

THREAT ASSESSMENT AND REPORTING TRAINING
MUSKEGON COMMUNITY COLLEGE

by

Patti D'Avignon

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Has been approved

May 5, 2014

APPROVED:

_____, Chair

_____, Member

_____, Member
Supervisory Committee

ACCEPTED:

Director, College of Education and Human Services

Ferris State University
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ABSTRACT

This research project explores the issue of training staff at a community college level for threat assessment and reporting. Currently only the members of the Crisis Prevention Team and sub-teams are fully trained and aware of the available prevention, reporting, and reference tools. Staff and faculty need to be prepared and aware of available tools and how to use the tools in case of being faced with an emergency situation. Research of history and best practices was completed, as well as, what items the community college has already set in place prior to the creation of the training. The training was conducted and participant feedback showed the need of the training for non-team members does exist. Staff members want to learn on a continual basis the information needed to assess and report threatening situations.

TABLE OF CONTENTS

| | Page |
|--|------|
| LIST OF TABLES | viii |
| CHAPTER | |
| 1 INTRODUCTION TO THREAT ASSESSMENT AND REPORTING | |
| TRAINING | 1 |
| Overview | 1 |
| Project Purpose..... | 2 |
| 2 LITERATURE REVIEW | 3 |
| History of School Shootings | 3 |
| The Media’s Role..... | 5 |
| What Information Have Schools Learned About Violence? | 6 |
| What Options Are Available for Preparation? | 7 |
| What Are K-12 Schools Doing to Prepare for Emergencies?..... | 8 |
| What Are College and Universities Doing to Prepare for Emergencies? | 9 |
| Michigan and Federal Legislature Requirements | 13 |
| Training for Staff and Faculty..... | 13 |
| 3 METHODOLOGY | 15 |

| | | |
|---|---|----|
| | Location Demographics | 15 |
| | Crisis Prevention Team..... | 16 |
| | What Is Already Complete and What Is Planned for the Future?..... | 17 |
| | Participants..... | 18 |
| | Initial Staff Training | 18 |
| | Training Plan..... | 19 |
| 4 | THREAT ASSESSMENT AND REPORTING TRAINING PROGRAM..... | 21 |
| | Agenda | 21 |
| | Crisis Prevention Team Purpose and Make-Up..... | 22 |
| | Emergency-At-A-Glance Poster and Evacuation Maps | 23 |
| | Panic Button..... | 24 |
| | Bomb Threat Assessment Tool..... | 26 |
| | Active Shooter Video and Card | 26 |
| | Student Conduct Report Form | 27 |
| | Summative Assessment: Quiz, Survey, and Feedback Form | 28 |
| | Survey Results | 30 |
| | Feedback Form Results..... | 31 |
| 5 | CONCLUSION..... | 32 |
| | Realizations of the Project Process | 32 |
| | Participant Feedback from the Training | 33 |
| | Limitations of the Planned Training | 34 |

APPENDIX

A. EMERGENCY-AT-A-GLANCE POSTER36

B. EVACUATION MAP.....38

C. BOMB THREAT ASSESSMENT TOOL BROCHURE.....40

D. ACTIVE SHOOTER INFORMATION CARD42

E. STUDENT CONDUCT REPORT FORM44

F. QUIZ.....46

G. SURVEY.....48

H. FEEDBACK FORM.....50

I. TRAINING PRESENTATION52

REFERENCES55

LIST OF TABLES

| Table | | Page |
|-------|----------------------------|------|
| 1 | Survey Results | 26 |
| 2 | Feedback Form Results..... | 27 |

CHAPTER 1

INTRODUCTION TO THREAT ASSESSMENT AND REPORTING TRAINING

Overview

Over the years there have been many tragic incidents at school campuses involving students, staff, and community members. The one that many people recall is the tragedy at Columbine High School in Littleton, Colorado on April 20, 1999. There were 14 students (including the killers) and one teacher killed along with 23 others wounded, making it, at the time, one of the deadliest school shootings in the nation. This event had extensive media coverage, along with the number of other school shootings that occurred in the years to come. This brought attention to the need of assessment of the different types of threats that occur at secondary and post-secondary educational institutions. Muskegon Community College (MCC) is one of the many colleges that are in the midst of gaining control of this need of assessment and planning.

The project was to create threat assessment and reporting training for staff and faculty at MCC. This training gives the answers to when, how, who, and why a person can report questionable actions or behaviors on campus, as well as, what to do in emergency situations. It is an ongoing training beginning with current staff and any new staff that are hired over time. The threat assessment and reporting training is required every six months to keep all staff aware of any changes in protocol.

Project Purpose

The purpose of this project comes from the Behavioral Intervention Team (BIT). This team was established in 2011 at MCC and was created to identify and coordinate services and intervention strategies for a broad range of troubling student behaviors. The BIT team has already been trained in Risk Management, however, the rest of the staff and faculty on campus have not been properly trained, but only introduced to the team and reporting form. Thus, the need for a thorough training in threat assessment and reporting was present.

CHAPTER 2

LITERATURE REVIEW

History of School Shootings

Throughout the 18th and 19th centuries, weapons were common in most households and kids were taught how to use them at a young age. An article regarding a shooting of a 16-year-old boy states, “This boy lost his life through the too common habit among boys carrying deadly weapons. We do not know that this habit can be broken up. We do not know that school teachers have the right, or would exercise it if they had, of searching the pockets of their pupils, but it seems almost a necessity that some such rule be enforced. Nearly every school boy carries a pistol,” (Los Angeles Herald, 1874, “Boys and Pistols,” para. 1). This article indicates how school age children were comfortable with guns; however, there were often accidents due to the children not being responsible with the weapon.

During the 20th century, there were shootings, either being accidental or on purpose with a specific intend. It was not until 1927, when the type of tragedy occurred that no one could explain. According to Rocque, (2012), on May 18, 1927, school treasurer, Andrew Kehow, killed his wife, destroyed his house and farm, and then blew up the Bath Consolidated School in Bath, Michigan by detonating dynamite in the basement, killing 40 people, mostly children. He then killed himself and four other

people by setting off a bomb in his car in front of the school, (p. 305). While this is not a school *shooting*, it does reflect the change in the type of school violence that was known from years past. This massacre was unexplainable.

Throughout the majority of the 20th century, there were many shootings at schools that were smaller in nature, but had no explanation. A specific reason was not found as to why the shootings had occurred. These were not publicized as much as larger massacres. Although the number of shootings was increasing, it wasn't until 1999 when the first shooting of mass quantity was experienced. On April 20, 1999, Eric Harris and Dylan Klebold went on an active shooting rampage, killing 12 students and one teacher, and wounding 21 others before committing suicide at Columbine High School in Columbine, Colorado (Hong, Cho, Allen-Mears, & Espelage, 2011, pp. 861-868). Although history shows that there have been many rampage shootings throughout time, the shooting at Columbine High School was the beginning of the vast media coverage for active shooters. The U.S. Department of Homeland Security defines an active shooter as, "an individual who is actively engaged in killing or attempting to kill people in a confined and populated area, typically through the use of firearms," (2013). The coverage this shooting received has given the impression of a school shooting epidemic in the United States. Since this was covered so widely, the public pushed for more information on why this happened. Media coverage will be discussed in the next section of this paper.

After the shooting at Columbine, the next massacre to have major media attention was the shooting at Virginia Tech University in Blacksburg, Virginia on April 16, 2007. Thirty-two students and faculty members were shot and killed, along with 17 other students and faculty members that were wounded. This event ended with the shooter,

Seung-Hui Cho committing suicide (Alfano, 2007). On February 14, 2008, Steven Kazmierczak shot multiple people at Northern Illinois University in Dekalb, Illinois, killing five and injuring 21. This shooting also resulted in the shooter committing suicide (Bohn, 2008). In 2012, Adam Lanza, killed 26 people and himself at the Sandy Hook Elementary School in Newtown, Connecticut. Beginning with killing his mother, he took four guns from their home and drove to the elementary school where he killed 20 first-grade children, along with six adults. Two others were injured. Lanza then took his own life as police arrived at the school (Sanchez, 2013). While there were many other shootings at schools during this time period, these three are the ones that are similar in nature. They all three were massive amounts of victims, had their shooters commit suicide, and were exploited by the media for the world to see. They all have no explanation.

The Media's Role

Rocque (2012) states “the media reaction to these events implied that America was suffering an epidemic of school violence and that schools were no longer safe havens for children” (p. 304). However, within his research it is suggested that schools are actually safer now, since during the colonial period until the 20th century corporal punishment by teachers was allowed and documented (Rocque, 2012). When the information is actually reviewed, compared to the amount of school violence over history, school shootings are not really a common occurrence. They seem to be within the last 10-15 years because of the amount that have happened during that time period. Wike and Fraser, (2007), state, “On balance, school shootings are rare occurrences, and, because they have a low prevalence, they are hard to study using the survey and

observational methods that characterize much developmental science and criminology” (p. 163). No matter the case, school shootings are issues that need to be addressed. The media has brought forth many factors that parents, schools, and communities did not realize were problems. While society may feel as though it is prepared, this media coverage has definitely shown that society in fact, is not prepared at all.

What Information Have Schools Learned About Violence?

While the media has plastered information about school violence that has occurred over the last 15 years, it has only been partial information. This leads the public to push for more information on how to protect themselves and their families. Schools must work together with police enforcement to create plans for protection and, if possible, prevention, by preparation. In order to do this, the behavior of the subjects that have already been involved needs to be studied. Since the most recent ones are no longer alive, the only data to go by is that which are already known by other people. This report looks to the information obtained from past studies. Rocque (2012), Wike, and Fraser (2009) indicate many flags of what a possible shooter could be.

Access to and Fascination with Weapons – All perpetrators so far have had quick access to weapons and indicated to someone in their lives that they had an interest in weapons. This interest could be through video games, purchases, television shows or movies (Wike and Fraser, 2009). The availability of guns and the cultural attitude that guns solve problems in America are also possible contributing factors (Rocque, 2012).

Leakage/Telling Someone the Plan – Rampage shootings are rarely impulsive. Most shooters plan out their assaults and provide clues or warning signs of a contemplated attack (Wike and Fraser, 2009).

Victimization/Rejection by Peers – Student perpetrators tend to have lower social status with peers, as well as, having failed relationships and rejection by peers. This could be the cause of low self-esteem, depression, anger, and possible suicidal thoughts, among many other factors (Wike and Fraser, 2009).

Knowing these common factors, schools need to study and understand how to react to the characteristics of the issues that students may have. This way, staff can watch for signs of things that are not ordinary and help with early intervention.

What Options Are Available for Preparation?

Since there is no exact explanation of why these events have happened, it is difficult to prevent another from occurring. Preparation is the key for a crisis, just in case one does occur. The best way to prepare is to create a plan for different events that could happen and train everyone involved. Brock, Nickerson, Reeves, Savage, and Woitaszewski (2011) indicate “in light of these findings, there is a need for effective professional development programs to disseminate knowledge and teach skills to facilitate school crisis prevention and intervention,” (p. 35). To start this process, teams can look at what other schools are doing and some of the best practices. These plans are typically called “crisis response plans” and involve school officials and local authorities. Many states have mandated that schools have a crisis response plan. In response to this requirement, there lies some problem because some schools have copied what other schools are doing, which is not always appropriate. Each plan needs to have specifics based on the individual school. There are also crisis response plans available for purchase and implementation from a company, instead of being created by the individual school. These companies work with the schools to implement the product and provide

training for staff; however, they come with a hefty price tag. With the way state funding is, at least for Michigan, it is typically not in the budget to pay for something that could be done without additional cost. The problem lies with knowing where to start and what to actually do to process a preparation and training plan for crisis management. A key factor is for schools to keep in mind that it is the responsibility of the school to have a plan in case of an emergency.

What Are K-12 Schools Doing to Prepare for Emergencies?

Many schools across the United States have either created or are currently working on creating an emergency response plan for the districts. In the state of Michigan, the Department of Education has released the “MI Ready Schools” guideline for creating the emergency response plan for the district. This guideline contains detailed information regarding the four key principles in creating the plan: Prevention/Mitigation, Preparedness, Response, and Recovery. For the state of Michigan, it is recommended for districts to use this guideline in preparing the plan for each school. While many schools have created a plan already, it is a continuous job to keep the plan up-to-date as new information comes along.

Part of the Michigan Emergency Planning Toolkit explains the phases of emergency planning, which includes (MDE, 2011):

- Prevention – Actions taken to decrease the likelihood an emergency will occur
- Mitigation – Actions taken to lessen the impact an emergency will have on a school
- Preparedness – Actions taken to get ready to respond to an emergency which cannot be prevented

- Response – Actions taken to effectively respond to an emergency after it occurs
- Recovery – Actions taken to restore a school or community to pre-emergency conditions

The reason and objectives of each of these steps should be included in any plan. The toolkit also explains the need to have an emergency response team that can make sure each of these steps is completed to the full extent. This team would include people from within the school, the district, community, and local authorities.

Since the Sandy Hook Elementary shooting, many schools across the United States have changed physical things at the buildings in the districts. Reconfiguration of entrances, addition of security cameras, buzzers, and intercoms are some changes that have occurred. In addition, training for the staff has been a large part of the changes that have occurred (Brown, 2013). In Ohio, the House created a \$12 million school security grant program to help districts cover the costs of security upgrades. Some schools have upgraded the parking lots and driveways to improve visibility and other areas have added police substations. Ohio is among many other states that are continuing to create grant funding to assist school districts with upgrading of security.

What Are Colleges and Universities Doing to Prepare for Emergencies?

Since the Virginia Tech mass shooting, colleges and universities have also been working on the same type of emergency response plans. Although the people involved are older, all of the items listed within the recommendations from the Michigan planning toolkit for K-12 schools are also included with the plans that colleges should be creating. Teams should include involvement from community, local authorities, staff, and faculty. Sokolow, Lewis, and Schuster (2011) have identified five different standards for threats

that should all be understood by those who practice threat assessment on college and university campuses. The five types are:

- True Threat – a reasonable person would interpret as a serious expression of intent to inflict bodily harm upon specific individuals.
- Direct Threat – one that has a high probability of substantial harm based on an individualized assessment, determines the nature, duration and severity of the risk, the probability the potential threatening injury will actually occur, and whether the threat can be averted through the implementation of reasonable accommodations or modifications. This type of threat is one that places the actor outside the protections of disability law.
- Tarasoff-Level Threat – a confidential communication by a client to a professional who believes it is a serious and imminent threat of harm to an identified individual or group.
- Criminal Threat – one that is actionable by arrest and/or criminal conviction. States vary on the definition but some statutes explicitly address threats of death or grievous bodily injury.
- FERPA/Clery Threat – allows colleges to invoke FERPA when there is a documented articulable and significant threat to the health or safety of a student or other individuals. The Clery Act requires colleges and universities to immediately notify the campus community upon confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees occurring on the campus.

Another aspect to be taken into consideration is the size of the building and the amount of people that could be present if an incident should occur. Colleges and universities are open to the public, so it is difficult to put into place some of the measures that K-12 schools have implemented, such as strict entrances with a buzzer system. Also, the amount of students that a college or university has can range anywhere from 1,000 to 50,000 or higher. Knowing how many, who, and where students are at any given time on a college campus can be a large job in itself.

Within the Mass Shootings of Virginia Tech Review Report, the differences of what the Virginia Tech was practicing on April 16, at the time of the shooting, and what is being practiced now are described in detail. While procedures for communication were already in place, they were not used properly and in a sufficient amount of time. Since this shooting, Virginia Tech has changed its communication system to “allow university officials to send an emergency message that would flow in parallel to computers, cell phones, PDAs, and telephones. The message could be sent to anyone who is registered in the system as having authority to send one, using a code word for validation,” (2009, p. 15.) This system now includes key officials who can enter the code word with a planned response if needed. Virginia Tech also has changed the key card system for residence halls since the shooting. While the previous policy required a key card owned by a student or faculty member to enter a residence hall between 10:00 p.m. and 10:00 a.m., the current system now requires a key card for entry at any time. Virginia Tech also had an Emergency Response Plan already in place at the time of the event, although it did not include anything regarding prevention of events, such as having a threat assessment team, (2009, p. 17.) The Virginia Tech Campus Police were trained for an active shooter

scenario, along with the local police department. However, the report panel found that the Virginia Tech Police Department statement of purpose in the Emergency Response Plan does not reflect that the law enforcement is the primary purpose of the police department, (2009, 19.) In summary of this report, there are many recommendations listed in the report regarding changes that should be made for any college campus. While Virginia Tech had some plans in place, the plans were not followed properly, nor were staff trained properly to implement the appropriate actions of taking down an active shooter and proper notification to students, staff, and community.

Central Michigan University (CMU) has taken on the task of training and relay of emergency management information for employees and students which is easily accessible on the CMU website. The information available includes items such as: training and exercises for active shots fired and workplace violence, emergency procedures quick charts and safety procedures guide, Crisis Response Team information, Central Alert system, Automatic External Defibrillator locations, and other resources, (2014). CMU Police, Environmental Health and Safety, Crime Alerts and Data, and University Health Services are also available for review. The availability of this information is key to having employees and students aware of situations that could occur and how to handle different scenarios.

Colleges and universities have formed teams to assist with each aspect of the plan. Many schools have listed information for the public on their websites so students and others know what to do if someone was to happen. Many of the items listed are what a person should look for to help prevent a situation from occurring. Reporting what is

seen, noticed, and heard, is extremely important when it comes to prevention and assistance when an incident does happen.

Michigan and Federal Legislature Requirements

Brock et al, 2011, state “The U.S. Government Accountability Office examination of school emergency management planning found that most schools are struggling to balance priorities for educating students with other administrative responsibilities. Additionally, although there is no federal law directing school crisis planning, 32 states have laws or policies addressing crisis plans, 85% of school districts require such planning, and 95% of school districts (whether required or not) have these plans” (p. 35). At this point, there are no state mandates for what a school must do for an emergency response plan; however states do have recommendations, as mentioned earlier.

The Michigan Department of Education has requirements that school employees and applicants must meet in order to be eligible to have an interview or obtain a position at a school (MDE, 2012). These are criminal background checks, mandatory fingerprinting, notification to the school about criminal history, etc.; however, these are only for people who are employed at the school. It does not include students or the public for anyone that steps through the door.

Training for Staff and Faculty

One of the most important aspects of the emergency response plan is training for the staff and faculty. Since there is no guarantee of funding or equipment, the plan itself needs to serve as training for the people involved to be prepared. Knowing what to do, or at least having an idea, is much better than not knowing anything leading to panic. There

are different aspects of training that need to be included in the plan, which are not previously discussed. Those items are:

- Understanding school violence and behaviors
- Reporting what is seen and heard
- Knowing when and what to report
- First aid and active shooter information

The Center for Disease Control and Prevention (2013) indicates that the focus should be on preventing violence before it starts. This approach assists in effectively reducing school and youth violence. Learning about the signs of an issue before it happens is highly important. For staff and faculty at any school, paying attention to how a person acts normally should trigger a red flag when they act differently. When a staff or faculty member notices that a student or another person is acting differently, it should be discussed and possibly reported. If something is heard or seen that is out of the ordinary, it should be reported. The team should train staff and faculty so they know what, how, who and why to report. For any school, there should be a mechanism in place that faculty and staff can be trained on in order to report when needed. Lastly, additional trainings that should take place are first aid and active shooter training. While this type of training can be costly, it is very useful if needed.

CHAPTER 3

METHODOLOGY

The need for training of staff and faculty who are not members of the Behavioral Intervention Team was realized and discussed, but was not yet implemented. Since the team members were already trained in multiple areas, it was time to pass along the information to other employees at Muskegon Community College (MCC) that are not directly involved on a team. All faculty and staff should be trained on how to proactively recognize and react to situations of concern. The purpose of this capstone project was to develop and implement training on threat assessment and reporting for faculty and staff at MCC. The training included information regarding the existing teams, the purposes and members of the teams, tools available for assessing and reporting threats, the expected use of those tools, and requested feedback for future trainings.

Location Demographics

The training took place at MCC, which is located in Muskegon, Michigan on 111 wooded acres and had approximately 5,100 students. There are five satellite campuses in Fremont, Newaygo, Grand Haven, Coopersville, and Whitehall, which are each within 35 miles of the main campus. MCC offers 52 associate degree programs and 35 certificate programs from alternative energy to medical arts. The student population of MCC consists of approximately 54% male and 46% female (as of Fall 2009) with the majority,

68%, being White, 16% unknown, 9% African American, 4% Latino/Hispanic, and other races at 1% or less. In the 2008-2009 year, 3,032 students (62%) received some type of grant or scholarship aid, totaling \$7,129,829. There are a total of 420 employees consisting of 97 full time faculty, 201 adjunct faculty (depending on the semester), 51 full time administrative, professional, support (APS) staff, 3 part time APS staff, 21 custodial staff, 43 full time educational support staff (ESS), and 4 part time ESS. There are 34 administrative departments and 15 academic departments on campus.

Crisis Prevention Team

In 2010, MCC took on the responsibility of creating a group of staff and faculty to discuss student conduct case management. The original purpose of the group was to develop an organized approach to deal with disruptive and disturbing behaviors on campus. This purpose combined with the hope to create a system that would allow student issues to be addressed in a positive way, so that the MCC campus would be an even safer and civil place to learn brought the College to eventually create the Behavioral Intervention Team (BIT) in 2011. The BIT consisted of members from the MCC faculty and staff from various areas of the College. After meeting a few times over a 6-month period, the BIT realized a need to include items such as evacuation, lockdown/shelter-in-place, and communication. Since all of these items are large topics with the need to have multiple people involved, the BIT created four sub-teams with different responsibilities and changed its name. The Crisis Prevention Team (CPT) was created in 2012 to address safety and security issues beyond just student conduct and behavior. The CPT became the overall team with a new, clearly defined purpose: “to coordinate procedures and strategies to increase campus safety and security in the event of a campus threat to our

health, safety and security. Such threats could include but are not limited to: violent weather, terrorism, shootings, and hazardous material incidents” (MCC, 2014). The CPT has 76 cross-functional members which are part of four sub-teams: Behavioral Intervention Team, Evacuation Team, Lockdowns/Shelter in Place Team, and Emergency Notification Systems Team. Each of the sub-teams has different charges and meets when needed as tasks are completed. Sub-teams then report back to the CPT quarterly.

What Is Already Complete and What Is Planned for the Future?

Since coordinating procedures and strategies to increase campus safety and security was an essential function of the CPT, there have been many opportunities for team members to be trained in different areas. There have also been changes made to existing campus policies. The trainings and changes included the Active Shooter Training video which showed viewers an active shooter scenario along with reaction tips depending on the situation, team lead presentations on best practices from other schools, increased visibility of No Weapons policy signage, and review and proper usage of the Bomb Threat Assessment Tools for Schools along with brochure availability. The panic button was also added to all phones with more than one extension. Instruction of how and why to use the panic buttons were given to team members. Emergency-At-A-Glance posters were posted in classrooms, offices, and other relevant places on campus, team leads reviewed plans and communicated with Homeland Security and the Undersheriff, created a library of safety/security resources, and overall increased the level of awareness of what to do in case of an emergency. At the time this project was written, there were near future plans to have Incident Command Training from FEMA, First Aid/CPR/AED Training, Surveillance Training, Incident Debriefing Training, and a meeting with

Neighborhood Watch Group to develop a Community Emergency Response Guide.

Also, topics being discussed were bullet resistant materials for glass windows, studying the final report from the shooting at Virginia Tech, and continual focus on communication and training.

Participants

MCC has provided training for *team members*. It was part of the team member's job to relay the messaging to other staff members, however, each team member having the time to train others was limited. Thus, there was a need for formal training for all staff and faculty on the many items that have already been discussed and learned by the team members. The goal was to have every staff and faculty member be prepared and equipped to make a decision if needed in a crisis situation.

Initial Staff Training

The first training was run as a pilot for a small group of staff, the Student Services Generalists. This group consists of three front-line staff members from the Student Welcome Center who were not on any of the teams, but were face-to-face and on the phone with students on a daily basis. The training occurred the week of March 24, 2014. The training was approximately two hours in length and will occur on a bi-annual basis. The training took place at the main campus at the Student Welcome Center. Future trainings will take into consideration the different locations when satellite campuses are discussed in training. Since this was the pilot group for the training, expectations and results were reviewed and the training was amended as needed. The next step to the training being repeated is review, adjustments, and approval from the CPT. The only limitation is the ability to have all faculty and staff trained within the planned sessions for

each group. To resolve this issue each session will be recorded so those absent can view the presentation for their specific department. The leaders of each department will need to make sure all absent employees are trained properly and report back to the co-chairs of the CPT with a plan of action. All 585 staff and faculty are required to attend. The participants will be split into groups by disciplines – Student Services, Academics, Finance, and Facilities. Then, groups will be split up according to the departments within each discipline. For example, Student Services will be split in two separate groups to make sure there is coverage in that area while the other half of the group is being trained. Academics will be split into three groups, as not all faculty and support staff will be available at the same time. Finance and Facilities will each have one group, due to the smaller number of staff. This will allow each group to be thoroughly trained in its own area.

Training Plan

The training included a short introduction with the Crisis Intervention Team purpose and strategies, the four sub-teams (Behavioral Intervention Team, Evacuation Team, Lockdown/Shelter In Place Team, and Emergency Notification Systems Team) and purposes, detailed explanation of how to use the Emergency-at-a-Glance posters (explaining what to do in different emergency situations), how to use the panic buttons on phones and where they are located, how to use the bomb threat assessment tool, review of an active shooter video and how to use the active shooter response card, and how to report a student conduct issue through the Student Conduct Report form on the website. After each of these items was discussed, participants were given a quiz and survey, which

was quickly reviewed, then also given a link to MyMCC for a feedback form for other questions or suggestions after the initial training.

CHAPTER 4

THREAT ASSESSMENT AND REPORTING TRAINING PROGRAM

This chapter includes the agenda for training and lesson plans including the expected outcomes and objectives for each topic of discussion. Formative assessment questions for each lesson are listed. A quiz, survey, and feedback form were used as summative assessment tools. Also included are survey results from the training that was complete on March 28, 2014.

Agenda

| | |
|----------|--|
| 9:00 AM | Purpose of Training, Crisis Prevention Team and sub-team purpose |
| 9:20 AM | Emergency-at-a-Glance Poster and Evacuation Maps |
| 10:00 AM | Panic Button |
| 10:20 AM | 10 Minute Break |
| 10:30 AM | Bomb Threat Assessment Tool |
| 11:00 AM | Active Shooter Video and Information Card |
| 11:30 AM | Student Conduct Report Form |
| 12:15 PM | 10 Question Quiz and Survey with quick review |
| 12:30 PM | Feedback form |

Lesson 1 Outcome:

- The participant will know why this training is important to the role they are in at MCC and the purposes of the Crisis Prevention Team and the four sub-teams. Participants will also know the three items every employee should know are where the nearest fire extinguisher is located, where the nearest exit is located, and the lockdown procedure for their most likely location.

Objectives:

- Participants will demonstrate the understanding of the importance of the training and the items it contains along with the three items every employee should know – the location of the nearest fire extinguisher, where the nearest exit is located, and the lockdown procedure for their mostly likely location.
- Participants will demonstrate knowledge of the purpose of the Crisis Prevention Team which is to coordinate procedures and strategies to increase campus safety and security in the event of a campus threat to our health, safety and security.
- Participants will demonstrate knowledge of the purpose each of the sub-teams: the Behavioral Intervention Team purpose is to identify and coordinate services or intervention strategies for a broad range of troubling student behaviors, the Evacuation Team purpose is to develop procedures for crisis situations that require evacuation of the buildings, the Lockdowns/Shelter in Place Team purpose is to develop procedures for “Lockdown” and “Shelter in Place” for crisis situations, and the Emergency Notification Systems Team purpose is to develop campus-based emergency alerts and communications plan for all campus crisis situations.

Formative Assessment:

Once instruction is complete, ask the following questions:

- When and why was the Crisis Prevention Team created?
- How many sub-teams are there and what are the names of those teams?
- What is the purpose of each sub-team?

Lesson 2 Outcome:

- The participant will know how to use the Emergency-at-a-Glance poster and locations of evacuation maps in an emergency situation.

Objectives:

- Participants will demonstrate knowledge of the Emergency-at-a-Glance poster (see Appendix A) purpose which is to give students, staff, and faculty a quick reference in case of an emergency.
- Participants will know how to use each section of the poster Emergency Notifications Systems – list of all the emergency contact communication devices, Evacuation – list of evacuation procedures for different situations, Lockdown/Shelter In Place – list of lockdown procedure, when and why to lock down, shelter in place procedures and when and why to use shelter in place procedures, and Behavioral Intervention – list of reasons for BIT referral using the student conduct form and where the form is located.
- Participants will know posters are located in all classrooms, offices, restrooms, and hallways on campus.
- Participants will know that evacuation maps (see Appendix B) are located on the MCC website at <http://www.muskegoncc.edu/pages/1012.asp>, on MyMCC portal

at <https://mymcc.muskegoncc.edu/studentservices/safety/Pages/default.aspx> and in hallways, stairwells, classrooms, and other various locations on campus.

- Participants will know how to read the evacuation map by finding their current location on the map, determining the correct emergency symbol, and traveling to the nearest location indicated by the symbol.

Formative Assessment:

Once instruction is complete, ask the following questions:

- What are the four sections of the Emergency-At-A-Glance poster?
- Where are the posters and evacuation maps located?
- When does notification of an emergency occur over the public address system?
- What is the quickest way to receive emergency information from MCC?

Lesson 3 Outcome:

- Participants will know what the panic button is and its purpose, where it is located, what happens when it is pressed, and when to use it.

Objectives:

- Participants will understand that the panic button is a line available on most Cisco phones used to communicate if a staff/faculty member needs to relay a signal to the emergency team.
- Participants will know what phones have the panic button as there are multiple types of phones. One-line, two-line, and six-line phones are used. Only phones with more than one line have the option to have the panic button and must have a line free to use. The location of the panic button can be placed where there is an

open line available. The user can choose which line they would like to use for the panic button.

- Using two demonstration phones for an outgoing call and the incoming call, participants will understand what happens on both ends of the call when a panic button is pushed. On the caller end, the line will ring. On the receiver end, the phone sounds an alarm.
- Participants will know the response team consists of five key members from the Crisis Prevention Team, including members of security. Each of those team members receives the same sound on their phone at the same time when the button is pushed.
- Participants will understand some examples of when it would be appropriate to use the panic button. This could be if a person is in an office causing a threatening situation. The caller could either talk to the emergency team member that answers to explain the problem or could not say anything, depending on the situation. Another situation could be if someone is having a health emergency in or near where the caller is located.

Formative Assessment:

Once instruction is complete, ask the following questions:

- What is the panic button used for?
- What happens when the panic button is pressed?
- When should you use the panic button?

BREAK FOR 10 MINUTES

Lesson 4 Outcome:

- Participants will know how and when to use the Bomb Threat Assessment Tool brochure (see Appendix C).

Objectives:

- Participants will understand the five sections of the Bomb Threat Assessment Tool brochure: Gather Threat Information, Critical Staff Response, Threat Assessment, Actions to Consider, and Reference Information (back of brochure) to properly assess a bomb threat call.
- Participants will understand that the most important part when receiving a call is to gather as much information as possible about the bomb and the caller while keeping the caller on the phone.
- Participants will know to keep the brochure by all phones, as anyone could get this type of call, as well as, in a classroom desk drawer for easy access.

Formative Assessment:

Once instruction is complete, ask the following questions:

- Where should the Bomb Threat Assessment Tool brochure be located?
- What are the five sections of the brochure?
- What is the most important thing to remember when receiving a bomb threat?

Lesson 5 Outcome:

- Participants will view what an actual active shooter situation looks like and know what actions to take in case of an incident with an active shooter.

Objectives:

- Participants will learn the aspects of what an active shooter scenario by watching <http://www.youtube.com/watch?v=5VcSwejU2D0>, the active shooter video, Run, Hide, Fight.
- Participants will understand how to use the Active Shooter Information Card (see Appendix D) and each of the sections How to Respond (Evacuate, Hide Out, and Take Action), Information, Coping, Profile, and Characteristics.

Formative Assessment:

Once instruction is complete, ask the following questions:

- What is an active shooter?
- How are victims selected by an active shooter?
- What are the three steps of how to respond?

Lesson 6 Outcome:

- Participants will understand how, when, why, and what to report on the Student Conduct Report Form, including where it is located.

Objectives:

- Participants will know the Student Conduct Report Form <https://publicdocs.maxient.com/incidentreport.php?MuskegonCC>, (see Appendix F) is located on the website (on the Campus Safety and Behavioral Intervention Team pages) and on the MyMCC portal Bookmarks section.
- Participants will understand how to complete each section of the form – Background Information (person completing the report, date, time, and location of incident), Reason for Report (why), Involved Parties (the victim(s), witnesses, and

alleged), Description/Narrative (what actually happened), and Supporting Documentation.

- Participants will know it is important to find out as much information about the people involved without causing more harm and the importance of completion of the report in a timely manner in order to lessen the chance of another occurrence happening. Many times incidents that go unreported, although they may seem minor to one person, they could actually turn into an issue later on. It is best to report the incident to help prevent a larger incident in the future.
- Participants will know a Counselor, Vice President for Student Services and Administration, Dean of Student Life, and Security receive the report and how follow up occurs depending on the situation.

Formative Assessment:

Once instruction is complete, ask the following questions:

- Where is the Conduct Report Form located?
- What are the main sections of the report form?
- When should an incident be reported?
- Who receives the report once it is submitted?
- Why should a report be submitted?

Summative Assessment:

- Quiz (See Appendix F) – Explain that the participants should answer based on the information that was discussed. Once complete, have them keep the quiz and review the answers, discussing each one if they were wrong

- Survey (See Appendix G) – This survey will be used to gather information about how successful the participants feel the training was and whether the content was appropriate and sufficient.
- Feedback Form (See Appendix H) – The feedback form will give the participants an opportunity to send thoughts, ideas, and questions to the trainer after the training is complete. This way if they think of something once they have left the training, they can submit the information for future trainings, as well as, get questions answered if needed. Give link to feedback form located on MyMCC portal.

Survey Results

On March 28, 2014, the Threat Assessment and Reporting Training was given to the three Student Services Generalists. The results of the survey are in Table 1. The results of the Feedback Form are listed in Table 2.

Table 1
Survey Results

| | <u>Strongly Agree</u> | <u>Agree</u> | <u>Disagree</u> | <u>Strongly Disagree</u> |
|---|---|---------------------|-----------------|--------------------------|
| The training provided important information that will be used in the job. | 3 | | | |
| The trainer was informational and able to answer questions. | 3 | | | |
| I would recommend this training to another staff member. | 3 | | | |
| | | | | |
| | <u>Advanced</u> | <u>Intermediate</u> | <u>Beginner</u> | <u>None</u> |
| Rate your knowledge on the subjects discussed prior to this training. | | 2 | 1 | |
| Rate your knowledge on the subjects discussed after this training. | 2 | 1 | | |
| | | | | |
| What did you like most about the training? | <ol style="list-style-type: none"> 1. Info was provided that you sometimes forget. 2. Very informative, learned information very useful to my area of work (where I work at). 3. Informative and effectively communicated the importance of this issue – safety. | | | |
| What did you like least about the training? | <ol style="list-style-type: none"> 1. Nothing. 2. Nothing. 3. Nothing – all important and pertinent. | | | |
| Please list up to 2 items you would improve, if any. | <ol style="list-style-type: none"> 1. Updates every so often. 2. Longer training to offer to all staff. 3. I feel this training should be repeated twice a year to all staff, etc., because if you don't use it, you lose it. | | | |

Table 2

Feedback Form Results

| |
|---|
| <p>Please list any suggestions you have for the next Threat Assessment and Reporting Training.</p> |
| <ul style="list-style-type: none">• Different location other than the Welcome Center• More time for training• Would have been nice to be able to have more hands on experience for example with the panic button, fire alarms, active shooter drills, and to practice the plan for our specific department• PowerPoint presentation would have been nice to make it easier to follow• Lengthier training – was constantly interrupted because of having to help students during the training. |
| <p>Please list any questions you thought of after the Threat Assessment and Reporting Training.</p> |
| <ul style="list-style-type: none">• Will this training be for all staff/personnel?• Where are the fire extinguishers in each area?• How often will training occur? |

CHAPTER 5

CONCLUSION

Realizations of the Project Process

There were many lessons that were gained throughout this process of writing a research-based project on creating a threat assessment and reporting training. During the research process, finding the best practices of other equivalent educational institutions was interesting, especially the differences between higher education and K-12 education. It was particularly surprising to find out how much work Muskegon Community College has already put into this project. Knowledge in the topics included in the training is much greater than it was when this project was first started. As a staff member on the Crisis Prevention Team, there was not a clear awareness of the amount of time, effort, and training that has been done by other staff members on campus. This work has also shown the community, staff, faculty, and students that the College as an institution really cares about the safety and well-being of its community. This new atmosphere of being aware shows others that MCC is choosing to and not ignore the facts and be proactive by trying as much as possible to be prepared in case of an emergency.

Although the Crisis Prevention Team and its sub-teams have had training in many areas, it has not been consistently clear to those team members what exactly should be relayed back to their respective departmental staff. There are some items that team

members do not understand completely themselves. It seemed to be an assumption that the team members would tell the non-team members about the available tools. This shows that there really is a need for this training, possibly including team members from all four sub-teams. Being part of a sub-team does not mean that the members will know or learn everything available without it being fully explained in training.

Lastly, the need for this training in other formats has been suggested. Because of the high number of adjunct faculty and low number of staff for coverage, it is likely that not every employee will be able to attend a set training time, even when multiple sessions are offered. Therefore, an online format of training should be available for those employees that cannot attend in person. This training could also be included in faculty seminar days for full-time faculty and any adjuncts that can attend. There is also a New Adjunct Faculty Training that occurs prior to each Fall semester, which would be a good opportunity to relay the information to that group of faculty.

Participant Feedback from the Training

Information gathered from the Feedback Form indicated the need to have other staff members trained on the items on a regular basis with updates at least one-two times per year. Participants stated the need for a non-interrupted training at a location other than the Student Welcome Center, which is already planned for future trainings. The training that was conducted had the limitation of being done at the Student Welcome Center because there was not coverage for those staff members to leave their stations. This was a problem because there were constant interruptions by internal and external customers. This location also caused the trainer to not have the ability to fully show the use of the panic button on two demonstration phones without actually causing the team to

respond. The trainer was unable to use an electronic presentation using a computer which would have been helpful to point out the key information being discussed. This was stated in discussion but not indicated in the feedback form or survey results. An electronic presentation (See Appendix I) has since been created for future use. The staff indicated the wish to participate in an active shooter scenario in the future, which MCC has planned for the Summer 2014 semester. Lastly, this also showed the trainer and the staff that proper training had not been done with the Emergency-At-A-Glance poster, as a piece of key information, the location of the nearest fire extinguisher, was missing and needed to be filled in at the time of the training.

Limitations of the Planned Training

As planning of the training occurred, the main limitation was finding time to give the actual training to staff members. With MCC, as many other schools, being short-staffed due to budget cuts and illness, it was difficult to have coverage in a key area long enough to train the front-line staff. Because of this, the training was conducted at the Student Welcome Center for only the three staff members in that area, during business hours, where many interruptions occurred because the staff had to assist customers as they needed help. This caused delays as the trainer was going through the agenda, however, the staff gave full attention and asked many questions throughout the time period. Having a time to give the training without interruptions would be much easier for the trainer and the staff receiving the training.

This training session was only conducted for three staff members, which is not the most efficient use of time for any department and the person giving the training. Therefore, the first training has been considered a field test. The preference is to have

more participants. This would help to get more feedback and have larger conversations with questions and sharing for more information between staff.

Since MCC has many adjunct faculty, there is constant turnover and training that needs to occur as new staff and faculty enter into employment. This is a limitation because this training will need to occur regularly as those new members are hired. This will cause more of a one-on-one training, instead of a group training, which causes conflict with the problem of time to conduct the training. Also, keeping the training consistent each time it is given could be an additional problem if more than one person is conducting the training.

Lastly, each person being trained has a different level of knowledge about each of the topics, as well as, a different position at the College. Depending on the position of the trainee, the amount of knowledge will vary. This will be difficult to know ahead of time, so some prior research on the staff attending the training will need to be done before the training is conducted.

APPENDIX A

Emergency-At-A-Glance Poster



Muskegon Community College

| EMERGENCY NOTIFICATION SYSTEMS | | |
|--|---------------|---|
| EMERGENCY CONTACTS | INSIDE | OUTSIDE |
| Emergency | 9-911 | 9-911 |
| Non-Emergency Police/Fire | 545 | 777-0545 |
| Panic buttons on phones | 9-911 | 9-911 |
| RAVE Alert – register on MCC's homepage | | |
| <ul style="list-style-type: none"> Be sure to register for RAVE to receive instant emergency updates. "Like Us" on Facebook to get posts about campus emergencies. Check your MyMCC page and the MCC website for additional emergency messages. Emergency campus closings appear on the local TV stations. | | |
| EVACUATION | | |
| EVACUATION PROCEDURES: Notification will occur over the public address system | | OTHER EVACUATION PROCEDURES: <ul style="list-style-type: none"> Refer to evacuation plan http://www.muskegoncc.edu/evacuationmap and proceed with instructions. Know where nearest fire extinguisher is: |
| FIRE: Activation of fire alarm <ul style="list-style-type: none"> Look for visible signs of smoke or flames internal and external to the building. Evacuate the building with students. EVACUATION PROCEDURE: <ul style="list-style-type: none"> Lead class in orderly manner to evacuation location on map A, B, or C. Notify administration of missing students, x545. Do not reenter the building until notified by administrator. IF ALL EVACUATION ROUTES ARE BLOCKED: <ul style="list-style-type: none"> Stay in room and close door. Keep air as clean as possible. Seal door at bottom with cloth or whatever you have available. Limit movement and talking in room. Communicate your situation to administration or emergency officials by whatever means possible. | | |
| IN CASE OF EMERGENCY MCC'S ADDRESS IS: 221 S. QUARTERLINE ROAD MUSKEGON, MI 49442 | | |
| LOCKDOWN/SHELTER IN PLACE | | |
| LOCKDOWN PROCEDURE: Notification will occur over the public address system <ul style="list-style-type: none"> If it is possible to flee the area safely and avoid danger, do so. Lock and barricade doors. Turn off lights, computers, radios and sound/vibrate on cell phones. Close blinds and block windows. Keep occupants calm, quiet, and out of sight. Do not open door for anyone. Wait for the door to be opened and the room cleared by police or security. Reminder: Classroom doors should be locked at all times to make this easier in the event of a lockdown. | | WHEN AND WHY LOCK DOWN: <ul style="list-style-type: none"> Active Shooter Riot or Civil disobedience Hostage situation Pandemic or other infectious disease Hazardous materials, chemical spill, pipeline rupture, etc. |
| SHELTER IN PLACE PROCEDURES: <ul style="list-style-type: none"> Stop what you are doing right away (business operations, classes, work, etc.). Know the best accessible space for sheltering. Close and lock all windows, exterior doors, etc. Have phone available. Bring everyone into the safe space. http://www.muskegoncc.edu/evacuationmap. Wait for updates. | | WHEN AND WHY SHELTER IN PLACE: <ul style="list-style-type: none"> Severe weather, blizzard, tornado, storms |
| BEHAVIORAL INTERVENTION | | |
| If you wish to report an incident that involves a behavioral issue, improper conduct, threatening behavior or is a violation of the Student Code of Conduct, please submit the Student Conduct Reporting Form . Faculty, Staff, and Administrators can access a Behavioral Reporting form on the Faculty/Staff Information web page, http://www.muskegoncc.edu/studentconductreport . | | Use your best judgment. If the situation is an emergency, call 911 and/or 545; then file a Student Conduct Report . |
| Reasons for BIT Referral-Student Conduct Reporting Form <ul style="list-style-type: none"> Self-injurious behavior/suicidal ideation including, but not limited to, talk of suicide or suicidal action. Erratic behavior (including online activities) that disrupts the mission and/or normal proceedings of college students, faculty, staff, or community. Behaviors include, but are not limited to, threats of a weapon on campus, significant inappropriate disruption to community, and behaviors with potential to compromise safety. On campus alcohol and drug use/abuse. Academic integrity, classroom misconduct, and all Student Code of Conduct violations. | | |

APPENDIX B

Evacuation Map

MAP #1



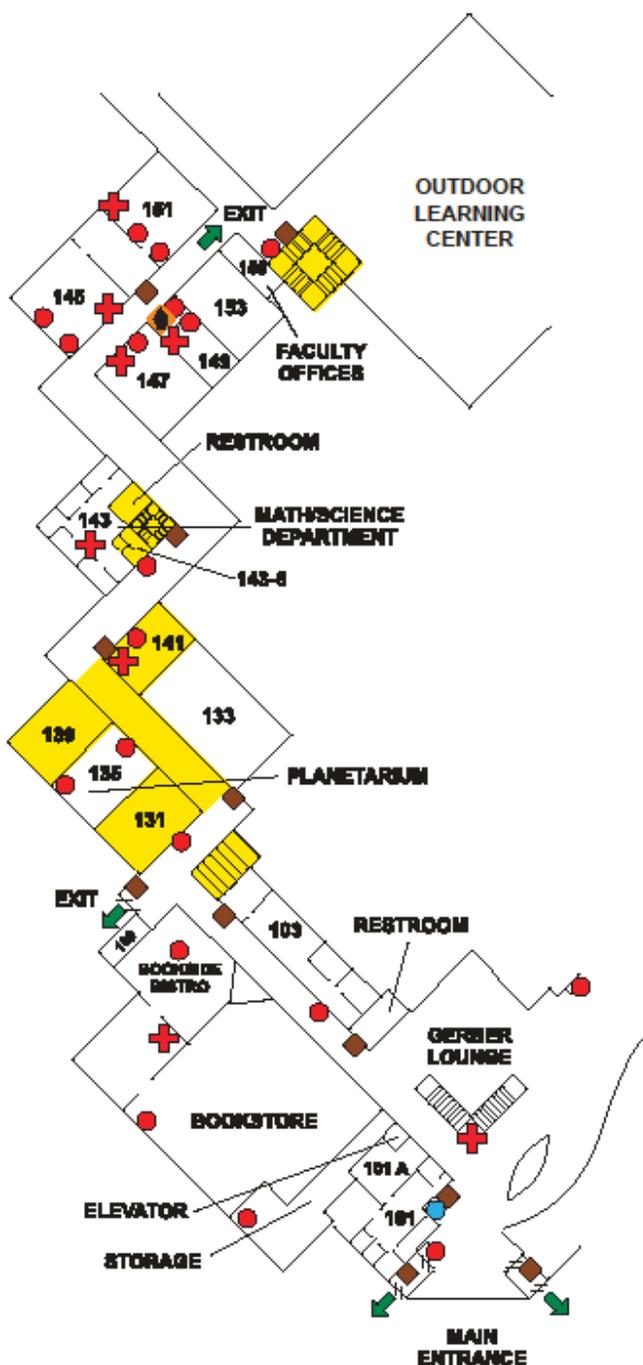
Campus Safety Information

EMERGENCY NUMBERS

- * Police 9 - 911
- * Security x545 or 9-231-557-5648
- * Fire - Pull the alarm

YOU ARE HERE

- First Aid Kit
- Flammables Cabinet
- Fire Extinguisher
- Emergency Defibrillator (AED)
- Emergency Exit
- Fire Alarm
- Tornado Shelter



APPENDIX C

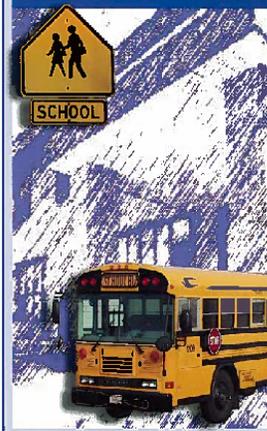
Bomb Threat Assessment Tool Brochure

| THREAT DATA COLLECTION REFERENCE CARD | BOMB THREAT RESPONSE ACTIONS | EMERGENCY TOOLKIT CONTENTS LIST |
|--|--|--|
| <p>PHONED THREAT</p> <ul style="list-style-type: none"> Start recording device. Signal another staff member to listen, if possible. Transcribe the threat. Fill out as much of the Bomb Threat Response Report as possible including detailed questions. Notify the Site Decision Maker of the threat. Complete any unanswered questions on the Bomb Threat Response Report. If available after the call for the school's School Emergency Response Team and law enforcement to interview you. <p>WRITTEN THREAT</p> <ul style="list-style-type: none"> How the document is left as possible. On a separate piece of paper, re-write the threat exactly as it reads. On this copy, also record: <ul style="list-style-type: none"> Where the document was found The date and time you found the item Any situations or conditions surrounding the discovery Any other person you are aware of who saw the threat Secure the original document. If small, place in a bag or envelope. DO NOT fold, crumple, tear, or mark the item in any way. If on a large object, secure the location. Notify the Site Decision Maker of the threat. <p>E-MAILED THREAT</p> <ul style="list-style-type: none"> Leave the message open on the computer. Notify the Site Decision Maker and the computer lab supervisor of the threat. Print, photograph, or copy down the message. Include the header of the e-mail. Save the e-mail, if you know how to do so. <p>VERBAL THREAT</p> <ul style="list-style-type: none"> Obtain the person making the threat. If possible and practical. If the person who made the threat leaves, note which direction they are going. If possible and safe, follow them at a discreet distance. Have another staff member notify the Site Decision Maker. Note the description of the person who made the threat: <ul style="list-style-type: none"> Name, if you know them Race Sex Type and color of clothing Body size Hair color Distinguishing features Write down the threat exactly as it was communicated to you: <ul style="list-style-type: none"> Exact wording Who made the threat The date and time of the threat Where the person who made the threat is now Notify the Site Decision Maker, if someone else has not already done so. <p>RUMOR OF THREAT</p> <ul style="list-style-type: none"> If you overhear a rumor about a bomb or explosive device threat or incident, write down exactly what you heard, from whom you heard it, and then report the rumor to the Site Decision Maker. Record, document, and preserve threat information. Report threat to school security, police, and Central Administration. Notify staff as appropriate. Assemble School Emergency Response Team at interior Command Center. Assess the threat and determine response (Search or Evacuate). | <p>SEARCH</p> <ul style="list-style-type: none"> Assemble and deploy Search Teams per school plan. Team search assigned areas; teachers and staff search own areas. Hang indicator tags and record search results. If suspicious item is found, under no circumstances should it be touched, tampered with, or moved. Staff will immediately leave the area, shut the door, and report the object to the building administrator. Law enforcement will need to know where the bomb is located, who discovered it, why it is suspected of being a bomb, and if it has been disturbed or moved. <p>EVACUATE (IF NECESSARY)</p> <ul style="list-style-type: none"> Select evacuation routes and assembly areas. Notify police and fire and request assistance. Search Teams clear routes and assembly areas. Notify staff to prepare for evacuation. Assemble and deploy evacuation units and perimeter control. Give evacuation order; teachers and staff check rows, areas, hang indicator tags; teachers, staff, and students gather belongings and exit enroute. Units supervise, track, and report evacuation progress. Evaluation Coordinator confirms the building is empty. Execute School Emergency Response Team to exterior Command Center. Bring Emergency Kit and Nurses' Trauma Kit. <p>CONTINUING ACTIONS AFTER EVACUATION</p> <ul style="list-style-type: none"> Debrief emergency services and coordinate further actions. Take attendance and report. Open media, medical, and parent areas. Brief regularly. As appropriate, determine security or disaster relief. Reentry only when suspicious item not found or when it has been cleared by law enforcement. Dismissal in consultation with central administration. Notify parents, staff, and students. Implement dismissal plan by bus and documented parent pickup. Evacuate all students and dismissed. Site Decision Maker remains on-scene until situation resolved or relief relieved by another administrator. <p>IF A SUSPICIOUS ITEM IS FOUND</p> <ul style="list-style-type: none"> DO NOT TOUCH THE ITEM. Person or Search Team who found the item reports it to the Site Decision Maker. Notify police, fire, EMS, and bomb squad. Notify other search Teams and terminate search. Secure area where item is located, but do not guard it (stay away from the item). Hang indicator tag. Notify staff of the situation and direct them to prepare for evacuation. Select evacuation routes and assembly areas that are away from the suspicious item. Holdup Search Teams to clear evacuation routes and assembly areas. Meet arriving emergency responders and brief them, letting them speak with person who found item, and informing them where the item is located. When evacuation routes and assembly areas are cleared, conduct evacuation. Law enforcement will assume command of the scene. The School Emergency Response Team should remain at the scene to inform and manage evacuees, media, parents, and others as appropriate. Continue with recovery or cleanup action, as appropriate. | <p>Items you may want to consider including in your Emergency Toolkit, which will be taken to the Command Post, are:</p> <p>SCHOOL FACILITY</p> <ul style="list-style-type: none"> Complete set of master keys: coded to rooms and corresponding with a printed key list. Blueprints and floor plans or site map of school. Copy of a video or CD depicting school interior and exterior. Photographs of the school interior and exterior. <p>EMERGENCY RESPONSE PLANS</p> <ul style="list-style-type: none"> A copy of the school's emergency action checklist or flow chart (listing all critical functions in the order in which they must be carried out). Copies of the school's site crisis response plan, bomb threat plan, and district crisis management plan. A copy of the lockout survey and/or physical security plan. A list of the following telephone numbers: <ul style="list-style-type: none"> Emergency names and phone numbers Police Fire Telephone security Bomb squad Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF) Postal Inspector Emergency Medical Services Local hospital District contacts (as mandated by your district) <p>STAFF AND STUDENT INFORMATION</p> <ul style="list-style-type: none"> Updated list with pictures if possible, of all faculty and students. List of all staff should have their contact numbers (home, classroom or office, cell, pager). Student contact information should include documentation of who is authorized to pick up that student. Student and staff sign-out sheets that include how, when, and by whom. Include provision for students transported to medical facilities. List of students and staff with special needs and description of need. Staff and volunteer contact information, including emergency medical information and family notification information. Contact information for contiguous schools or outbuildings. <p>EMERGENCY ACTION RESOURCES</p> <ul style="list-style-type: none"> School Emergency Response Team member information and assignments Searched location tags Evacuation routes from plans and evacuation plan Copies of prepared statements for media explaining the school's emergency procedures List of all staff trained in CPR and/or first aid Retrievable vests for School Emergency Response Team members with identifying marks Bulb horn with charged batteries AA/AAA portable radio Flashlights and batteries Map to emergency shelter with marked route Local street and zone maps Clipboard Legal pads Pens Markers 1000' reel off stickers (for ID use) Plastic red or yellow tape for cordoning off areas Local phone book |

Not valid for Bomb Threat Response Kit Emergency Planning Tool for the use of the Bureau of Alcohol, Tobacco, Firearms and Explosives. See the Emergency Planning Tool for the use of the Bureau of Alcohol, Tobacco, Firearms and Explosives. Contact the Bureau of Alcohol, Tobacco, Firearms and Explosives for more information.

Bomb Threat Assessment Tool for Schools

This tool is designed to help schools respond to a bomb threat in a systematic and orderly manner with first responders and parents.



Sponsored by:



APPENDIX D

Active Shooter Information Card

HOW TO RESPOND

WHEN AN ACTIVE SHOOTER IS IN YOUR VICINITY

1. EVACUATE

- Have an escape route and plan in mind
- Leave your belongings behind
- Keep your hands visible

2. HIDE OUT

- Hide in an area out of the shooter's view
- Block entry to your hiding place and lock the doors
- Silence your cell phone and/or pager

3. TAKE ACTION

- As a last resort and only when your life is in imminent danger
- Attempt to incapacitate the shooter
- Act with physical aggression and throw items at the active shooter

CALL 911 WHEN IT IS SAFE TO DO SO

HOW TO RESPOND

WHEN LAW ENFORCEMENT ARRIVES

- Remain calm and follow instructions
- Put down any items in your hands (i.e., bags, jackets)
- Raise hands and spread fingers
- Keep hands visible at all times
- Avoid quick movements toward officers such as holding on to them for safety
- Avoid pointing, screaming or yelling
- Do not stop to ask officers for help or direction when evacuating

INFORMATION

YOU SHOULD PROVIDE TO LAW ENFORCEMENT OR 911 OPERATOR

- Location of the active shooter
- Number of shooters
- Physical description of shooters
- Number and type of weapons held by shooters
- Number of potential victims at the location

COPING

WITH AN ACTIVE SHOOTER SITUATION

- Be aware of your environment and any possible dangers
- Take note of the two nearest exits in any facility you visit
- If you are in an office, stay there and secure the door
- Attempt to take the active shooter down as a last resort

Contact your building management or human resources department for more information and training on active shooter response in your workplace.

CALL 911 WHEN IT IS SAFE TO DO SO

PROFILE

OF AN ACTIVE SHOOTER

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area, typically through the use of firearms.

CHARACTERISTICS

OF AN ACTIVE SHOOTER SITUATION

- Victims are selected at random
- The event is unpredictable and evolves quickly
- Law enforcement is usually required to end an active shooter situation



APPENDIX E

Student Conduct Report Form



Student Conduct Reporting Form

Please provide detailed information regarding the incident you are reporting.

Background Information

Your full name:

Your position/title:

Your phone number:

Your email address:

Your physical address:

* Nature of this report:

Urgency of this report:

* Date of incident: must be formatted **YYYY-MM-DD**

Time of incident: : :

* Location of incident:

Specific location:

Reason(s) for Report

Below are categories that correspond to the Student Code of Conduct. Please indicate the relevant sections that pertain to this incident report.

Classroom Misconduct

CONCERNING STUDENT BEHAVIOR

- | | | |
|---|---|--|
| <input type="checkbox"/> Academic Integrity - Cheating/Plagiarism | <input type="checkbox"/> Gambling | <input type="checkbox"/> Professional or Ethical Codes |
| <input type="checkbox"/> Disorderly Conduct | <input type="checkbox"/> Harassment | <input type="checkbox"/> Prohibited Behavior |
| <input type="checkbox"/> Disruptive Demonstrations | <input type="checkbox"/> Hazing | <input type="checkbox"/> Sexual Misconduct |
| <input type="checkbox"/> Drug Free Campus Policy | <input type="checkbox"/> Intentional Obstruction | <input type="checkbox"/> Theft or Damage to MCC Property |
| <input type="checkbox"/> Duplication or use of keys | <input type="checkbox"/> Interference with college-approved operation | <input type="checkbox"/> Threats and Intimidations |
| <input type="checkbox"/> Failure to comply with directions | <input type="checkbox"/> Non-discrimination policy | <input type="checkbox"/> Tobacco Free Environment |
| <input type="checkbox"/> Failure to identify oneself | <input type="checkbox"/> Other | <input type="checkbox"/> Weapons Policy |

Involved Parties

Please list the individuals involved (excluding yourself), including as many of the listed fields as you can provide. For non-students, please list a Drivers License number if available in the block labeled SID.

| | | | |
|---|--|--|---|
| <input type="text" value="Name or Organization"/> | <input type="text" value="====[Select Gender]===="/> | <input type="text" value="====[Select Role]===="/> | <input type="text" value="ID Number"/> |
| <input type="text" value="DOB (YYYY-MM-DD)"/> | <input type="text" value="Phone number"/> | <input type="text" value="Email address"/> | <input type="text" value="Hall/Address"/> |

[Add another person](#)

Description / Narrative

Please provide a detailed description of the incident/concern using **specific** concise, objective language.

[Check Spelling & Preview](#)

Supporting Documentation

Photos, video, email, and other supporting documents may be attached below. *Maximum 12 megabytes per file*
Attachments require time to upload, so please be patient after you click to submit this report.

One last step ...

Help us prevent spam reports. Prove you're a human by typing the letters and numbers as you see them in the block to the right. **Capitalization does not matter but cookies must be enabled** in your browser for this to work.

Type it here:

LSNSU



[I can't read it; let's try a different one.](#)

Submit report

APPENDIX F

Quiz

Threat Assessment and Reporting Training Quiz

1. What does the Crisis Prevention Team consist of?
2. What are the sections of the Emergency-At-A-Glance poster?
3. Where should a person look for evacuation directions?
4. Who responds to a panic button call?
5. What is the most important step when receiving a possible bomb threat?
6. How should a person respond when gun shots are heard?
7. What tool can an employee use if the active shooter steps are forgotten?
8. What type of incident or issue should be reported on the Student Conduct Report form?
9. Who can report incidents on the Student Conduct Report form?
10. Who receives the Student Conduct Report form after it is submitted?

APPENDIX G

Survey

Threat Assessment and Reporting Training
Survey

| | <u>Strongly Agree</u> | <u>Agree</u> | <u>Disagree</u> | <u>Strongly Disagree</u> |
|---|-----------------------|---------------------|-----------------|--------------------------|
| The training provided important information that will be used in the job. | | | | |
| The trainer was informational and able to answer questions. | | | | |
| I would recommend this training to another staff member. | | | | |
| | | | | |
| | <u>Advanced</u> | <u>Intermediate</u> | <u>Beginner</u> | <u>None</u> |
| Rate your knowledge on the subjects discussed prior to this training. | | | | |
| Rate your knowledge on the subjects discussed after this training. | | | | |
| | | | | |
| What did you like most about the training? | | | | |
| What did you like least about the training? | | | | |
| Please list up to 2 items you would improve, if any. | | | | |

APPENDIX H

Feedback Form

Threat Assessment and Reporting Training
Feedback Form

Please list any suggestions you have for the next Threat Assessment and Reporting Training.

Please list any questions you thought of after the Threat Assessment and Reporting Training.

APPENDIX I

Training Presentation



Muskegon Community College

Threat Assessment and Reporting Training

March 28, 2014

Purpose of Training

- To make sure staff is aware of the Crisis Prevention Team, the four sub-teams and all of their purposes
- Review in detail tools we have to assist in assessing and reporting
- Prepare staff and faculty how to handle an emergency/crisis situation

Crisis Prevention Team

Created in 2012

Purpose - to coordinate procedures and strategies to increase campus safety and security in the event of a campus threat to our health, safety and security.

Team Leads - John Selmon, Larry Visconti, Teresa Sturru, Jerry Nyland, WMU, GVSU, FSU and all other Team Leads

Focus Areas - Campus Safety and Security Initiatives

Crisis Prevention Team – Sub-Teams

Behavioral Intervention Team

Evacuation Team

Lockdown/Shelter In Place Team

Emergency Notification Systems Team

Behavioral Intervention Team

Purpose - to identify and coordinate services or intervention strategies for a broad range of troubling student behaviors

Team Leads - John Selmon, Larry Visconti, Jerry Nyland, Becky Evans, Sally Birkam, Marty McDermott, Cindy Reuss

Focus Areas - Student Conduct Issues

Evacuation Team

Purpose - to develop procedures for crisis situations that require evacuation of the buildings.

Team Leads - Stan Dean, Marty McDermott, and Cindy Reuss

Focus Areas - Fire, Inclement Weather, Chemical Spills, Bomb Threats, Flood, Power Outage, etc.

Lockdown/Shelter In Place Team

Purpose - to develop procedures for "Lockdown" and "Shelter in Place" for crisis situations.

Team Leads - Sally Birkam, Jim Witham, and Vern DeMoss

Focus Areas - Tornados, Weapons, Active Shooters, Weapons Reporting Procedures

Emergency Notifications Systems Team

Purpose - to develop campus-based emergency alerts and communications plan for all campus crisis situations.

Team Leads - Tonette Brown-Garner, Pete Koryzno, Jason Miller

Focus Areas - Create Crisis Communications Plan: Define campus emergencies; Compose emergency messages; Disseminate emergency information over Emergency Alert Systems, e.g. RAVE, GRAR, website, campus phone, social media; Create processes to enroll campus community members into appropriate emergency-related systems; Explore ways to expand and improve emergency communications.

Emergency-At-A-Glance Poster

Poster Purpose - to give students, staff, and faculty a quick reference in case of an emergency.

SECTIONS

- Emergency Notifications Systems – list of all the emergency contact communication devices
- Evacuation – list of evacuation procedures for different situations
- Lockdown/Shelter in Place – list of lockdown procedure, when and why to lock down, shelter in place procedures and when and why to use shelter in place procedures
- Behavioral Intervention – list of reasons for BIT referral using the student conduct form and where the form is located.

Locations - all classrooms, offices, restrooms, and hallways on campus.



Evacuation Maps

Locations- MCC website at

<http://www.muskegoncc.edu/pages/1012.asp>, on MyMCC portal at

<https://mymcc.muskegoncc.edu/studentservices/safety/Pages/default.aspx> and in hallways, stairwells, classrooms, and other various locations on campus.

Reading the Map – Locate the highlighted YOU ARE HERE on the map, determine the correct emergency symbol, travel to the nearest location indicated by the symbol.



Panic Button

Purpose - used to relay a signal to the emergency team by phone without bystanders being aware of the call.

Location - One-line, two-line, and six-line phones are used. Only phones with more than one line have the option to have the panic button and must have a line free to use. The location of the panic button can be placed where there is an open line available. The user can choose which line they would like to use for the panic button.

Response Team - consists of five key members from the Crisis Prevention Team, including members of security. Each of those team members receives the same sound on their phone at the same time when the button is pushed.



Bomb Threat Assessment Tool

Purpose: used to gather information and know how to assess when a bomb threat is received.

Key Factor: most important part when receiving a call is to gather as much information as possible about the bomb and the caller

Sections: Gather Threat Information, Critical Staff Response, Threat Assessment, Actions to Consider, and Reference Information (back of brochure)

Location: Next to all phones or in a desk drawer if no phone is in the room



Active Shooters

Active Shooter Video: <http://www.youtube.com/watch?v=5Vc5weU2D0>

Active Shooter Response Card:

- How to Respond - Evacuate, Hide Out, and Take Action
- Information
- Coping
- Profile
- Characteristics



Student Conduct Report Form

Location: <https://publicdocs.maxient.com/incidentreport.php?MuskegonCC>

MCC Website - Campus Safety and Behavioral Intervention Team pages
Bookmark on MyMCC portal

Sections:

- Background Information (person completing the report, date, time, and location of incident)
- Reason for Report (why)
- Involved Parties (the victim(s), witnesses, and alleged)
- Description/Narrative (what actually happened)
- Supporting Documentation



Student Conduct Report Form

Information:

Important to find out as much information about the people involved without causing more harm.

Timing:

Report should be done right away to lessen the chance of another occurrence happening. Many times incidents that go unreported, although they may seem minor to one person, they could actually turn into an issue later on. It is best to report the incident to help prevent a larger incident in the future.

Response Team:

Counselor, Vice President for Student Services and Administration, Dean of Student Life, and Security receive the report and follow up.



Assessment

Survey:

Feedback Form:

QUESTIONS?



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