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COMMON SENSE SAFETY STRATEGIES FOR EDUCATORS

Overview

- Some philosophy
 - Awareness
 - Predators vs Prey
 - The Habit of Scans
 - Preplanning
- Personal Strategies
 - Buildings
 - Entries/Exits
 - Crowds
 - Travelling
- In the Classroom
 - Evacuations
 - Go-Bags
 - Violent Individuals
 - Bomb Threat

Col. Grossman Readiness Levels

- **White** – Most people (sometimes called sheeple) meander through life in this state. Focused only slightly on what we are doing, little or no looking around and staying within their own spheres of concerns.
- **Yellow** – Heightened awareness where you are observant of your surroundings. Police, Soldiers, Medics live in this state.
- **Orange** – readiness, you are now ready to meet an event or attack and have started to physically position yourself to prepare for it. Soldiers in combat live in this state.
- **Red** – Fight or flight – This is where you move towards and engages or move away and evade the attack.
- **Black** – This is full on shut down. Some people actually pass out, many forget or have amnesia, you are shut down to your senses and are now helpless.

▪ (Grossman and Christensen 30 - 50)



Philosophy

- Becoming Aware
- Levels of Awareness (Col. Grossman)
 - White
 - Yellow
 - Red
 - Black

Predators vs Prey

- A lot of people walk around in condition white.
- Shoulders hunched, looking toward the ground.
- Moving like pack or herd animals



Scans

- Making a habit of looking in all directions\
- Systematically checking your environment
- Addressing possible threats



Scans

- Scanning is a method that allows you to naturally and periodically know your surroundings.
- A quick look around your environment and return to items of concern or interest.
- Don't allow a point of interest take too much time as it may signal fear or concern from you and it also may keep you from completing your scan.
- Three mirror scan some people are taught when driving their car.
- When you do that scan while driving, the idea is to immediately take stock of who is next and behind you and who may be moving up from behind.
- Methodical and systematically knowing your immediate surroundings
 - Three Bands, Lower, Middle, Upper
- Don't forget to look up and down!

Preplanning

- We fail to the level of our training.
- Even if you have practiced something only once, there is a much greater chance you will behave that way in an emergency: Fire drills
- Extend your thinking one or two steps past an event
- Thinking OPFOR

Personal Strategies - Buildings

- Know the entries and exits of places you frequent
- Know at least two routes to any location to regularly travel to
- When inside a public building, know two ways you would get out in a hurry
- When judging an entrance, also look at the area around the doorway, where does it lead to? Can it be easily blocked?

Entries and Exits



- Consider your own front door.
- What can you see from inside without letting them see inside?
- What kind of locks do you have on it?
- Do you have to blindly let someone in? Peepholes?
- Addressing the door, from an angle.

Crowds

- Stay away from the middle
- Know the main entrance/exit and really know alternatives
- Two steps when in a crowd and something happens:
 - Get to the outside edge of the crowd
 - Try to move laterally instead of just with the flow
- Panic = running without purpose
- Intention = Safer method of moving during an emergency

Travelling

- Use of Rally points – LNL
- Know the route you are taking and then look at alternate routes
- If under threat, always stay in populated areas
- Avoid boxing yourself in

When exchanging or receiving money

- ATMs
- Drive up ATMs
- Cash registers
- Handing over the credit card for the check

In the Classroom

- Do your own analysis of your room.
- How many ways can you get in and out?
- Is your desk set up where you can see the door?
- Establish your teaching area
- Door – Can you lock it? If you can are you stuck there?

Evacuations

1. Do teachers know where to go? Have they walked their routes?
2. Do they have options in case that route is blocked or unsafe?
3. Do they have go-bags to support them when they evacuate
4. Do they know where to take students for an extended evacuation?
5. Are there pre-arranged safe places (Harbor Points) within walking distance?
6. Do you have a reunification plan that...
 - ❖ Positively ID all students
 - ❖ Positively ID all parents/Guardians Picking up a student
 - ❖ Tracking all students until they are picked up?

Evacuations

1. Primary Routes
 2. Have options in case your primary route is blocked to too dangerous to use
 3. Things to look for when establishing an evacuation route
 - ❖ Provides cover and/or concealment
 - ❖ Leads to a location where your class can hold up safely
 - ❖ When at your evacuation point, determine if you are safe and for how long. If not, move further away from danger
 - ❖ If you move to an unknown location, have a plan to communicate this to others (go-bag cell phone roster)
- **WALK YOUR EVACUATION ROUTES! PRACTICE MEANS YOU WILL BE MORE LIKELY TO REMEMBER TO GO THERE WHILE UNDER PRESSURE**

Go Bags

1. These are pre-prepared bags that have safety/security items and documents to support the class when evacuating
2. Ideas for items in your go bag (backpack or satchel)
 - ❖ Classroom Roster
 - ❖ Cell Phone Listing of all staff
 - ❖ Small first aid kit
 - ❖ Emergency Blanket
 - ❖ Ponchos
 - ❖ Whistle
 - ❖ Walkie Talkie (these need to be synched with each other)
 - ❖ Orange or Yellow Safety Vest



Violent Individuals

What do staff do when there is a person in the building who is either not authorized, or their identity is in question?

- Your approach is crucial as it may work to enrage or set someone off or have a calming affect while notifying others of the person at the same time.
- Have a plan for dealing with potentially violent individuals
- #1 rule: Don't be alone with anyone you suspect of possibly becoming violent

Procedures of challenging – Authoritative but not abrasive

1. The purpose is twofold
 - Ensure no one is walking around not being helped within our buildings
 - Delay or bring attention to potential threats within the building
2. Greet the person and ask to help
3. Be ready to direct or better yet, escort them to the main office
4. Make sure someone else sees you with the person as you escort them
 - This helps to ensure someone else knows you are with them
 - This will speed up any assistance since someone else knows where you are headed and what you are doing.



Bomb Threats

- How are they made?
- Details of the person giving the threat
- Anonymous Threats (Bathroom Wall)
- What can bombs really do?
- Are they that easy to build and employ?
- Size does matter
- Distance, Shielding are the best protection against any explosive device

How they work

- Composed of a bursting charge, detonator/ignitor, Timer/Fuse, Fuel and metal fragments. Additional material such as fuel can be used to increase the heat/flame produced.
- Blast radius; bombs detonate in all directions. The further the material has to travel the slower it travels, decreasing in lethality
- Distance and shielding are what protect you from explosions. The further away you are and the more protection you place between yourself and the device, the better protected you are.
- Size matters with explosives.

Three types of IED Home made devices employed in the U.S. are

Pipe Bomb (Ravenna School Bomb)

Pressure Cooker Bomb (Boston Marathon)

ANFO Bomb (Murrah Building, OKC)



ANFO or Fertilizer type bomb rigged with military grade detonator found in Afghanistan.



Basic Reactions

- Establish viability of the threat
- Scan the area while evacuating: Report suspected devices
- If you suspect something, do not touch it but immediately report it's location and description to administration or authorities
- Remain in a safe location until all clear is given.

Scenario:

This box is found inside your building adjacent to the administrative offices.

What do you do?



Armed Educators



Other Tactical Training



- Hand to Hand Defense
- Krav Maga
- ALICE Training
- Women's Self Defense
- Less than Lethal Devices



Weapons

- You must have a very specific policy if you plan to have armed teachers
- They MUST be properly trained in the use of firearms
- They should be trained WITH local Law Enforcement, those who will respond to your building.
- They should be trained in weapon retention and maintenance
- They CANNOT be involved in a fight response due to the possibility of a firearm being introduced to a volatile situation
- The public should NOT know who is armed, neither should the students
- Armed staff members must know what to do when the police respond
- See our White Paper on suggestions for armed Staff members




