

Evanston Township High School Safety Training

Thursday, January 17, 2019

0800-1600



I. Introduction

Tom

- A. Instructor Background & Bios
- B. History of HSTI & SLEA at COD
- C. Schedule & Housekeeping Issues – plan for the day.
 - 1) Breaks, bathrooms, & lunch information
 - 2) Break 10:00-10:15, lunch 12-12:45, break 2:30-2:45

Tentative Schedule

0800 – 0900 I, II, III, IV & V (Tom)
0900 – 1000 VI (Bruce)
1000 – 1015 (***Morning Break***)
1015 – 1115 VII, VIII & IX (Jim)
1115 – 12 Noon X (A-E) (Tom) & X (Part F) (Bruce)
12 Noon – 1245 (***LUNCH***)
1245 – 1345 XI (Jim) Exercise on Basketball Court
1345 – 1430 XII (Tom)
1430 – 1445 (***Afternoon Break***)
1445 – 1545 Bag Search Practical Exercise (Bruce & Jim)
1545 – 1600 XIII (Tom)
Review, Questions & Evaluations

II. Legal Authority

Tom

A. Jurisdictional limits on and off campus

B. Local policies and procedures

1) What is expected of you & what is not?

C. In Loco Parentis



III. Responsibility in the School Environment Tom

- A. Student as our #1 client
- B. Service Concept
- C. Professional & Polite at all times
 - 1) Appearance, uniform language & demeanor
 - 2) Engagement – friendly, fair (but firm)

“SQUARED AWAY”



* Role Play & Examples

D. Positive Contacts/Role Model

E. Mentoring (to students)

F. Ethical Behavior/Officer Conduct

G. Sensitivity to Campus Issues

1) “Situational Awareness”

2) The “Big Picture”

3) Intelligence, social media

4) We don’t operate in a vacuum

“How are YOU doing?”



IV. Relationships with **ALL** Constituent Groups Tom (Stakeholders)

A. Where do **YOU** “fit in”?

- 1) Responsibility to the Building Principal
- 2) Relationship to Faculty
- 3) Relationship to other support personnel
- 4) Relationship to Students
- 5) Relationship to Families (PTA, Booster Clubs) & Visitors
- 6) Relationship to Police & SROs (Good relationships are KEY!)

** . On duty (Uniformed, Plainclothes, Undercover), off duty Police?

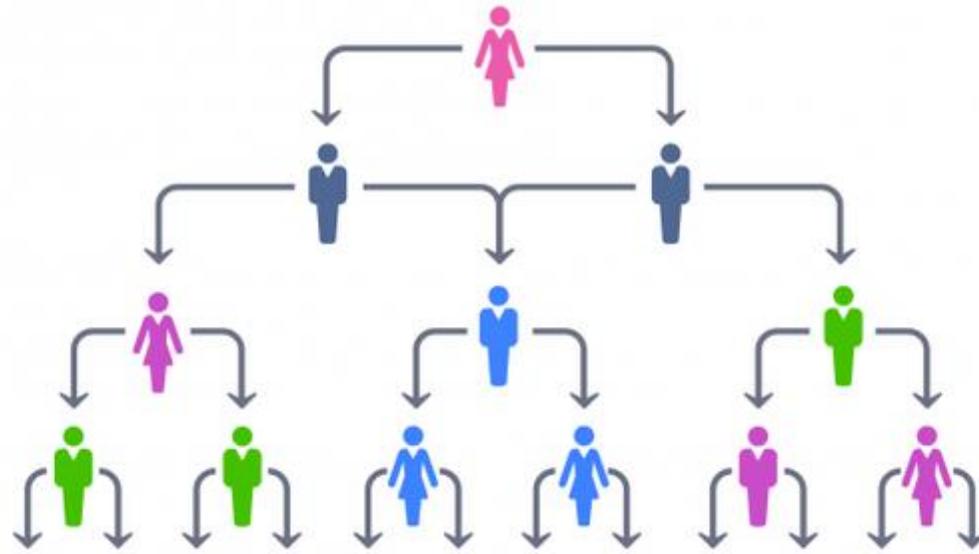
V. Structure and Organization

Tom

A. Chain of Command (Everyone has a boss)

B. Command, Control, and Communication are your three keys.

- 1) Identify a decision-maker with the authority to act. Make sure that others know and respect that he or she is in charge.
- 2) Ensure that decisions can be effectively communicated to those who need to know.
- 3) Plan for contingencies in case a designated decision-maker is unavailable during an emergency, whether they are out sick, on vacation, at lunch, or away from the office for a meeting. Develop a succession list or chain of command in the event of an absence, even a temporary one.
- 4) Be able for all present, as well as your organization's leadership, to ascertain who is in charge at any given point, whether it is the designated decision-maker or someone else in the chain of command.



- C. Unity of Command (Unified Command – NIMS)
 - D. The Question Is - “Who Is in Charge -- of What?”
 - E. You need to know who is the “go-to person” if there is a problem with the event, or the lights, or any given contingency. The roles need to be clarified. You’ve got to be clear on those responsibilities.
 - F. Decision Making Ability (What authority do you have?)
- ** Pull fire alarm? Refuse entry? Call an ambulance? Call “Lock-Down”?

VI. Special Events

Bruce

A. Graduation, Prom, Football Games, Basketball Games, others?

B. Crowd and Event Management

- 1) Separate but connected things (the crowd-type & size, the venue & the event)
- 2) Have to pre-plan for the event itself **AND** for an emergency during the event

- * Those “pre-plans” have to be well known by everyone who has a need
- * Those “pre-plans” need to be kept confidential too

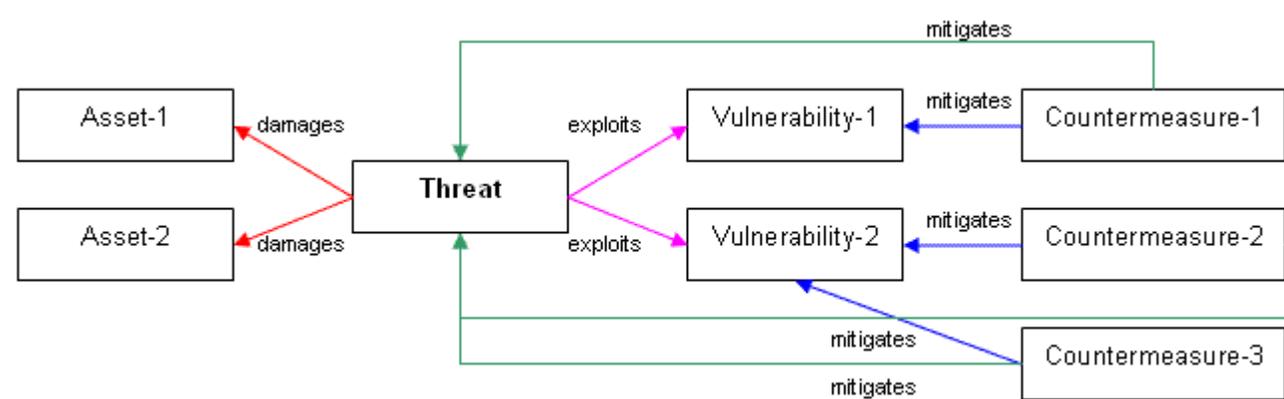




C.

- 1) Take NOTHING for granted
- 2) Type of event
- 3) Location of event
 - i. Home or away
 - ii. Inside or outside
- 4) Current intelligence
- 5) Weather Forecast
- 6) Day or night?
- 7) Expected numbers





D. Risk, Vulnerability & Threat Analysis

1) Risk = Threat x Vulnerability x Consequences

- i. Risk is the possibility of an unwanted outcome
- ii. Threat is the communicated potential or intent to harm
- iii. Vulnerability is an attribute susceptible to exploitation or damage

2) What problems are anticipated?

3) History of issues (rivalry?)

4) What kind of staffing is needed?

5) What kind of equipment is needed?

6) We control what we can, when we can (minimize, avoid, control)

7) We accept that there ARE risks

8) What is the LIKELIHOOD of something bad happening?

COMMAND POST



E.

- 1) Incident Commander (Event Commander)
- 2) CP can be “mobile”
- 3) Wherever the IC is = CP
- 4) Who is in charge????????????????????

F. Equipment & Situational Awareness

- 1) You must know the street address of your location, “common name” (and door number) in case you have to call 9-1-1.
- 2) Where are the fire extinguishers, AED, & fire pull-station? Who can silence the fire alarm?
- 3) Security must inspect their area of responsibility for proper equipment
- 4) Radios
- 5) Vests
- 6) Pre-stage materials and equipment that will be needed in an emergency
- 7) “Little Red Wagon”: Whistles, Radios, flashlights, batteries, first aid kit, AED, Narcan, fire extinguisher, bull horn, medical rubber gloves, safety vests, orange traffic cones, roll of yellow “Caution” tape, rolls of masking tape



- G. Perimeter control (define the boundaries of the venue/event)
- 1) What are you responsible for?
 - 2) Where does the school's responsibility end?
 - i. Time frame (start & end)
 - ii. Geographical boundaries
 - iii. Situation type (crime, violation of school rules)



- H. Access Control
 - 1) Who is allowed where & when
 - 2) Utility and janitorial closets should remain locked at all times, as should boiler rooms, mailrooms, computer areas, switchboards and elevator control rooms.
 - 3) 3 areas: #1 Event itself (include locker rooms, dressing rooms), #2 Inner, & #3 outer perimeters
 - i. Entry gates & times they open (early is better than late)
 - ii. Off-limits areas
 - iii. Regular Exits
 - iv. Emergency exits
 - 1. Have to get people out & emergency responders in
 - v. NOTE: Large dense gatherings of people are a tempting target for bad actors from terrorists to drive-by shooters and pick-pockets. Tempers can flare in hot weather too!

- I. Signage, documentation, and site procedures
 - 1) People will usually do what you ask of them
 - 2) They actually want authority figures to give directions
 - 3) Consistently - inconsistent
 - i. People crave consistency
 - ii. Like TSA, we mix things up a little to keep the bad guys on their toes
 - iii. Every person, every other, every 3rd, let 5 go through?
 - 4) Clear, large, & plenty of “signage” (re-usable signs)
 - i. NO RE-ENTRY
 - ii. BAG CHECK AHEAD
 - iii. Arrows up, down, left & right
 - iv. “Emergency Exit Only”
 - v. “Authorized Personnel Only”
 - vi. PROHIBITED ITEMS:
 - 5) Traffic control
 - i. Vehicles & pedestrians DO NOT MIX (especially at night)
 - ii. “Buffer Zones”
 - iii. Cones, barricades, flashlights, & vests,



J. Security Posture

- 1) High Visibility, easily identifiable, professional UNIFORM (Green vests?)
 - i. Consider how black gloves, mirrored sunglasses, visible police type gear look
- 2) “Meet and Greet” strategy - instead of authoritarian.
- 3) Our aim to be engaged with the crowd.
 - i. Go out there high-fiving, shaking hands, asking people how they’re doing, and telling the crowd “We are here to keep you safe.”
 - ii. Harder to get away with something if they know – you know – who they are
 - iii. Harder to disobey or hurt someone you have a relationship with

- K. Identify allies & make NEW friends in the crowd
- L. Identify (isolate) the people who are there to cause problems.
- 1) They tell you, they have in the past, 6th sense? (accusations of profiling?)
 - 2) Plan to monitor them (refuse entry?)



VII. Sports Specific

Jim

- A. Provide protection for game officials.
- B. Arrange for a school representative to meet the officials and have a special room where the officials can have their pre-game conference.
- C. Provide escort on and off the field or court.
- D. Ensure that officials are treated well after the game and escorted to their car or have a place of safety as soon as the contest is over.
- E. Artificial noise-makers should not be used in gymnasiums. Air horns prohibited



- F. A special supervised area should be provided for buses of visiting teams.
- G. Cameras recording the contest should be kept on until the teams clear the competition area, and spectators are gone (document any incidents)
- H. Liability
 - 1) Parents, fans roaming the sidelines of a football game getting hit by a player (Improper standards of crowd management - Gallagher v. Cleveland Brown Football Team 1996 Ohio Case)
 - 2) We have a DUTY to protect people from foreseeable danger (football sideline, exposed electrical cord, locked gates, locked fire doors, etc...

VIII. Miscellaneous Issues

Jim

- A. Fire alarm activations, emptying school gymnasium, fire apparatus responding (worse if actual smoke/fire due to panicked crowd)
- B. Have to SECURE doors. Lock everything you don't want people to visit.
- C. Ability to broadcast on school PA system, outside?
- D. Watching CCTV
- E. Drones over football stadiums
- F. Security FACING the crowd (not the players on the field)
- G. All-Hands "Battle Stations" in case of emergency - as well as posts, patrol zones and break schedules

IX. Disturbances

Jim

A. Interference with School (Athletic) Events

- 1) Intoxicated students / visitors (minor/adult)
**Duty to care for?
- 2) Loitering
- 3) Disruptive Presence (flashing gang signs)
- 4) Fighting / Posturing - Citations/Arrest
- 5) Smoking



X. Concerns

Tom

A. Assault Threats

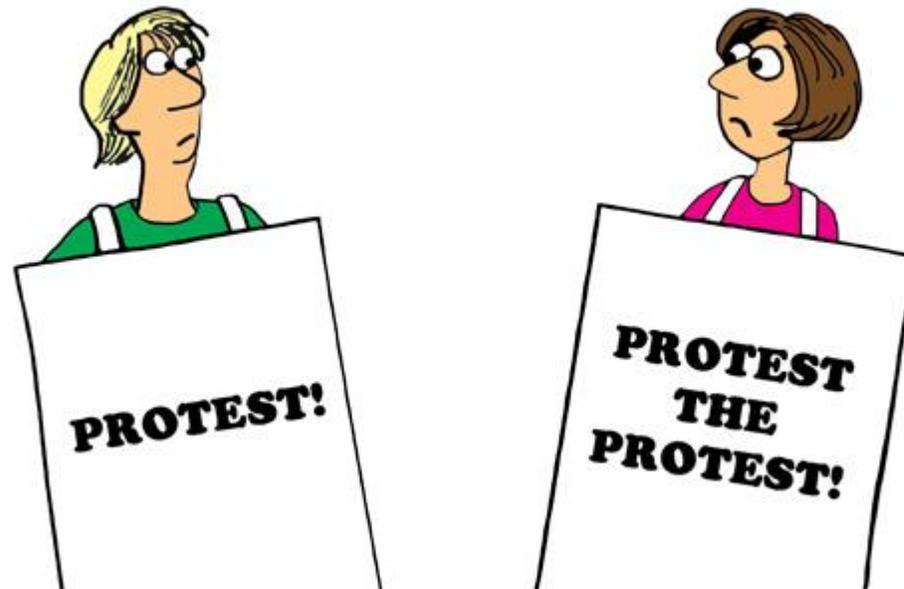
B. Battery Force-Violence

C. Local (Gang Activity, Crimes)

D. Crowd behavior/dynamics

- 1) Panic, stampede during fires or during shooting
- 2) Increased emotions among spectator crowds, especially when there are intense rivalries between playing teams.
- 3) "de-individuation", the individual loses his or her identity within the group. It becomes safer to express anger and hostility in that group dynamic. (easy to do if anonymous – good to have video to remove that anonymity)
- 4) Less adult supervision.
- 5) Crowds often will self-police and not tolerate trouble makers.

- E. Protesters (1st Amendment)
- 1) Peaceful vs. Anarchist
 - 2) Tolerance & Restraint
 - 3) Limits, line in the sand



F. Terrorism – Danger

1) Suspicious people may often be identified by their behavior. While no one behavioral activity is proof that someone is planning to act inappropriately (and many of the following behavioral indicators are perfectly consistent with innocent behavior), these factors can help you assess whether someone poses a threat. Behavioral factors to watch for include:

- i. Nervousness, nervous glancing or other signs of mental discomfort/being ill-at-ease. This may include sweating, "tunnel vision" (staring forward inappropriately). This may also include repeated entrances and exits from the building or facility.
- ii. Inappropriate, oversize, loose-fitting clothes (e.g., a heavy overcoat on a warm day).
- iii. Keeping hands in pockets or cupping hands (as in holding a weapon or triggering device).
- iv. Constantly favoring one side or one area of the body as if wearing something unusual/uncomfortable (e.g., a holster). Pay attention to a person constantly adjusting waistbands, ankles, or other clothing. Projected angles under clothing may also be indicative of a firearm, e.g., at the waist or the ankle.

v. While, again, no one factor is a certain indicator of a problem, once a problem is identified, security personnel have three options:

- 1) do nothing,
- 2) investigate and decide whether to take emergency steps, or
- 3) immediately take emergency steps.

***This is a decision only you can make in light of the circumstances, your personal comfort level and safety considerations.

vi. If you choose to investigate, greet the person in a friendly fashion, asking "Can I be of assistance?" Evasive or unusual answers may trigger your emergency procedures.

vii. ***If you remain suspicious, trust your instincts***.



XI. Crisis Response (Exercise Gym) Jim

A. First 30 Seconds of a Crisis / Emergency is CRITICAL

B. EVERY situation is different – BASIC skill sets (tools)!

C. Have an “*all-hazards*” approach in place to deal with any emergency or unplanned event.

1) Lightning, tornado warning, other weather event

2) Medical crisis

3) Smoke or Fire

4) Power outage, structural collapse (bleachers)

5) Act of violence (gunshots/shooting in the area)

6) Fights in the stands, lobby or outside

- 7) Bomb threats (phone, social media, 3rd party)
- i. There are three choices available to the decision-making authority after an explosive threat is received:
 - a. Evacuate immediately.
 - b. Search and evacuate as needed.
 - c. Continue normal operations.

 - ii. In all three cases, law enforcement should be notified immediately. Do not conduct your own search until after the police have arrived and advised you to do so.



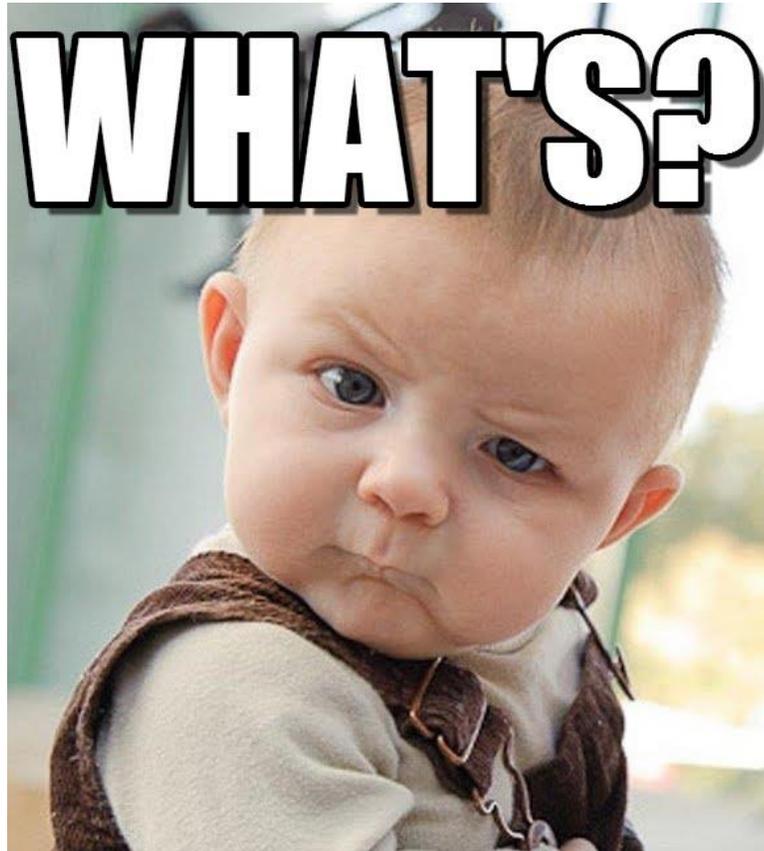
- iii. All things considered, evacuation is the safest policy given the potential risk to human life and safety.

While there is always the possibility that an evacuation will encourage copycat threats in the long run, you can reexamine your policy if you later determine that phone-in threats are being used only for harassment.

There are additional reasons to favor an immediate evacuation policy:

- 1) You avoid having to make that same, very difficult decision under even more trying and extreme circumstances in the future (just follow the policy).
- 2) While the statistical probability is that any threat is false, such threats have in fact led to explosives being discovered and tragedy avoided.
- 3) Stakeholders may react badly to your institution's decision not evacuating immediately.
- 4) In the absence of an evacuation, an explosive threat caller may feel ignored and choose to escalate their activities.

- 8) Suspicious packages / bags (unattended backpacks)
 - i. That's why you may want to limit backpacks in the event!
- 9) Weapons found / displayed on Campus
- 10) Trespasser(s)



R.E.S.P.O.N.D.

D. Consider the R.E.S.P.O.N.D. Model

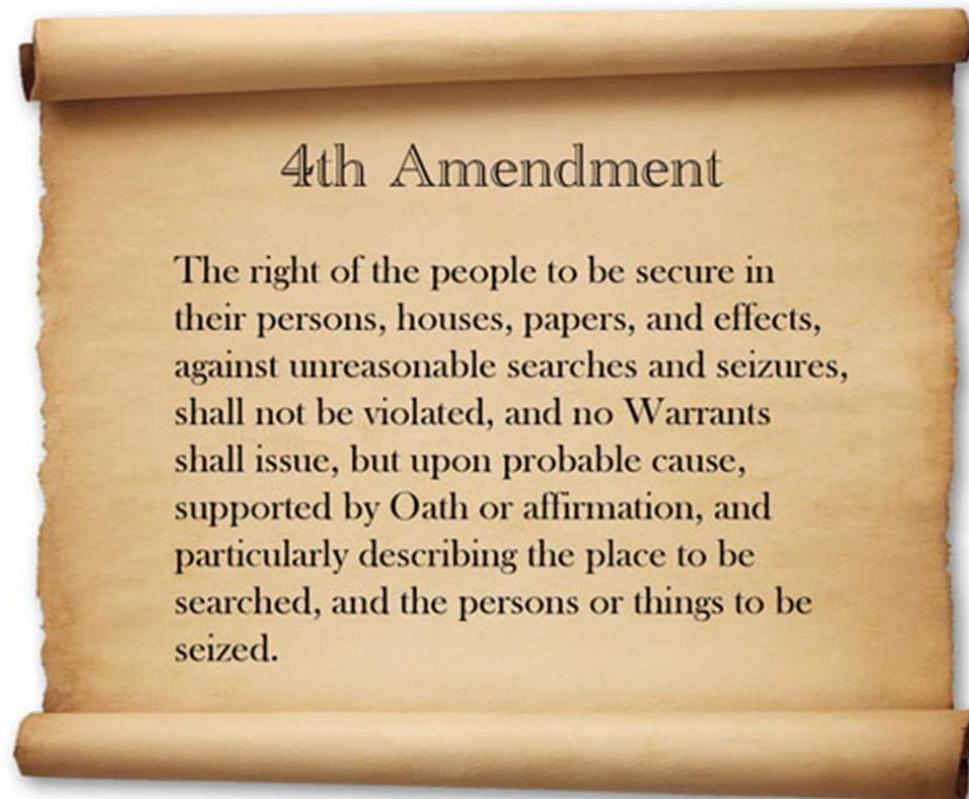
- 1) **R**eport to the scene
- 2) **E**valuate the situation
 - i. Need for back-up?
 - ii. Need for school officials?
 - iii. Need for Police, Fire, EMS?
- 3) **S**tabilize & prevent it from getting worse
- 4) **P**reserve life, safety, and the learning environment
- 5) **O**rganize your response
- 6) **N**ormalize the situation
- 7) **D**ocument / Debrief (write the reports, learn what went right & wrong)
*** Let your supervisor know!!!



XII. Search & Seizure

Tom

- A. Public schools = still the government (4th Amendment)
- B. Consensual Encounters, Detentions and Citizen Arrests (Emergencies)
- C. School officials (non-sworn) **not** held to the same standard as peace officers



D. Searches:

1) Bag searches

2) https://www.youtube.com/watch?v=47Q9_x8Y1G4

(6:12) DHS Bag Searching Instructional Video

i. <https://www.dhs.gov/video/check-it-bag-check-video>

ii. <https://www.dhs.gov/sites/default/files/publications/sports-venue-bag-search-guide-508.pdf>

DHS Guide

- 3) Every bag, every other, every 5th (fair but random pattern)
- 4) Equipment: table, gloves, flashlight, stick & plastic bins
- 5) Elderly, young children & Special Needs considerations
- 6) Separate express-lane for people with “No Bags”
- 7) Searches done in FULL VIEW of the owner
- 8) Have the OWNER open the bag to show you, un-zip zippered compartments
- 9) Everything falls into 1 of 4 categories: Allowable, Illegal, Prohibited or Suspicious
- 10) Removing Injurious / Dangerous Objects
 - i. Firearms, Knives, Mace, Gasoline, Umbrellas, Sticks, Swords, Glass Bottles
 - ii. Alcohol, Drugs, Needles, Lighters, Cigarettes, Vaping
 - iii. Disposal?
- 11) Removing Prohibited Objects
 - i. Lockers to temporarily store? People need to bring outside to car?
- 12) Prohibited Searches
 - i. Strip Searches (Re-arrange Clothing) Use of Force by School Officials

- E. Seizure:
- 1) To Protect (Good Faith)
 - i. To protect others
 - ii. To protect from self-harm (suicidal, intoxicated falling down, medical)
 - 2) To Detain (Seizure)
 - 3) Articulation (Being able to explain in the moment for the camera & in reports)



XIII. Student Discipline Process

(Write Ups, Expulsion/Suspension)

- A. Harassment, Bullying, Threats or Intimidation
- B. Sexual Harassment
- C. Hate Crimes
- D. Special Education Concerns

Wrap-Up