, to what is called a receiving area. This needs to be established as soon as possible. A receiving area for students needs to be a secure area in a safe environment, but isolated from the actual incident and isolated from other external factors that could put evacuees in jeopardy or expose them to outside influences. If it meets these criteria, the school cafeteria or gym is a good option. It will likely be big enough to fit a large volume of people so you can manage them safely and provide care for them.

"The balancing act for the incident manager and commanders is understanding these are extremely emotional events," says Eells. "It's a psychological pull on anybody, whether they're directly or indirectly involved. So you want to create a

support structure for them as quickly as you can." This support involves triage for people with physical injuries and providing counselors for traumatized individuals to talk to. It also involves questioning every evacuee to determine their direct knowledge

and involvement. This is to find out if they have any pertinent information as witnesses or not, as well as to discover if they are in fact suspects.

Detectives are a natural fit for this task because they have so much experience interviewing victims and suspects, and because they will likely be dressed in plainclothes. It's potentially dangerous to have non-uniformed officers in the middle of an active scene because they could be mistaken for a suspect. These support personnel are better utilized in places like the receiving area, which is isolated.

Ferreting Out Suspects

Preventing a suspect from hiding in the crowd is difficult, Eells acknowledges. It comes down to the interviewing process in the receiving area. When questioning students, it's important to be thorough as well as to have security stationed around them in case an individual tries to do something threatening or dangerous. Then suspects can be stopped, instead of being let go or escaping and possibly going to a different location and committing an act of violence there.

"A lot of times, you look at the media livestreaming kids coming out of a building with their hands in the air, and they ask, 'Why is that necessary? Why are they treating them like bad guys? Haven't they been traumatized enough?'" Eells says. "Yes, but the greater failure on our part would be to let a secondary suspect do more harm by not finding and addressing all threats."

The safest for all is to ensure evacuees get into an area where officers can properly interview, triage, and assess them. The sooner that is done, the sooner any outstanding suspects can be identified, and the sooner parents and students can be reunited.

A Place for Parents

Until students can be returned to their parents, arriving loved ones need a place to gather. It's best to set up this martialing area in a place that is not in the line of sight of the receiving area for students. If students and parents see each other, they might be overcome with emotion and run to each other, undermining the containment process and creating chaos. You'll need a large, safe place that can handle the capacity without interfer-



ILLUSTRATION: GETTY IMAGES

ing with the school evacuation.

To let loved ones know where to go in the first place, you can take advantage of the school's process for parent notifications already in place. You can also spread the message with assistance from the media, including radio and television stations reporting on the incident. While parents are waiting for information, it's a good idea to have a law enforcement spokesperson on hand at their location or one nearby to deliver updates about what to expect and what is happening as quickly as possible while ensuring accuracy.

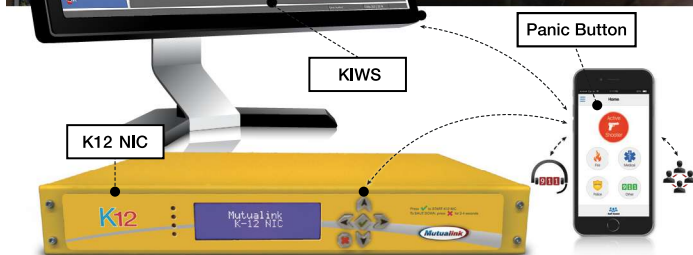
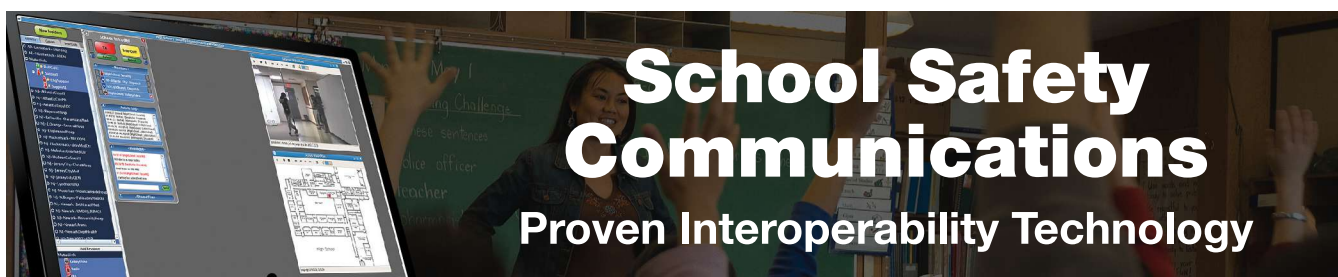
These steps help calm the students' loved ones, who are already fearing the worst. "Our imagination is our worst enemy. That's what drives our emotion. So providing info as quickly and accurately as you can is important," says Eells. "You're walking a fine line with giving them information, but not want-

ing to mislead people by not having accurate information."

Some of the most important information families can receive is about whether their children are uninjured, injured, or deceased, so it's essential that this be accurate. It's best for school staff to be involved in the collection and dissemination of this information because they know the families and students best and have school rosters that they can refer to, Eells points out.

If students are physically uninjured and just need to be reconnected with their families once they have been interviewed, the process is relatively simple, especially with the help of school personnel. But to help ease the psychological and emotional toll on them, it's a good idea to bring counselors who work for law enforcement agencies and victim advocates to the scene so they can talk to the families about resources available to them and their children in the days following the incident. Similar resources should be provided to the families of students who have been injured or are deceased, as well as providing transportation from the scene so they aren't driving in an emotional state.

"The event is more likely to unfold in the safest manner if it's been made clear through preplanning, practice, and effective communication, exactly where the rally points and evacuation places are," says Eells. And if everyone understands their roles and why they need to follow certain procedures, they're more likely to follow them in the event of an emergency. ★



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Tactical Medical RESPONSE

Officers trained in first aid responding to school shootings have to do what they can to help the victims who can be saved. Daniel Greene



The foundation of a tactical medical response to a school shooting begins in the minds of those responding to the horrific event. We must act and be law enforcement officers first before we can transition into being medical responders.

STOP THE KILLER FIRST

I have trained hundreds of officers on the application of tourniquets, hemostatic agents, and airway control techniques. Time and time again it's been observed that once the mindset of the officers transitions to dealing with the trauma-based situation they completely forget about the tactics of stopping the killing.

In the scenario-based training I have conducted, we have had the invaluable help of actual children and teens who played the role of the "injured," and I have seen countless times that officers will stop trying to search for and apprehend the bad guy and instead immediately render aid to the first child who reminds them of a loved one. This is caused by the nurturing instinct of the well-intentioned human behind the badge. But while there is an active murderer amongst the children, we must disregard the wounded and stop the killing. I do not like using the adjective never but officers responding to school shootings need to remember that they should never trade good medicine for bad tactics.

The reverse is also true. Once the active shooter or suspect has been neutralized, either killed or in custody, officers sometimes have difficulty transitioning from engaging the bad guy to rendering aid to his victims. If you have no information of a second shooter, you need to move toward your next plan of action.

There will always be variables to deal with in this situation, including whether the suspect is deceased, the suspect has surrendered or is otherwise in custody, and if communication has been made to other responding units over the radio in order to get them to your precise location. Once the valid points of contention have been addressed, then you must not get caught up in being "frozen" with the suspect. I have personally observed more times than I would like to admit that officers will handcuff a simulated "dead" suspect and sit there and wait for backup to arrive while continuously holding their guns on the dead suspect. What should be considered in this moment is how far away or how long it might be before backup does arrive. You need to be asking yourselves what kind of equipment needs to be requested, how many injuries can be estimated, what type of injuries were suffered by the victims, and what type of weapon—handgun or rifle—was used by the killer. These are all pertinent details that need to be relayed to the additional responders in order to prepare them to assist you and to treat the injured.

TRIAGE

Treating the wounded begins with triage, which means to sort victims according to medical need. The first officers on scene may have to make the inconceivable decision of which victims receive attention and which ones don't.

Who do you help first and why? I'm going to keep it as simple as possible, take an immediate look at those who are unresponsive. I'm sure you have heard the phrase, "the squeaky wheel gets the

grease," meaning attention. Well in this case it is the complete opposite; if you hear someone yelling and screaming, that is a good thing. They are alive and getting air into their lungs; they can wait. The thing you most want to know is why the unresponsive person is unresponsive because you might just have a few seconds to assess them and save their lives before they expire.

What type of injuries are you looking for in a multitude of traumatic gunshot victims? To start, take a split second, pause, assess the current situation, and then begin to make decisions. Before you go any further remember that if you lose your composure, more kids will die. As callous as it may sound, tell yourself, "This is NOT my emergency." By doing so you will keep yourself calm, which will allow you to make better assessments. Next, use your command presence and authority—your big boy/girl voice—to direct those who have minor or no injuries to exit the facility through the safest means possible.

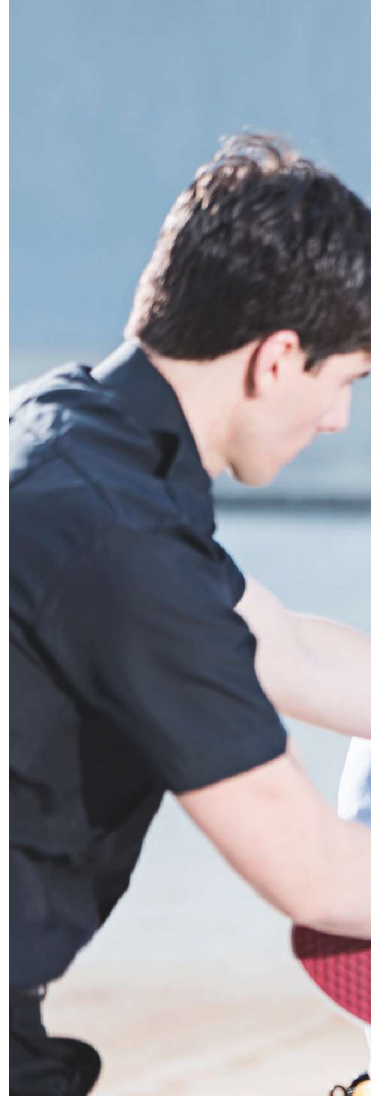




PHOTO: GETTY IMAGES

After you get the "walking wounded" out, take a quick look at the unresponsive. If you observe someone with a massive head or chest injury with copious blood loss, then you might have to move on. I would suggest rolling that person into the recovery position and then as quickly as possible move to the next victim and assess the trauma.

When giving aid to the victims you can help, you need to decide whether a quick tourniquet to an extremity will be applicable or will simply applying direct pressure as well as packing the wound suffice. These are all difficult choices because as officers, even officers with tactical medical training, we only can carry so much trauma equipment on our persons. If we use it all on a single individual, we may not have enough for someone else who could possibly need that one specific piece of trauma gear to save their life. So you must ration and only deploy what's absolutely needed. There will always be the lingering questions of "What if?" and "Could I have done more?" but

those cannot be considered during the time of triage. Instead the mindset must be to help as many of those who can be helped as quickly as possible.

EXTRACTION

Once you have begun basic lifesaving interventions, your next thought should be how to get the injured to a higher level of care. Are the paramedics coming to your location or do you have to extract the victims?

Moving victims who should be moved to medical care can require quick thinking. Medical litters are a valuable piece of equipment, but if you do not have a litter, then you will have to improvise. Look around the room. A modified litter can be as simple as a chair with wheels for pushing the injured out. Or you can use a curtain, tablecloth, or even a folding table. Practice mindfully assessing your current surroundings and determining what could be helpful should the situation arise.

As officers who may be asked to re-

spond to school shootings, we not only have to be ready to take the fight to the killer, we also have to be trained in tactical medicine and learn to work together with paramedics to save as many of the victims as we can. Proper training on the application and use of both traditional and makeshift tourniquets as well as hemostatic agents and packing materials is critical. And we have to be mentally prepared to deal with child/teen shooters, and then the injured and dying children.

Overall if I can just emphasize one major point to you, it's that you need to take action. Do something. You can't make the situation any worse by getting involved. A child bleeding out will die unless you do something. The least you can do is buy the victims some more time so they can receive further attention from medical professionals. ★

Officer Daniel Greene is a former U.S. Army helicopter pilot and a seven-year veteran of the Scottsdale (AZ) Police Department.



Every American law enforcement agency needs its officers to know what to do in case of a critical incident at a school, particularly one involving an active shooter. One way to train for school shooting response is to stage a simulation of such an event to give officers a dress rehearsal, so to speak, for the real thing.

Staging an active shooter or other critical incident exercise at a school is not easy. It involves a lot of resources and the need for buy-in not only from your agency's executives but from other law enforcement and public safety entities in your area, as well as use of a school. Oh, and some funding.

Before a sheriff or chief is going to sign off on committing resources to a practical critical incident exercise, you will have to convince him or her of need. And he or she will likely be more receptive to the idea if you have done some work and determined what bugs need to be worked out in your response plan.

Around the Table

That's why a pre-event tabletop can be a good idea. A tabletop is essentially a tactical or strategic problem presented by one or more persons and worked out by a group of individuals in the same room.

Tabletop exercises covering critical incidents at schools have a lot of value. They bring together the public safety and school leaders who will have to work together in a real incident and help them get on the same page or at least understand each other's positions before the real thing.

Tabletops and other meetings of key public safety personnel in your community are also excellent ways to determine not just each organization's role during the real thing but also any bureaucratic or legal issues that need to be agreed upon to facilitate better response such as the need for memorandums of agreement.

The Planning Stage

A tabletop exercise is a good first step toward planning a full-scale drill, but it's a baby step. The amount of personnel and resources needed to conduct a practical critical incident training drill is substantial, and it will require cooperation from the executives of each agency involved.

Because a full-scale exercise is so complicated, it takes time



PHOTOS: TEAM ONE NETWORK

Staging a School Shooting Response Drill

LAW ENFORCEMENT OFFICERS AND SCHOOL OFFICIALS CAN LEARN MUCH FROM CONDUCTING A CRITICAL INCIDENT EXERCISE. BUT PRODUCING ONE IS NOT EASY.

to plan one and set it up. And the more complicated the exercise, the more time it takes.

The first step in planning is to decide what type of training you want to conduct in your exercise and then create a scenario that encompasses that training. A good scenario for a full-scale exercise with multiple agencies and public safety disciplines involved will likely involve more than one stream of training.

Developing a full-scale practical critical incident exercise is sort of like producing a movie. You need a detailed script of the scenario, you need a location, you need equipment, and you need cast and crew. You also have a budget for what you want to produce. All of these things have to be coordinated, which means you have a lot to manage.

Safety First

One of the most critical pieces of an exercise is the safety plan. It's not about what is likely to happen; it's about what could happen.

And if you're running a force-on-force scenario, then real firearms modified to shoot only marking rounds or airsoft pellet-firing replicas will likely be part of the scenario. That means you will need experienced safety officers to check and double-check each participating officer for live weapons before he or she enters the exercise site. Be particularly vigilant if any of the officers leave the site after being checked and then return for additional training.

You also have to protect the surrounding area and prevent people from tying up emergency resources calling in false alarms about your exercise.

Making It Real

Many critical incident training exercises now include elements of "realism" such as role-players who have been made up with horrific moulage wounds or using weapons that fire marking rounds. That's cool stuff. But the elements of realism that should most concern you are the ones that will affect officer performance during a real incident.

A debilitating problem that officers often must deal with during critical incidents is noise. During a real active shooter incident, fire alarms may be blaring, people will be screaming, and gunshots will echo down the halls, making it extremely difficult for officers to determine the location of the shooter. One



Developing a full-scale practical critical incident exercise is sort of like producing a movie. And coordinating all of the moving parts requires time and preparation to get it right.

way that some exercise directors duplicate this experience is by adding such noises with portable stereos or even more substantial sound systems and by having role players create as much panic noise as possible. Activating the fire alarms can also be an option; just make sure the fire department is onboard with the idea and the alarm doesn't automatically trigger a fire suppression system.

The purpose of all that noise is to impede communications. Much is made of comm problems at critical incidents because of radio interoperability issues, but a comm problem that many officers fail to consider is the communication difficulties that

will hinder the response team that is hunting for an active killer inside a building.

Lessons Learned

Agencies that have conducted full-scale critical incident exercises say there are many lessons to be learned.

One of the most important is the need to prevent blue-on-blue casualties when plainclothes officers, off-duty officers, and even legally armed civilians are on the scene. Experts recommend that when plainclothes officers respond that they wear "POLICE" jackets or other readily visible ID. ★

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CAN A ROBOT MAKE YOUR SCHOOL SAFER?



It can if it's the remarkable new K5 security robot from Knightscope.

Knightscope was founded in response to the 2012 Sandy Hook Elementary School Shooting and the 2013 Boston Marathon bombing. And the company's robots have the capabilities to enhance the security of school and office campuses.

The Knightscope K5 is weatherproof, so it's built for both indoor and outdoor operations. Features include: 360-degree high-definition cameras with low-light/no-light capabilities, up to thirty days of data storage, visual and audible alarms, people detection, license plate recognition, and signal detection. Also, staff or students can use a single button on the K5 to call the school's security team. The security team will then be able to see exactly what is happening at that location by monitoring streaming video from the robot.

But how can a robot make a school safer without having the ability to automatically call the police or stop a threat in progress? The robot is both a deterrent and a distraction. The bad guys know that the robot is recording what they are doing and providing security, school resource officers, and

administrators with actionable intelligence. Also, the K5 itself has a look that bolsters your school's security presence and can even be branded accordingly.

The robot can even let you know when people have gained access to your campus in a restricted area or at the wrong time of day. And as revealed by the tragedy at the Marjorie Stoneman Douglas High School in Parkland, Florida, keeping the wrong people out of your school can prevent crime and even save lives. Knightscope's K5 can inform security personnel that an unwanted person is on the property in two ways. It can send video of the person to security personnel. It can also monitor parking lots for blacklisted license plates using its built-in automatic license plate recognition system (ALPR). If an unwanted car is on the property, the robot will send an alert.

Customers who have deployed Knightscope robots say the systems have enhanced the security of their facilities while saving them money. The robots work 24/7 and reduce the number of personnel customers need to protect their buildings and grounds.

For more information on Knightscope robots and how they can help make your schools safer, please visit www.knightscope.com

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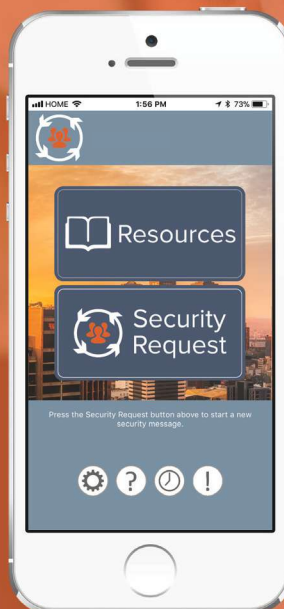
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