

# Citizen Response to a Violent Intruder

**A**lert   **L**ockdown   **I**nform   **C**ounter   **E**vacuate

**ALICE** is based on premise that information, authorization, and proactive training are the key to surviving the Active Shooter.

- **Alert:** all are authorized to announce, no codes are used
- **Lockdown:** must include barricade training
- **Inform:** use technology to provide play-by-play information
- **Counter:** interrupt the skill set needed to shoot accurately
- **Evacuate:** get away from danger if possible

# *Passive vs. Proactive Response Strategies*

## **Why is Citizen Preparation in Proactive Response Necessary?**

- 25 years of *mass shooting* events have yielded a national average for the response time of Law Enforcement to an Active Killer scene.
- How long:

# Why is Citizen Preparation in Proactive Response Necessary?

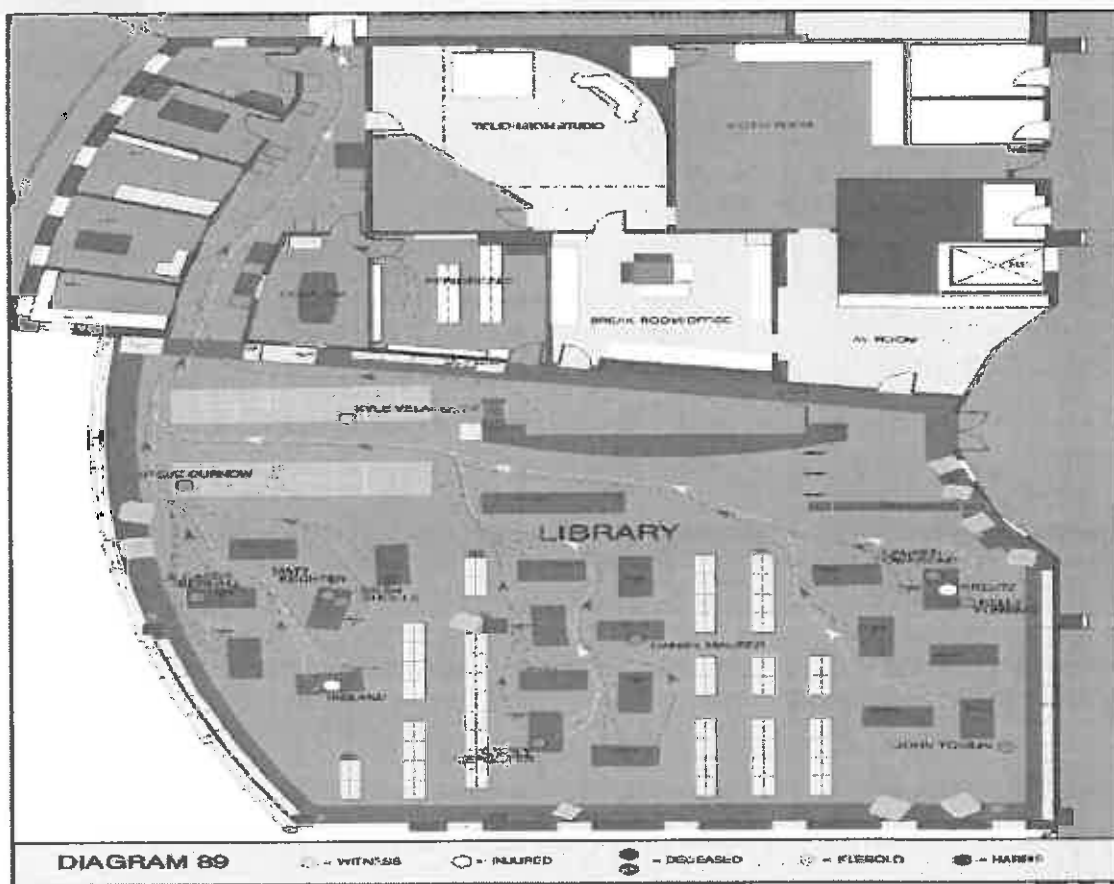
- 25 years of *mass shooting* events have yielded a national average for the response time of Law Enforcement to an Active Killer scene.
- How long:

**5-6 Minutes**

# 14 Years of Passive Response Strategies

	Columbine Library 1999	Virginia Tech 2007	Sandy Hook 2013
Number of Bad Guys	2	1	1
Minutes of Shooting	8.5	8	5
Numbers Present	56	Approx. 100	Approx. 50
Age of Victims	Minors	Adults	Minors and Adults
Casualty Percentage	About 50%	About 50%	About 50%
Number Wounded	12	17	2
Number Killed	10	30	26

# Why did 54 students STAY for 5 minutes?



# Should they have STAYED?



**Is this really all they need to know in order  
to respond to a Violent Intruder?**



# Why they need to know more:

## Attack Resolution

The NYPD organized attack resolutions in the active shooter data set into four categories: applied force, no applied force, suicide or attempted suicide, and attacker fled.

Table 2 shows that the vast majority of attacks in the active shooter data set ended violently, either by force applied by law enforcement, private security, bystanders, or the attackers themselves. Only 14% ended without applied force, such as by a negotiated surrender.

*Table 2: Number of Incidents by Incident Resolution*

Resolution	Number of Incidents	Percentage
Applied Force	93	46%
No Applied Force	28	14%
Suicide/Attempted Suicide	80	40%
Attacker Fled	1	1%
Total	202	100%

# Why they need to know more:

## Attack Resolution

The NYPD organized attack resolution categories: applied force, no applied force

Table 2 shows that the vast majority of attacks are resolved violently, either by force applied by the police or by the attackers themselves. Only 1% of attacks are resolved by surrender.

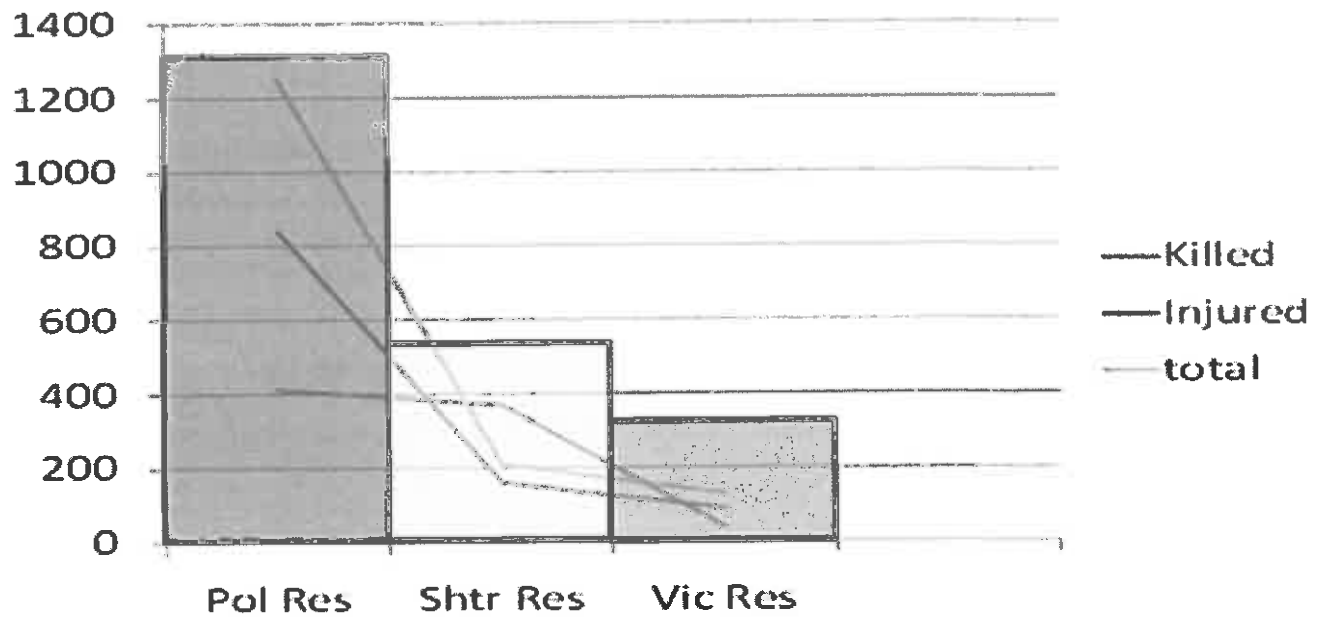
If it is going to take an aggressive act to stop the killing, who do we hope is committing this act first?

*Table 2: Number of Incidents by Incident Resolution*

Resolution	Number of Incidents	Percentage
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Suicide Attempted Suicide	80	40%
Attacker Fled	1	<1%
Total	202	100%

# Casualties by Category Since 1966

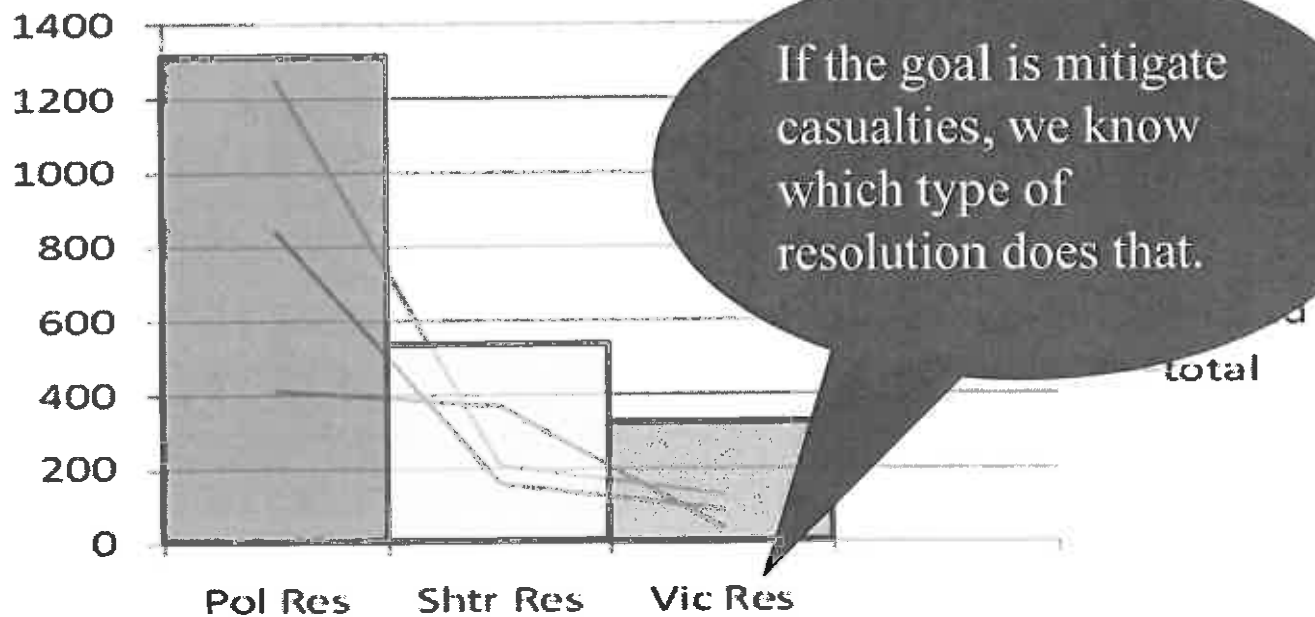
Note: Graph includes Beslan casualties



Courtesy of Bill Barchers, [www.hardtactics.com](http://www.hardtactics.com)

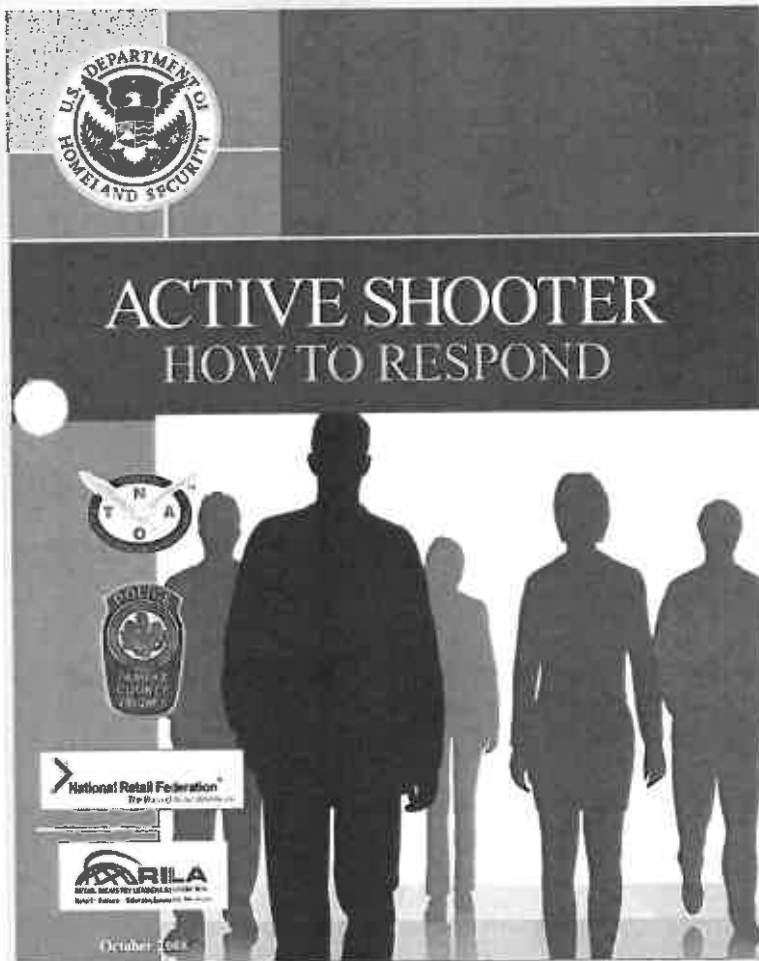
# Casualties by Category Since 1966

Note: Graph includes Beslan casualties



Courtesy of Bill Barchers, [www.hardtactics.com](http://www.hardtactics.com)

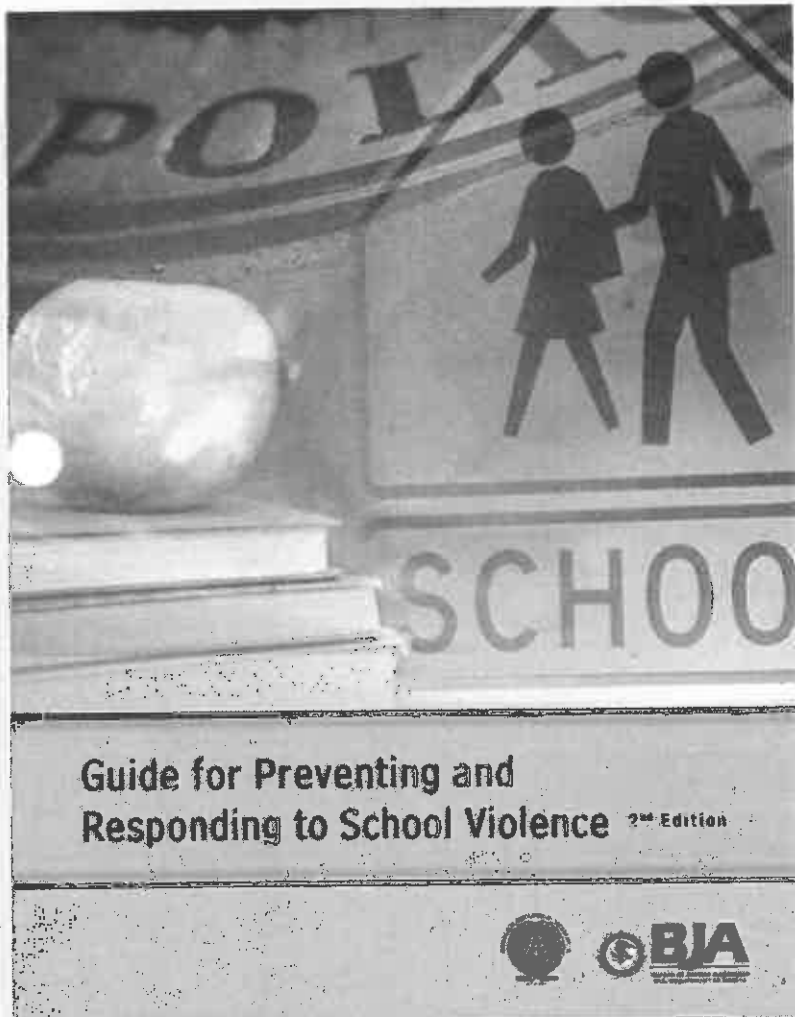
# There is now a movement towards Proactive Response at official levels:



## DHS Recommendations

- October 2008
- Known as the 3-Outs Program
  - Get Out
  - Hide Out
  - Take Out

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## IACP Recommendations

- October 2009
- Do not have a one-size fits all plan.
- Teachers choose to Evacuate or Lockdown
- Authorize decisions to be made
- Active Resistance is an option

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New York City Police Department

# Active Shooter

*Recommendations and Analysis  
for Risk Mitigation  
2012 Edition*

Raymond W. Kelly  
*Police Commissioner*



# NYPD

## Recommendations Jan 2012, 2013

### Training:

- Train building occupants on response options outlined by the Department of Homeland Security in "Active Shooter: How to Respond" when an active shooter is in the vicinity:<sup>4</sup>
  - **Evacuate:** Building occupants should evacuate the facility if safe to do so; evacuees should leave behind their belongings, visualize their entire escape route before beginning to move, and avoid using elevators or escalators.
  - **Hide:** If evacuating the facility is not possible, building occupants should hide in a secure area (preferably a designated shelter location), lock the door, blockade the door with heavy furniture, cover all windows, turn off all lights, silence any electronic devices, lie on the floor, and remain silent.
  - **Take Action:** If neither evacuating the facility nor seeking shelter is possible, building occupants should attempt to disrupt and/or incapacitate the active shooter by throwing objects, using aggressive force, and yelling.

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## The State of Alabama Active Shooter Response

### Strategic Plan

February 2013



# AL Gov't and Homeland Security

- February 2013
- Specifically names ALICE and Run, Hide, Fight as official State recommendations for AS response plans.

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## School Safety Task Force

Recommendations and Resources



Local Partnerships are Vital in Managing School-based Critical Incidents

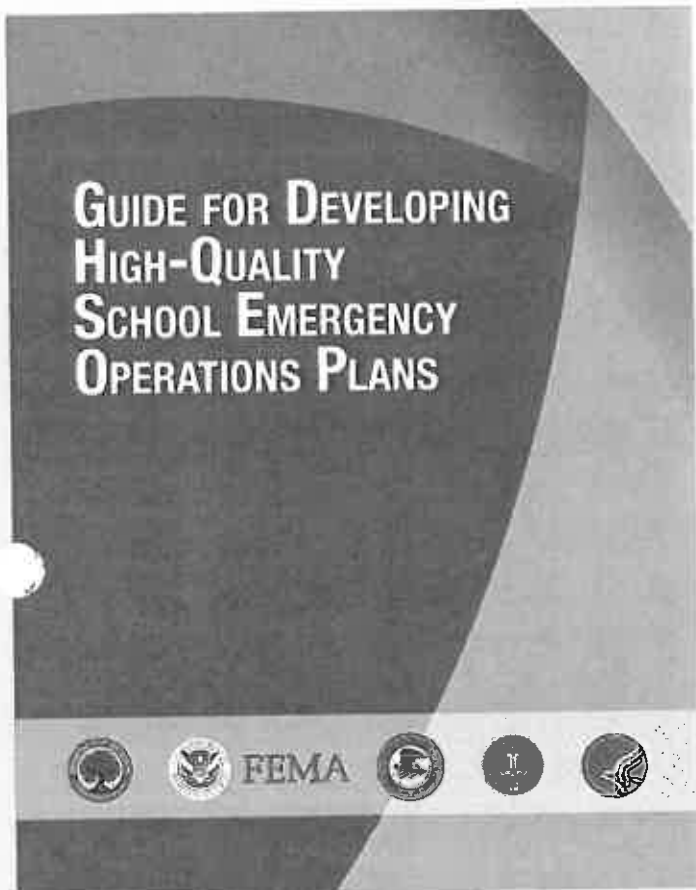
June 2013

 MIKE DEWINE  
GOVERNOR OF OHIO

# Ohio Attorney General and Safety Task Force Recommendations

- June 2013
- Lockdown does not mean stand-alone defensive strategy of Securing in Place
- Evacuate, Barricading, Counter
- For Staff and Students

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## US Dept. of Ed REMS Recommendations

- June 2013
- Has to be the end of LOCKDOWN only as the response plan for schools.

**Are your plans in agreement with these recommendations, or contrary?**

**ALICE has led this movement since 2001.**

[alicetraining.com](http://alicetraining.com)

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# Usual Opponent Concerns:

1. There could be more than one shooter.
2. They could run into the shooter if they evacuate.
3. How will we account for those who left?
4. Who will be liable?
5. Small children aren't capable. "Stranger Danger"?
6. Special Ed is not addressed.
7. Rally Point could be a secondary attack location.
8. Evacuating folks will get in the way of police.
9. How will police distinguish friendlies from shooter if they get the gun away?
10. Counter Strategies are ridiculous

# Questions?

**Thank you and Stay Safe!**

**Need more information or  
host requests:**

**330-661-0106**

**[www.ALICEtraining.com](http://www.ALICEtraining.com)**



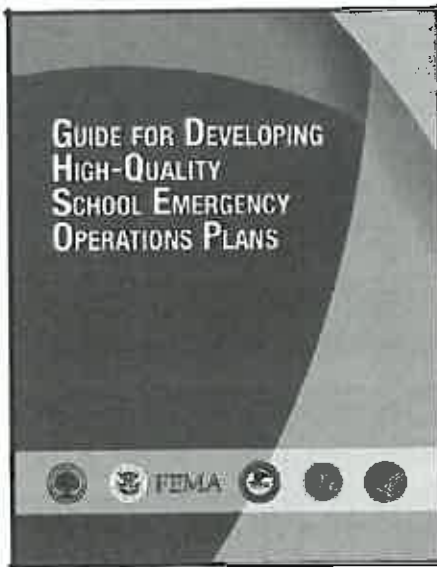
# Active Shooter Recommendations

## U.S. Department of Education (2013)

A "Lockdown Only" response to an Active Shooter  
No Longer meets Government Recommendations

ALICE Training Institute  
Medina, OH 44256  
[www.alicetraining.com](http://www.alicetraining.com)

*File: 3129 US Department of Education (11.2014)*



## US Department of Education (2013)

- *Guide for Developing School Emergency Operation Plans*

## Agency Participants in Authoring this Document

- U.S. Dept. of Education (US Dept. of Ed)
- U.S. Dept. of Health and Human Services (DHHS)
- U.S. Dept. of Homeland Security (DHS)
- U.S. Dept. of Justice (DOJ)
- U.S. Federal Bureau of Investigation (FBI)
- U.S. Federal Emergency Management Agency (FEMA)

See what this government Agency recommends for Active Shooter response.

### Findings

In its 2007 publication, The US Department of Education's guidance for active shooters response was limited to lockdown. The 2013 edition expands the guidance to include multiple options that go beyond lockdown including Run, Hide or Fight. It also recognizes that staff and students may have to use more than one option and that the decision to do so should be made using their own judgment.

### Background

On June 18, 2013, Vice President Biden released new guidelines for school safety that align and build upon years of emergency planning work by the Federal government. This guide incorporates lessons learned from recent incidents, and responds to the needs and concerns voiced by stakeholders following the recent shootings in Newtown, CT.

### Lockdown is no Longer Enough

*"You can run away from the shooter, seek a secure place where you can hide and/or deny the shooter access, or incapacitate the shooter to survive and protect others from harm." [Page 63]*

*"If running is not a safe option, hide in as safe a place as possible. In addition: Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the shooter and for possible escape if the shooter enters the room)." [Page 65]*

### Multiple Options are needed

*"As the situation develops, it is possible that students and staff will need to use more than one option." [Page 64]*

### Those in Harm's Way Should Make Their Own Decisions

*"While they should follow the plan and any instructions given during an incident, often they will have to rely on their own judgment to decide which option will best protect lives." [Page 64]*

Is your School exercising an appropriate "Standard of Care" in its "Duty to Protect" staff and students?

## Schools: A Duty to Protect

Since Jefferson founded public education for the citizens of the United States, schools have been charged with the safety of children in their care - a duty to protect. Teachers and administrators have a responsibility to anticipate potential dangers and to take precautions to protect their students from those dangers.

## What is the Standard of Care?

If a school district fails its duty to protect students from injury and an appropriate standard of care was not used, the district can be found negligent. The standard of care is not a statute or regulation that can be pointed to and expounded upon. The standard of care is a concept that is argued in courtrooms requiring school districts to answer questions like:

1. Did you comply with federal & state recommendations?
2. Is your policy consistent with comparable schools?
3. Did you comply with your own stated policy?

## ALICE: the New Standard of Care

Historically, government agencies have recommended a lockdown-only approach that includes students hiding under desks or against walls. Some of these techniques originated during the cold-war as a method of protection from a nuclear threat. As ridiculous as this now seems, it was accepted in the era.

Today, government agencies (including the US Department of Education) have spent considerable resources researching active shooting events. Their findings have resulted in a change in guidance - a movement away from the cold war era techniques typically used in a lockdown-only approach. ALICE protocols are used almost exclusively in all new guidance.

Following current federal and state recommendations is a major step in limiting a school districts liability by demonstrating they have met today's standard of care.

## Endorsed by Law Enforcement across the Country

ALICE is endorsed by law enforcement across the country and in line with recommendations from the: Department of Homeland Security (DHS); Federal Emergency Management Agency (FEMA); US Department of Education; along with many state agencies across the US.

## About ALICE

The ALICE program was authored by a police officer to keep his wife, an elementary school principal, safe after the tragic events at Columbine. Since these humble beginnings, ALICE continues to be the leading active shooter response program in the US.

ALICE (Alert, Lockdown, Inform, Counter, Evacuate) training helps prepare individuals to handle the threat of an Active Shooter. ALICE teaches individuals to participate in their own survival, while leading others to safety. Though no one can guarantee success in this type of situation, this new set of skills will greatly increase the odds of survival should anyone face this form of disaster.

## Get ALICE Certified

Being an ALICE certified organization demonstrates to your stakeholders that you are serious about safety: including the safety of your employees; visitors; and in the cases of schools – our children.

The ALICE Certified mark, which is backed by our research and years of experience, indicates to your stakeholders that you have gone the extra mile to practice safety training that has been deemed to be critical to help survive today's violent intruder events. To learn more please visit us at [www.alicetraining.com](http://www.alicetraining.com)



# Brunswick School Department

## Staff Reflections On

### The ALICE Program

Source: emails copied directly from teachers who have finished the full ALICE training since August of 2017.

#### **License Clinical Professional Councilor:**

- I thought the training was amazing and I wish this was how schools everywhere approached this situation. Hopefully it begins to move in that direction. The most powerful moment for me was when you showed the floor-plan of the library where Columbine took place and how there was an exit that could have been used had they been trained to do so. After yesterday, the idea of simply locking a door and hiding in a corner seems tragically silly. I think you emphasized how important it is to spend a few minutes observing details about your surroundings (does a door open by swinging outside or in and how does that change how you would secure it) just in case something were to happen. I think helping others become active participants in their survival will greatly reduce some of the psychological damage caused by these situations.

#### **K-5 teachers:**

- There were so many 'positives' that I experienced at our ALICE training on Wednesday afternoon that I quite honestly do not know where to begin:

First, let me thank all of you for arranging this training and engaging us in the first steps toward making school a safer place. I was grateful that I was allowed to be an 'Observer' for a couple of personal reasons. That experience as 'Observer' in no way diminished the impact this training had on me. In fact, being an observer had a huge impact on me!

Let me begin by sharing how it felt to simply sit and watch while others were being attacked. I felt helpless and horrified just as I have in the years since I have been part of traditional 'lock-downs'. To sit in terror waiting for the children in your care to be assaulted is unimaginable. Although I believe schools and police departments were doing what they thought to be the best possible practice at the time, I am so grateful that things are beginning to change. My colleagues and I have often discussed that there had to be a better way. As some well-known personalities have often said...*when you know better...you do better.*



I highly recommend this training! Not only will it help with our present school population, I believe we are creating a whole new generation of adults who may be better equipped to handle tragic incidents that may (unfortunately) become part of 'the norm' in the future.

- Thank you for a truly important training on Wednesday. It was the most comprehensive and empowering active shooter training I have had. I had several when I was a summer camp director, but none were hands on and they did not give us the experience that this ALICE model does.
- Although I am always sad that training such as this is needed given the challenges in society, I am glad there are people such as you and all the others who see the importance of providing us with knowledge and tools that can help us better protect our children.
- I hope that the school committee agrees that this is a valuable training and the route to take for Brunswick so that in the event of a terrible tragedy, lives are saved because we have been trained and empowered to do what we need to in order to save our kids and ourselves.
- Reflecting on the 2-hour ALICE training I experienced made me realize just how dangerous the current lockdown procedure is for both teachers and children. Hiding in a small, enclosed space, listening to gunshots being fired and getting closer and closer was terrifying. When we were trained and given permission to do something, the ability to escape or to barricade the door made me feel as though I had the opportunity to ensure the survival of my students. Thinking about this from a student's point of view, I think that the ability to act under the direction of their teacher would provide a sense of normalcy in a frightening moment. What could be more usual than to do what your teacher tells you to do? "Bring me your chair" or "When I help you out the window run to the stop sign", gives the child a chance to act and to help ensure his or her survival.
- Just wanted to say thank you for last night. The training was really intense and super informational. I feel better not just here, but anywhere, like we discussed these situations happen everywhere. I always thought I would not be able to sit and hide in a room should someone come here, but having multiple precise action plans and tactics to utilize makes me feel more confident and with better odds to survive. I truly hope you are successful in implementing this throughout the district, please feel free to use anything in this email to help your presentation.

#### **6-12 Teachers:**

- It was one of the best training sessions I have been to in such a long time (even though I got shot). Since it was a real approach to it, I could see the value and feel it myself. We were sitting ducks behaving as victims in our regular lockdown procedures. Having a sense of control and being able to do something about a scary

situation is much more valuable. The scenarios were spot on. Not only was it a teaching lesson, it was also a positive bonding block of time for us as a staff. I went home and discussed it with my high school kids and my husband. I was invigorated by the experience and they could feel it too. Very, very beneficial training session that I would highly recommend everyone in the building should do.

- It was AWESOME, thank you so much! The biggest impact of this training was feeling empowered to face a scary situation. Thanks so much!
- Thanks again for the training. I'm grateful for the permission, and the options, to do what is best for our students, and for the empowerment that comes from actually doing something. My head is still spinning!
- Thank you for organizing the ALICE training for our school. It was a valuable and memorable learning experience. The scenarios helped put us in the zone, and were experiences that made us think and react.

**BRUNSWICK SCHOOL DEPARTMENT**  
**REVENUE AND EXPENSE REPORT FOR OCTOBER 31, 2017**

School Year 2017-18

Revenues	Approved 06/13/17	Adjustments	Revised Budget	Revenues through	Remaining Bal.	% Collected
				10/31/17		
Unapprop. Fund Bal.	\$ 2,611,364.00	\$ -	2,611,364.00	\$ 2,611,364.00	\$ -	100.00%
State Subsidy	\$ 9,914,775.00	\$ 600,000.00	10,514,775.00	\$ 3,094,912.64	\$ 7,419,862.36	29.43%
Local Share	\$ 24,707,992.00	\$ (200,000.00)	24,507,992.00	\$ 24,507,992.00	\$ -	100.00%
Tuition	\$ 71,338.00	\$ -	71,338.00	\$ 3,838.28	\$ 67,499.72	5.38%
Misc.	\$ 63,000.00	\$ -	63,000.00	\$ 6,226.98	\$ 56,773.02	9.88%
Other	\$ 110,000.00	\$ -	110,000.00	\$ 110,000.00	\$ -	0.00%
<b>Total Revenue</b>	<b>\$ 37,478,469.00</b>	<b>\$ 400,000.00</b>	<b>\$ 37,878,469.00</b>	<b>\$ 30,334,333.90</b>	<b>\$ 7,544,135.10</b>	<b>80.08%</b>

Expenses By Warrant Number	Approved 06/13/17	Adjustments	Revised Budget	Expended Through	Encumbrances	Remaining Bal.	% Remaining	% Expended
				10/31/17				
1 Regular Instruction	\$ 16,114,873.12	\$ 183,999.00	16,298,872.12	\$ 2,558,688.49	\$ 12,679,311.83	\$ 1,060,871.80	6.51%	15.70%
2 Spec. Ed. Instruction	\$ 5,462,310.22	\$ -	5,462,310.22	952,932.11	3,918,894.67	590,483.44	10.81%	17.45%
3 CTE	\$ 881,756.00	\$ -	881,756.00	293,918.76	587,837.24	-	0.00%	33.33%
4 Other Instruction	\$ 750,171.29	\$ 28,000.00	778,171.29	162,376.62	61,720.79	554,073.88	71.20%	20.87%
5 Student & Staff Support	\$ 3,332,439.05	\$ 188,001.00	3,520,440.05	777,540.09	2,081,153.80	661,746.16	18.80%	22.09%
6 System Administration	\$ 1,007,763.00	\$ -	1,007,763.00	282,599.02	559,468.82	165,695.16	16.44%	28.04%
7 School Administration	\$ 1,593,750.00	\$ -	1,593,750.00	449,246.87	1,057,777.22	86,725.91	5.44%	28.19%
8 Transportation	\$ 1,822,046.60	\$ -	1,822,046.60	586,825.13	1,009,289.33	225,932.14	12.40%	32.21%
9 Operation & Maintenance	\$ 4,522,678.86	\$ -	4,522,678.86	1,178,171.14	1,375,899.09	1,968,608.63	43.53%	26.05%
10 Debt Service	\$ 1,766,894.86	\$ -	1,766,894.86	94,693.82	1,672,201.04	-	0.00%	5.36%
11 All Other	\$ 110,000.00	\$ -	110,000.00	110,000.00	-	-	0.00%	100.00%
12 Adult Education	\$ 113,786.00	\$ -	113,786.00	-	113,786.00	-	0.00%	0.00%
<b>Total Budget</b>	<b>\$ 37,478,469.00</b>	<b>\$ 400,000.00</b>	<b>\$ 37,878,469.00</b>	<b>\$ 7,446,992.05</b>	<b>\$ 25,117,339.83</b>	<b>\$ 5,314,137.12</b>	<b>14.03%</b>	<b>19.66%</b>

# **MEA Assessments**

## **Which students are tested?**

**Required by state and federal law:**

**Grades 3-8: literacy and mathematics every year (eMPowerME test)**

**3<sup>rd</sup> year of high school: Literacy and mathematics (SAT)**

**Grades 5 & 8, as well as 3<sup>rd</sup> year of high school: MEA Science test**

# Literacy/Math

## Comparison of last two years' results 3-8 for Brunswick schools

empowerME Results (ELA/Literacy)

Show Schools

Compare Subgroups

### ELA/Literacy



Well Below State Expectations Below State Expectations At State Expectations Above State Expectations

Show Schools

Compare Subgroups

### Mathematics

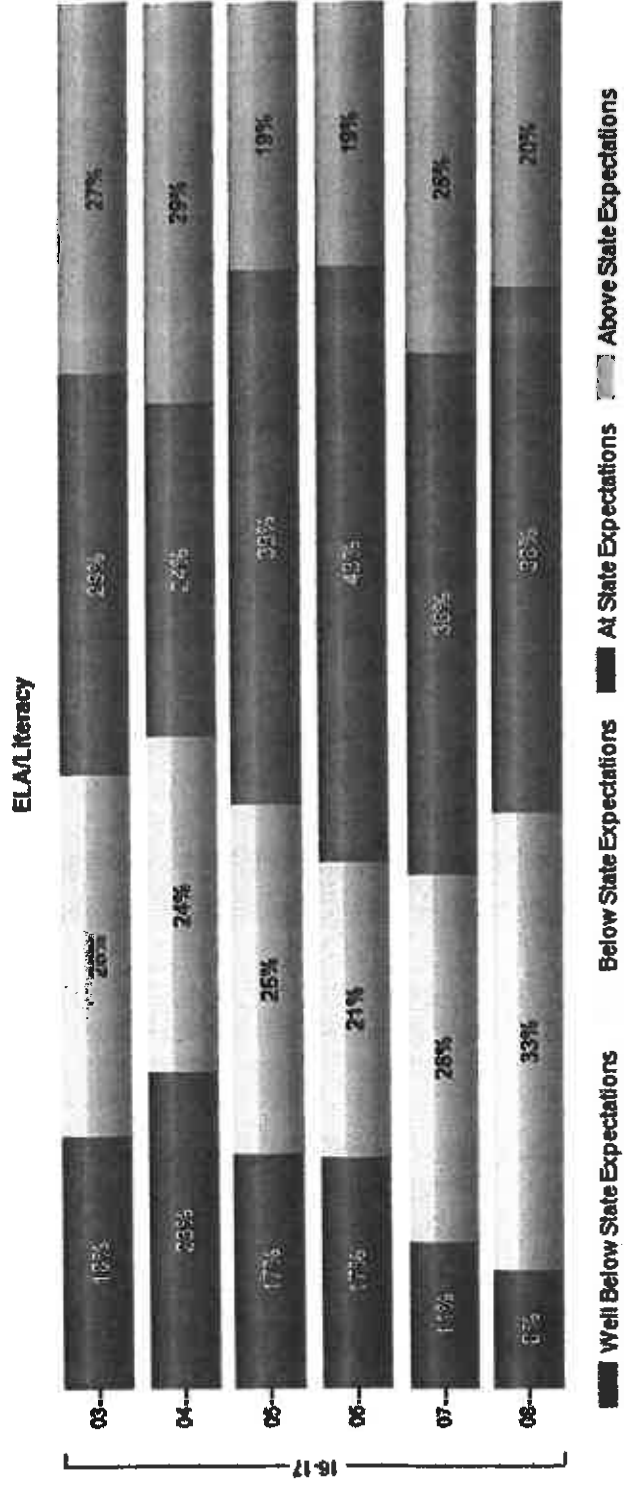


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# Literacy

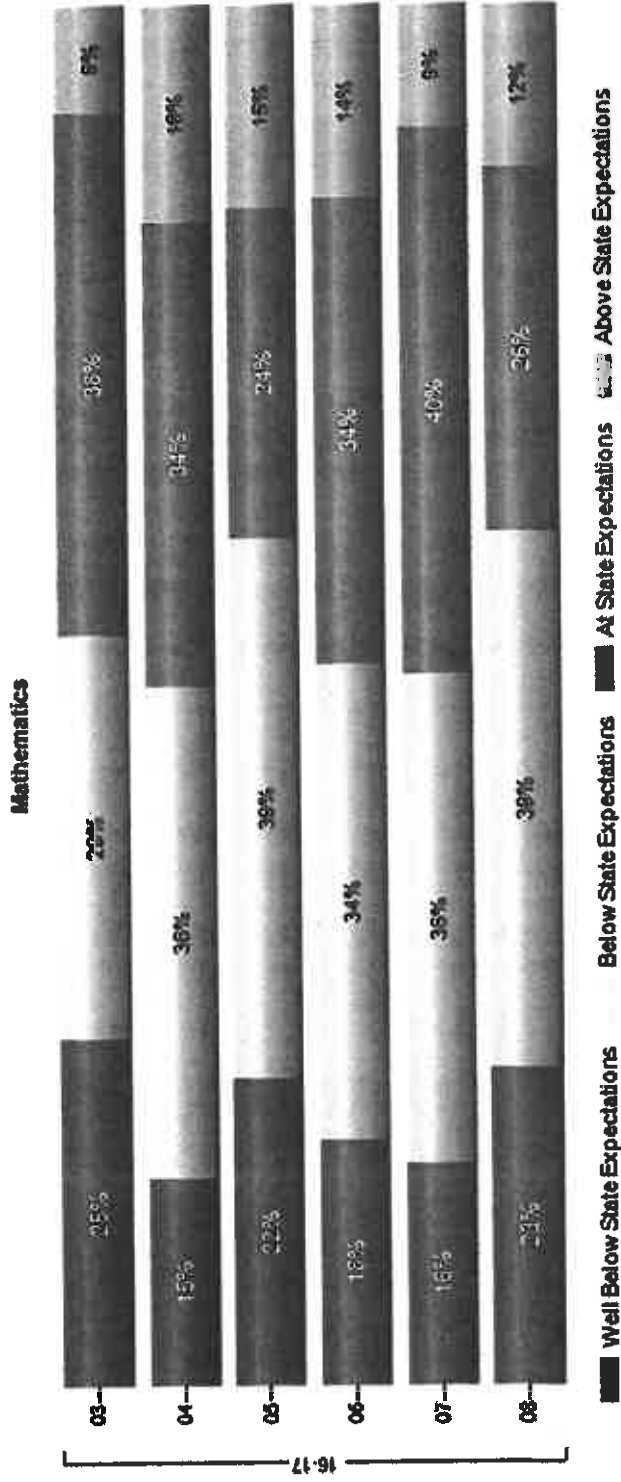
## 2016-17 literacy results by grade level

emPowerME Results Grade Level

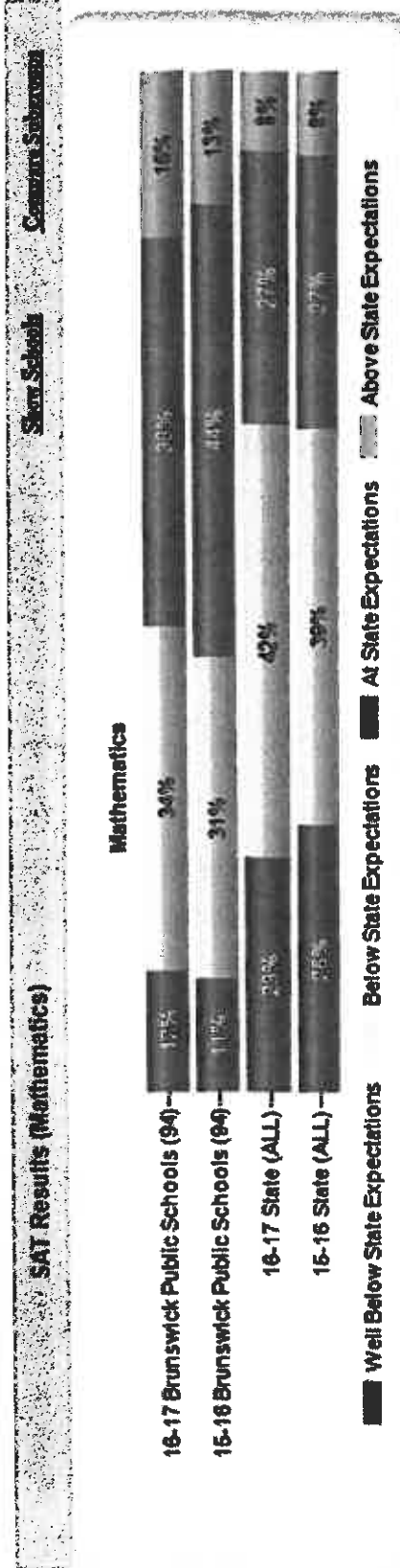
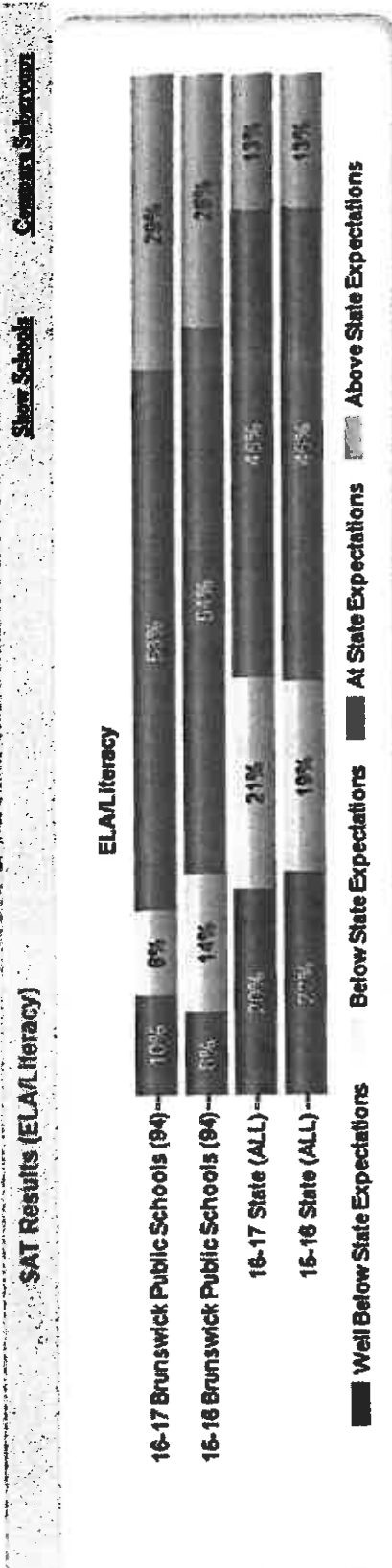


# Math

## 2016-17 math results by grade level



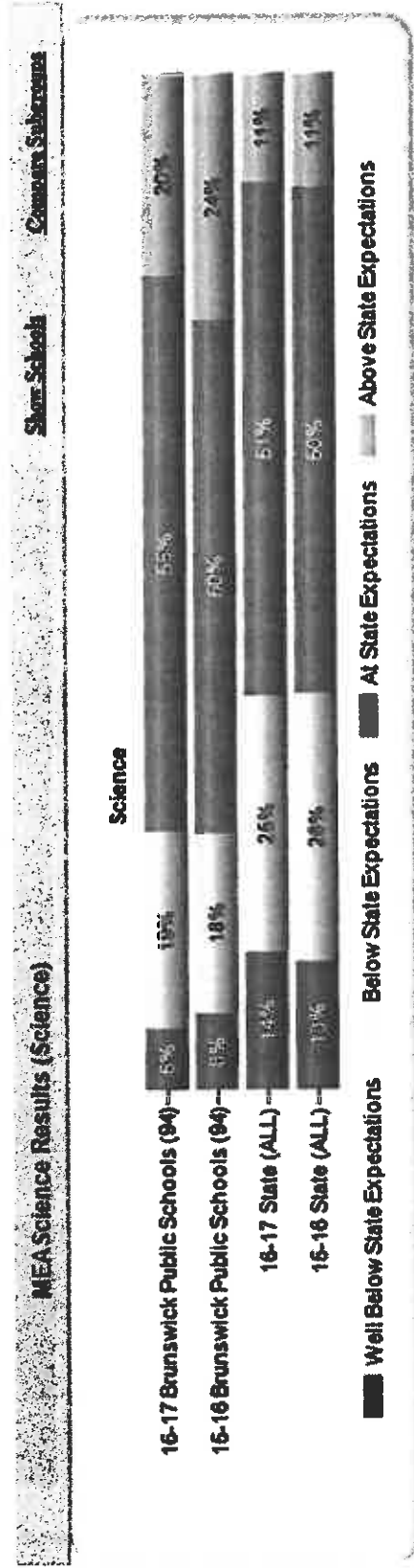
# Comparison of last two years' SAT results for BHS





# Science

## Comparison of last two years' science results for Brunswick schools



# Science

## 2016-17 science results by grade level

MEA Science Results Grade Level

