

# *Enhancing Our Safety procedures with*

# A.L.I.C.E.

*Common Sense, Not Common Knowledge*



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# A.L.□.C.E.

- **Alert!**, Get the word out!
- **Lockdown**, Good starting point, allows aggressive use of current technology and procedures to:
- **□nform**, communication keeps the shooter off balance, and knowledge empowers occupants to increase survivability.
- **Counter**, apply skills to distract, confuse, and gain control
- **Evacuate**, to reduce the number of potential targets for the shooter, and reduce the chances of victims resulting from friendly fire when help arrives



# Response Options

- How this program evolved:

## **Traditional Police Response:**

- **Contain and wait**
- **SWAT/SRT**  
**(Hostage/Barricade)**



# Response Options

- Columbine – April 20th, 1999
  - 14 students and 1 teacher killed
  - 23 others wounded
  - Two (2) students went on hour long rampage planning to kill 500 students and blow up the school
  - Police provided a “traditional” response



# Response Options

## ■ Post Columbine Response

### **Police Response**

- Active Shooter/Quad Training
- Push to contact
- Neutralize the threat

### **School Response**

- Lockdown Procedures



# Response Options

## ■ Current Best Practices

### **Police Response**

- Solo Engagement Training
- Push to contact
- Neutralize the threat

### **School Response**

- ALICE Training to empower or staff and students



# What are the Benefits of Lockdown?

## ■ For Police and School Admin....

- **Command**
  - *One word initiates procedure*
- **Control**
  - *Know where everyone is located*
- **Convenience**
  - *Easily administered and followed*

## ■ For the Shooter....

- **Command**
  - *Action initiates procedure*
- **Control**
  - *Procedure requires everyone to remain*
- **Convenience....**
  - *Minimal action causes desired response*

*Is this the best policy we can produce?*



# SYLVANIA SOUTHVIEW HIGH SCHOOL

Southview High School

Cougar Ln



# Any School, USA

The floor plan is divided into several sections:

- Top Section (Yellow):** Includes the Yellow Cafeteria, Yellow Guidance, and various classrooms (B101-B148). It also features a Kitchen, D26, D27, and a Nurse's office.
- Bottom Section (Green):** Includes the Green Cafeteria, Green Guidance, and various classrooms (B101-B148). It also features a Kitchen, D26, D27, and a Nurse's office.
- Right Section (Blue):** Includes the Blue Cafeteria, Blue Guidance, and various classrooms (B101-B148). It also features a Kitchen, D26, D27, and a Nurse's office.

A red dashed line with a gun icon indicates a lockdown path. A blue banner at the bottom right says "LOCKDOWN! LOCKDOWN!"

## CHANGE THIS

**LOCKDOWN!  
LOCKDOWN!**

The floor plan is divided into several colored lockdown zones: Azure, Yellow, and Green. A red dashed line outlines the Admin Hallway, which is marked with red 'X's and a handgun icon, indicating the location of the gunman. The plan includes various rooms such as classrooms (e.g., B101-B142), cafeterias, a planetarium, and administrative offices. A blue callout box on the right contains the text: 'LOCKDOWN! LOCKDOWN! GUNMAN IN ADMIN HALLWAY GUNMAN IN ADMIN HALLWAY'.

**TO THIS**

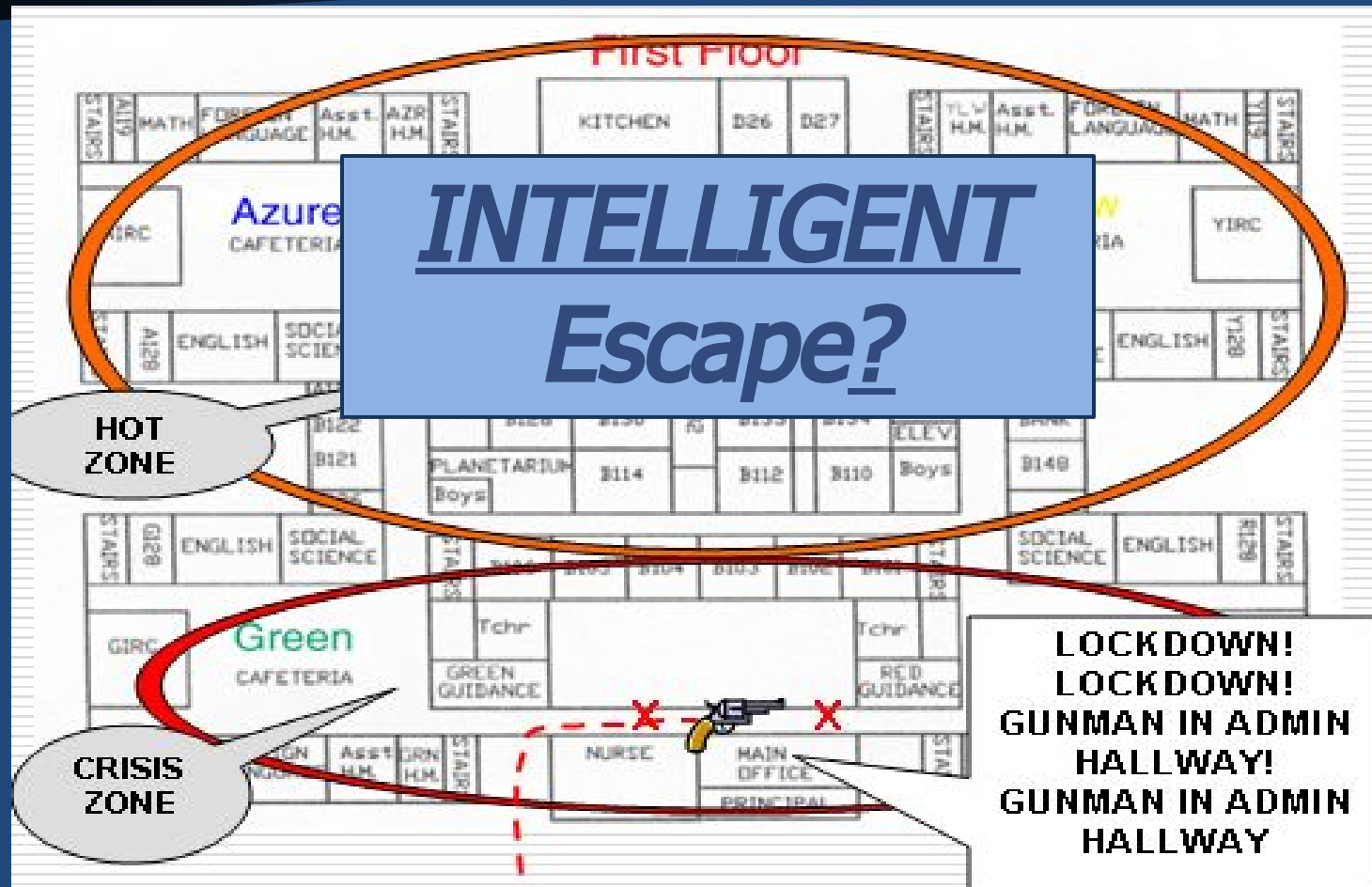
**LOCKDOWN!  
LOCKDOWN!  
GUNMAN IN ADMIN  
HALLWAY  
GUNMAN IN ADMIN  
HALLWAY**

# inform

- Continuation of the ALERT
- Provides Real-Time Information
- Allows for Good Decision-Making
- Confuses and Confounds Attacker



# Creates Zones of Varying Degrees of Danger



# *Mass Evacuation Reality:*

- Whether planned or not, a mass evacuation *will occur* during the Active Shooter event
- Natural Response
- *Little resources required, little training required*



# CASE STUDY

## Columbine H.S. Library

- Wounded Teacher tells students to hide
- Bad guys enter library at 1129 hrs, 56 people inside
- They stay in the library for 7½ minutes
- Both gunmen stop during the shooting to reload and to shoot at police outside
- In all they shoot 22 students in the library, 10 are killed
- **All the fatalities are static**, all but one are hiding under tables



# *KEY LESSONS*

- What other options were available in the Columbine Library Incident?





DIAGRAM 40







4-21-99





# Why Evacuate?

- Why is it okay to leave after the crisis, but not before the threat arrives?
- We want to empower our staff and students to make choices to increase their safety.



# **CONSIDER NON-TRADITIONAL ESCAPE ROUTES**







# Response Options

- “Intelligent” Escape may be our best choice?
- If Escape is not an option...
  - *Enhanced Lockdown* may be our best option?



# Lockdown Basics

- Trust your instincts
- You may hear an announcement
- You may hear gunfire/explosion
- You may see someone walking into the building or through the building
- A witness/student may alert you
- Do not wait for confirmation to take action



# Enhanced Lockdown

- Layers of Security
  - The first layer is locking the door
  - Secondary Door Restraint Device
  - The goal is to make ourselves a hard target



# Secondary Door Restraint Device



# Secondary Door Restraint Device



# Secondary Door Restraint Device





# Enhanced Lockdown

- Staff and Students will Stand inside room.
- Lock the door – 1<sup>st</sup> layer of security
- Barricade/Fortify Your Door:
  - SDRS/Rope/Cords - Door opens out
  - SDRS/Door Wedges - Door opens in
  - Desks
  - Chairs
  - Anyway you can make the door more difficult to breach





# *KEY LESSONS*

- *MUST BE CAREFUL NOT TO CREATE A "CHECK IN THE BOX" RESPONSE!*
- *We have options – No one right answer!*



# ABN

- *"In a moment of decision, the best thing you can do is the right thing. The next best thing is the wrong thing. The worst thing you can do is nothing." Theodore Roosevelt*

■ **ANYTHING BUT  
NOTHING!!!**



# *Action that Saved Lives*

- **Thurston High School – Kipland “Kip” Kinkel**
  - Springfield, Oregon
  - Bought gun at school, arrested and released
  - Shot and killed parents at home
  - Went to school the next day and shot 27 students killing two of them



# *Action that Saved Lives*

## ■ **Thurston High School – Kipland “Kip” Kinkel**

- One student, Jacob Ryker, who had already been shot in the chest and wounded, tackled Kinkel as he reloaded his weapon. Ryker was then shot once more by a second gun carried by Kinkel. Several other students then assisted and subdued Kinkel until police arrived. **Ryker survived the shooting.**
- Kinkel fired a total of 51 rounds before being subdued but possessed a total of 1127 rounds
- When arrested...

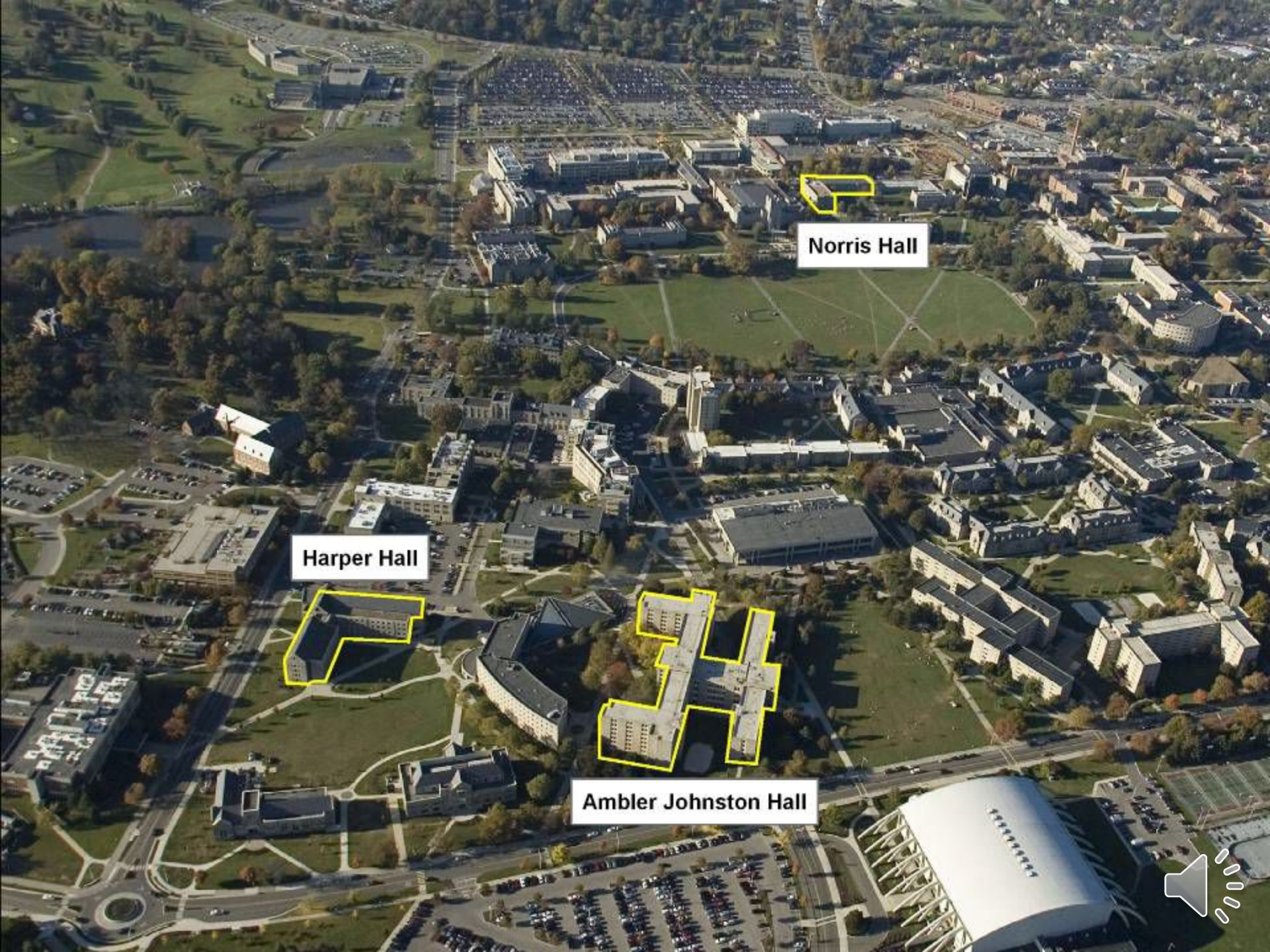




# *Action that Saved Lives*

- **Virginia Tech – Seung-Hui Cho (April 16<sup>th</sup>, 2007)**
  - Cho began by shooting two students in their dorm.
  - Later, while the double homicide was being investigated by police, Cho went to Norris Hall and chained the main entrances.
  - Cho then went to several classrooms and began to open fire on students many of them at point blank range.
  - Cho went back to many of the classrooms a second time to kill any students who were still alive. Two wounded students barricaded the door of their classroom preventing Cho from re-entering.
  - A professor of another class held his door shut and instructed his students to exit through 2<sup>nd</sup> story windows. **All of the students who jumped survived.**





Norris Hall



Harper Hall



Ambler Johnston Hall



# Hallway in Norris Hall



# Classroom in Norris Hall



# The LESSON from Virginia Tech:

**2 Killed vs. 28 Killed**

**3 Wounded vs. 14 Wounded**

**Proactive = 5 vs. Passive = 42**

<b>Room 210</b> <b>No Class</b>	<b>Room 206</b> 1 <sup>st</sup> room entered  <b>Killed – 10</b> <b>Wounded - 2</b>	<b>Room 204</b> 10 of 16 Students exited windows w/ 6 injuries. 4 shot, 1 fatal.  <b>Killed – 2</b> <b>Wounded - 3</b>	<b>Room 200</b> <b>No Class</b>
<b>Killed 1</b>			
<b>Room 211</b>  <b>Killed – 12</b> <b>Wounded - 6</b>	<b>Room 207</b> Barricaded after first engagement  <b>Killed – 5</b> <b>Wounded - 6</b>	<b>Room 205</b> Barricaded before entry – no entry made. No gunshot injuries.  <b>Killed – 0</b> <b>Wounded - 0</b>	

*Data from Chapter 8, Virginia Governor's  
Report on Virginia Tech. (Kevin Granata - Hallway)*



# Exterior of Norris Hall



# 2<sup>nd</sup> Story Classroom Window



# The LESSON from Virginia Tech:

**2 Killed vs. 28 Killed**

**3 Wounded vs. 14 Wounded**

**Proactive = 5 vs. Passive = 42**

<b>Room 210</b> <b>No Class</b>	<b>Room 206</b> 1 <sup>st</sup> room entered  <b>Killed – 10</b> <b>Wounded - 2</b>	<b>Room 204</b> 10 of 16 Students exited windows w/ 6 injuries. 4 shot, 1 fatal.  <b>Killed – 2</b> <b>Wounded - 3</b>	<b>Room 200</b> <b>No Class</b>
<b>Killed 1</b>			
<b>Room 211</b>  <b>Killed – 12</b> <b>Wounded - 6</b>	<b>Room 207</b> Barricaded after first engagement  <b>Killed – 5</b> <b>Wounded - 6</b>	<b>Room 205</b> Barricaded before entry – no entry made. No gunshot injuries.  <b>Killed – 0</b> <b>Wounded - 0</b>	

*Data from Chapter 8, Virginia Governor's  
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# Response Options

We cannot make a violent encounter perfect, but we can make it better than it could have been



# Response Options

## Remember:

- *Intelligent Escape* can be our best option, if possible?
- Enhanced Lockdown
  - Barricade/Fortify
- Counter – SWARM (Grades 7-12)





# Guide for Preventing and Responding to School Violence

2<sup>nd</sup> Edition



## SECTION 5

# DURING A MAJOR CRISIS

Sections 5 and 6 provide suggestions for responses during and after school crises in which one or more individuals have been victimized by violence.

### The Role of School Administrators, Teachers, and Staff

#### Immediate Response

1. At the onset of a situation, the following things need to happen as close together as possible. Responding personnel will have to use individual judgment as to what they can and should do first, keeping in mind that their primary role is taking care of children at risk.
2. **Get students out of harm's way.** When possible, get in touch with the appropriate school authority or person on the crisis management team to determine whether evacuation or lockdown is the appropriate response. Teachers should make decisions about lockdown or evacuation on their own only in life-threatening situations, as specified in the school crisis management plan.
3. Use doors that lock from the inside only in cases where lockdown is the safest option. In an active shooter situation, only evacuate if the location of the shooter is known and an exit is easily accessible to students, such as a window that can be opened or broken.
4. Assess whether anyone is injured and the severity of

#### Active Resistance

Active resistance is fighting back with any objects of opportunity, such as chairs, desk, and books. **Active resistance is a last resort and should only be used if potential victims are trapped in a room with an active shooter, there are already victims, and all other personal survival recommendations are no longer an option.** There have been cases where active resistance has been successfully used, such as a shooting in Springfield, Oregon.

#### Implementing the Crisis Management Plan

Depending on the nature of the emergency, either law enforcement or the fire department will be in charge of the incident.

1. Secure all areas for student and staff safety until the police arrive.
2. Be aware that the site may be a potential crime scene. Avoid unnecessarily tampering with or disturbing evidence. To the extent possible, leave all objects exactly as they are to protect evidence for law enforcement investigations. Discourage others from disturbing potential evidence.
3. Tell emergency responders where the school staff command post is located.
4. Direct arriving families to the designated place where they can receive information.
5. Do not dismiss students to unknown care.
6. In the case of a lockdown, have a sign-out sheet to monitor which students have been picked up by





# ACTIVE SHOOTER HOW TO RESPOND



# HOW TO RESPOND WHEN AN ACTIVE SHOOTER IS IN YOUR VICINITY

Quickly determine the most reasonable way to protect your own life. Remember that customers and clients are likely to follow the lead of employees and managers during an active shooter situation.

## 1. Evacuate

If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Prevent individuals from entering an area where the active shooter may be
- Keep your hands visible
- Follow the instructions of any police officers
- Do not attempt to move wounded people
- Call 911 when you are safe



## 2. Hide out

If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.

Your hiding place should:

- Be out of the active shooter's view
- Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door)
- Not trap you or restrict your options for movement

To prevent an active shooter from entering your hiding place:

- Lock the door
- Blockade the door with heavy furniture



### 3. Take action against the active shooter

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Committing to your actions



# Overall Goal

- **To provide a range of options and communications in order for occupants to make the best decision for their safety**



# Response Options

## How?

- *Intelligent Escape* can be our best option, if possible?
  - Consider non-traditional escape routes
  - Counter options as you exit
- Enhanced Lockdown
  - Barricade/Fortify
- Counter – SWARM (Grades 7-12)



# Questions

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