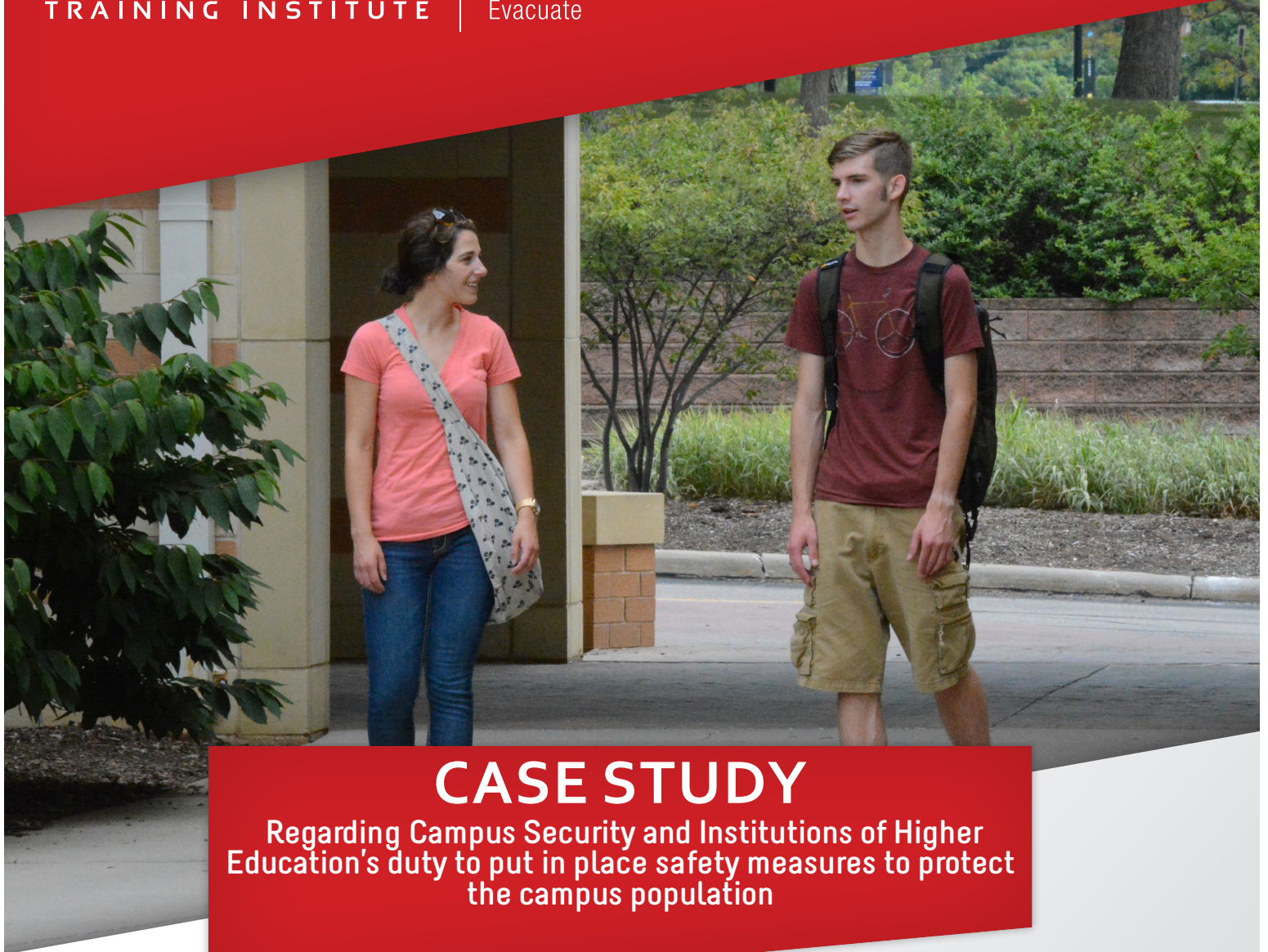




Alert  
Lockdown  
Inform  
Counter  
Evacuate

# HIGHER EDUCATION



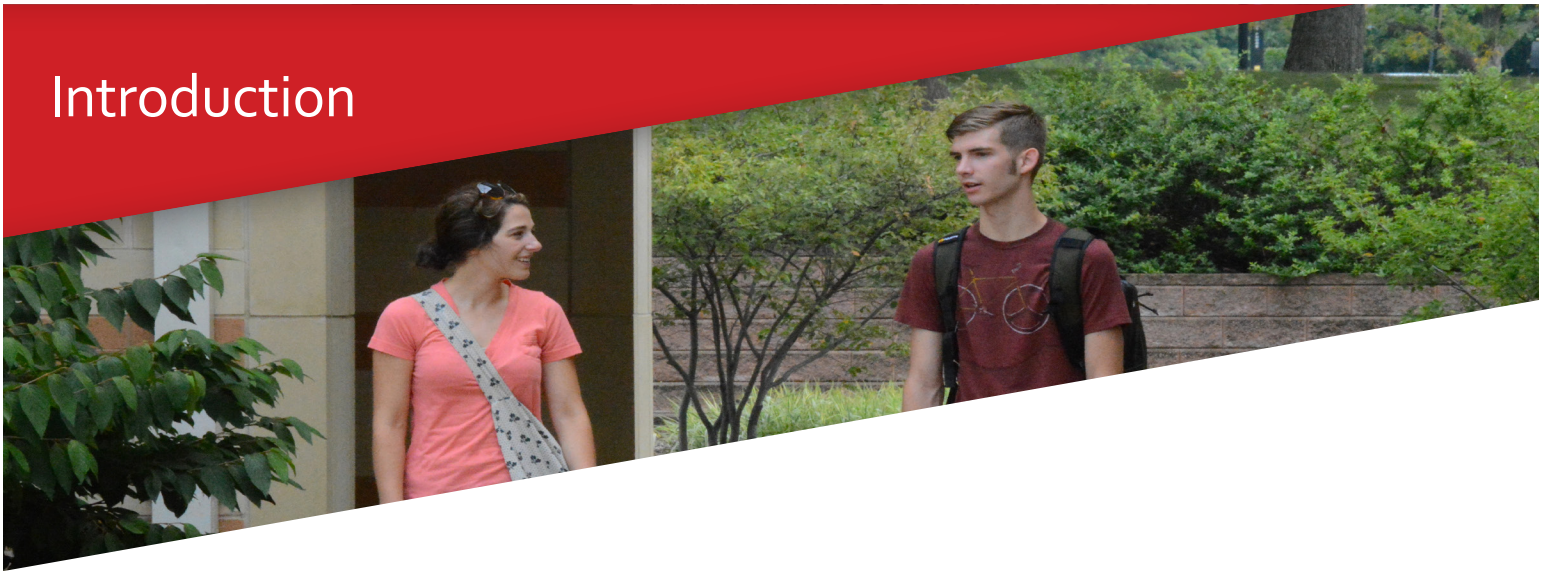
## CASE STUDY

Regarding Campus Security and Institutions of Higher Education's duty to put in place safety measures to protect the campus population

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# Introduction



## Purpose

The purpose of this case study is to highlight the laws established by the Clery Act and recommendations for meeting safety measures to enhance campus security for institutions of higher education.

### A DUTY TO INFORM

U.S. colleges and universities are required by law to disclose information about crime on and around campus in addition to meeting seven specific requirements under the Clery Act. It is necessary that institutions of higher education have a plan in place to meet federal laws as well as provide a safe environment in which to protect the campus population.

### ALICE: THE NEW STANDARD OF CARE

If a college or university fails to comply with their own Annual Safety Report, laws within the Clery Act, and recommendations from the Department of Education, the institution of higher education can face significant penalties and can be found to have failed in establishing reasonable safety measures to protect the campus community. Reasonable safety measures are those provided by the Department of Higher Education. When developing or auditing campus safety and security policies, institutions of higher education must consider:

1. *Does the plan comply with federal laws and guidelines?*
2. *Is your policy consistent with comparable schools?*
3. *Do you comply with your own stated policy?*

### EXECUTIVE SUMMARY

#### ALICE: THE NEW STANDARD OF CARE

The purpose of this case study is to highlight the laws established by the Clery Act and recommendations for meeting safety measures to enhance campus security for institutions of higher education.

Historically, federal 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, these agencies (including the US Department of Education, the Department of Homeland Security, and FEMA) 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 recommendations is a major step in limiting a college or university's liability by demonstrating they have met today's standard of care.





## U.S. DEPARTMENT OF EDUCATION

### Document Title

Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education (2013)

### Case Study Findings

The U.S. Department of Education's guidance for active shooter response was limited to lockdown. The 2013 edition expands the guidance to include multiple options that go beyond lockdown to include Run, Hide or Fight. It also recognizes that faculty 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, the White House 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 shootings in Newtown, CT.

### Agencies Issuing Guidance

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

## LOCKDOWN IS NO LONGER ENOUGH

*"There are three basic options: run, hide, or fight. 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 in order to survive and protect others from harm." [Page 81-82]*

*"If running is not a safe option, hide in as safe a place as possible. Students and staff should be trained to hide in a location where the walls might be thicker and have fewer windows. 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 83]*

## MULTIPLE RESPONSE OPTIONS NEEDED

*"As the situation develops, it is possible that you will need to use more than one option." [Page 82]*

## THOSE IN HARM'S WAY SHOULD MAKE THEIR OWN DECISIONS

*"While they should follow the plan and any instructions given during an incident, they will often have to rely on their own judgment to decide which option will best protect lives." [Page 82]*

# Jeanne Clery Act



## JEANNE CLERY ACT

### Document Title

Jeanne Clery Act (as amended through 2008)

### Case Study Findings

The Clery Act, originally known as the Campus Security Act, is a federal law that requires colleges and universities across the U.S. to disclose information about crimes that happen on and around their campuses. The Clery Act is enforced by the U.S. Department of Education. The Act requires universities and colleges to report on crimes in seven major categories, some with significant sub-categories and conditions.

### Background

The nonprofit organization was founded in 1987 by Connie and Howard Clery following the rape and murder of their daughter, Jeanne Clery, in her university dorm room. Three years after its founding as a nonprofit organization the Clerys took the act to Congress and in 1991 the Jeanne Clery Act took effect. The law is tied to federal student financial aid programs and it applies to most public and private institutions.

### Agencies Issuing Guidance

- U.S. Department of Education (U.S. Dept. of Ed.)

## HAVE A PLAN AND PRACTICE

*"Devise an emergency response, notification and testing policy. Additionally, compliance requires one test of the emergency response procedures annually and policies for publicizing those procedures in conjunction with the annual test."*

## ALERT AND INFORM ARE NECESSARY

*"Issue timely warnings about Clery Act crimes which pose a serious or ongoing threat to students and employees."*

## SIGNIFICANT RESPONSIBILITY

*"Disclose crime statistics for incidents that occur on campus, in unobstructed public areas immediately adjacent to or running through the campus and at certain non-campus facilities including Greek housing and remote classrooms. The statistics must be gathered from campus police or security, local law enforcement and other school officials who have "significant responsibility for student and campus activities."*



# IACLEA Blueprint



## INTERNATIONAL ASSOCIATION OF CAMPUS LAW ENFORCEMENT ADMINISTRATORS (IACLEA)

### Document Title

Overview of the Virginia Tech Tragedy and Implications for Campus Safety: The IACLEA Blueprint for Safer Campuses (2008)

### Case Study Findings

The Blueprint explores the key applicable findings from the Virginia Tech tragedy and identifies IACLEA recommendations for institutions of higher education in the area of public safety. The Blueprint is divided into three major categories identified as foundations of campus safety: Emergency Planning and Critical Incident Response; Empowerment and Resources of the Campus Public Safety Function; and Prevention and Education Programs.

### Background

The document is a synthesis of the reports written following the tragedy at Virginia Tech and related recommendations for campus safety given by the International Association of Campus Law Enforcement Administrators (IACLEA).

### Task Force Partnership Associations

- International Association of Campus Law Enforcement Administrators (IACLEA)
- International Association of Chiefs of Police University & College Police Section (IACP)
- Representative from a Virginia public university

## TRAIN CAMPUS POPULATION

*"Faculty, staff and students should be trained on how to respond to various emergencies and about the notification systems that will be used. This training should be delivered through a number of delivery options, such as in-person presentations (i.e., residential life programming; orientation sessions for students and employees); Internet-based delivery; and documents."* [Page 7]

## LESSONS LEARNED

*"The Virginia Tech Police Department erred in not requesting that the Policy Group issue a campus-wide notification that two persons had been killed and that all students and staff should be cautious and alert. Senior university administrators, acting as the emergency Policy Group, failed to issue an all-campus notification about the WAJ killings until almost 2 hours had elapsed. University practice may have conflicted with written policies."* [Page 9]

*"The university established a family assistance center at The Inn at Virginia Tech, but it fell short in helping families and others for two reasons: lack of leadership and lack of coordination among service providers. University volunteers stepped in but were not trained or able to answer many questions and guide families to the resources they needed."* [Page 9]

# Report to The President



## REPORT TO THE PRESIDENT

### Document Title

Report to The President: On Issues Raised by The Virginia Tech Tragedy (2007)

### Case Study Findings

The report summarizes the major recurring themes raised by the Virginia Tech tragedy that emerged from meetings with U.S. educators, mental health experts, law enforcement and other key state and local officials. There are five key findings that the report addresses and recommendations for how such tragedies can be avoided in the future through the combined efforts of the state, local and federal governments.

### Background

In the wake of the Virginia Tech tragedy, President George W. Bush charged representatives from the Department of Health and Human Services, the Department of Education and the Department of Justice to travel across the United States to meet with leaders in various fields of expertise to discuss the broader issues raised by the Virginia Tech tragedy. The report findings were intended to offer recommendations for how the federal government can help avoid such tragedies in the future.

### Agencies Issuing Guidance

- U.S. Department of Health and Human Services (DHHS)
- U.S. Department of Education (U.S. Dept. of Ed.)
- U.S. Department of Justice (DOJ)

## CONTINUING EDUCATION

*"In some states, state and local community preparedness grants from the U.S. Departments of Homeland Security and Health and Human Services include emergency preparedness planning that extends beyond natural disasters and terrorist attacks to school violence and other violent episodes in public places. The U.S. Department of Justice similarly makes grants to states that can be used for such purposes." [Page 16]*

*"Some participants noted that having a plan was not a guarantee that it will be effective or used when needed. In this regard, many noted the importance of, and challenges to, practicing the plan and making sure that everyone in the relevant community (students, faculty, staff, and parents, as well as local law enforcements) is aware of appropriate steps to take in an emergency. Participants especially highlighted the need for continuous and ongoing education of students, given the constantly changing student body." [Page 16]*

## TRAIN, COMMUNICATE, AND PRACTICE

*"Institute regular practice of emergency management response plans and revise them as issues arise and circumstances change. Communicate emergency management plans to all school officials, school service workers, parents, students, and first responders. Develop a clear communication plan and tools to communicate rapidly with students and parents to alert them when an emergency occurs. Utilize technology to improve notification, communication, and security systems." [Page 17]*

## ENDORSED BY LAW ENFORCEMENT

ALICE is utilized by law enforcement across the country and in line with recommendations from the: Department of Homeland Security (DHS); Federal Emergency Management Agency (FEMA); Federal Bureau of Investigation (FBI); Department of Justice (DOJ); Department of Health and Human Services (DHHS); 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 for increasing chances of survival in today's violent intruder events. To learn more please visit us at [www.AliceTraining.com](http://www.AliceTraining.com)



**CERTIFIED**

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