

Assessing the Threat of Targeted School Violence

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Abstract

The threat of violence within our schools has never been more prevalent than it is now. The violence our children are exposed to is at an all-time high. What are our law enforcement agencies in Florida doing to prevent these tragic events from occurring? Threat assessment has long been used in law enforcement to prevent acts from occurring based on facts learned through observation, investigation, or from varying sources. How prepared our law enforcement agencies are to respond to threats of violence in our schools can make a difference in the lives of our students and school personnel.

Introduction

The massacre at Columbine High School and the even more deadly attack at Virginia Technical Institute (Virginia Tech) made lasting impressions on not just the victims and their families, but on the entire country. What can be much more vicious than an attack on a school or the children that attend those schools? What puts fear into a parent or loved one more than knowing a violent incident has or may occur at their loved one's school? The law enforcement community combined with the respective school districts are tasked with being prepared for such an attack. Unfortunately, it seems many jurisdictions are not prepared and rely on tactics used in the past.

Literature Review

Dylan Klebold and Eric Harris are names everyone became familiar with following the Columbine incident. However, not too many people have heard about Luke Woodham and the school shooting he perpetrated at his high school in Pearl, Mississippi, killing two students and wounding seven others. He killed his mother at their home prior to the school attack. Kip Kinkel used the gun his dad had given him to murder his parents, then murdered two students and wounded twenty two other students at his high school in Oregon. Kenny Bartley killed his school principal and wounded two assistant principals in Tennessee. The accounts of school shootings go on and on and continue to occur with frightening frequency. Prior to 1975, school shootings were a rarity with only a few recorded incidents. Since then the number continues to climb with school shootings escalating and receiving a lot of media

attention. The Columbine incident became the most infamous high school shooting and is the measure to what other school shootings are compared. Columbine brought national attention to a problem that had been overlooked for too long.

These types of incidents are occurring with more frequency, resulting in an increased interest in identifying the causative factors contributing to these violent acts. Many studies have been completed regarding the reasons why children kill. There are similarities and commonalities among the killers' psychological makeup (Chalmers, 2009). One expert in the field of studying why teens kill offers the following factors:

- An abusive home life and bullying
- Violent entertainment and pornography
- Anger, depression, and suicide
- Drug and alcohol abuse
- Cults and gangs
- Easy access to and fascination with deadly weapons
- Peer Pressure
- Poverty and criminal lifestyle
- Lack of spiritual guidance and appropriate discipline
- Mental illness and brain injuries

Although this list of factors is very comprehensive, it is important to note that there may be multiple factors occurring within a child that result in violent behavior. For example, a child may be bullied but have no access to deadly weapons. Or a child may be bullied but have a strong home life and receives proper guidance concerning how to handle the problem. On the other hand, another child may be bullied, and act on the encouragement of his "friends." Having easy access to his father's guns, the child may take the revenge too far and seriously hurt or kill someone. It is often difficult to identify specific factors because they can stand alone or act in concert with each other to drive the child to act in one way or another.

One of the most common factors of why teens kill is bullying. Bullies have been around since schools began, and the manner in which bullying is handled can change the behavior of the bully as well as the bullying victim. Many school districts have anti-bullying programs as part of their standard operating procedures. A school district that does not address this problem is leaving itself open to serious liability. Children should have an outlet to report bullying and with the strong assurance their complaint will be addressed.

Research indicates that eighty five percent of bullying behavior among teens results in some type of physical retaliation by the bullied person. Raising awareness of bullying and its effects is extremely important to help the persons being bullied know where to seek help and sends a message to the bully that the behavior will not be tolerated (Chalmers, 2009).

Many corporations and government agencies have anti-bullying policies in place that are referred to as anti-harassment policies and those policies are enforced very rigidly. Too many lawsuits have occurred against companies or agencies that fail to

protect their employees from hostile or demeaning behavior. The Hillsborough County Sheriff's Office combined the sexual harassment policy with harassment and has levels of discipline depending on the type of harassment. Those levels include verbal counseling up to and including dismissal and criminal prosecution. An outlet is needed to report such behavior and as in the schools, workplace violence can and has resulted from this type of behavior.

Obviously, bullying will continue and violent incidents will occur as a result but it is important to advance the good work of so many who are trying to teach our children that bullying is not an acceptable form of behavior. Dylan Klebold, Eric Harris, Luke Woodham, and a host of other school shooters were victims of bullying and the results have been tragic. Intervention by responsible adults has an immediate effect on bullying. In almost one hundred per cent of situations where a responsible adult steps in, the bullying behavior stops. We must not have the attitude many adults have that bullying is a rite of passage and children need to deal with it.

Cyber-bullying has come to the forefront because of some horrific incidents resulting in the suicide of the cyber-bullying victim. As our youth become more and more involved in social media outlets, this problem will continue to grow. It's the almost perfect mechanism for bullying as it is not face to face and reaches hundreds of other persons on the media site. It can be extremely damaging to one's reputation and many instances have resulted in suicide as the target of the cyber-bullying feels their reputations have been damaged beyond repair. Bullying is not acceptable in any form and causes extreme psychological damage in some children that lasts a lifetime. It should be noted, however, that cyber bullying is not as prevalent as traditional face to face bullying. In a recent survey of more than 40,000 high school students in this country, forty seven percent said they were bullied during the past year, but as few as ten percent were victims of cyber bullying. Another study of fifth, eighth, and eleventh graders in Colorado that same year found students more likely to be physically bullied than cyber bullied (Swearer, 2011).

Another important factor in teen violence is the prevalence of violence in the media and the constant exposure to violent video games. Can you imagine a video game called "School Shooter: North American Tour 2012." The game is another in a continuing series of video entertainment which puts the player as the killer and rewards them for being proficient at killing. The game takes the player through a school, going through classrooms and the cafeteria. Graphic replication of heads exploding and blood splattering when a shot hits the target, a defenseless human being, is all part of the fascination of this game. This particular game ends when the player commits "suicide." Another video game titled "Grand Theft Auto" actually gives extra points for killing a law enforcement officer. The player has a variety of weapons to choose from and all killing is acceptable and rewarded by adding up points.

Our children are subjected to a never ending barrage of violence and killing on television and movies. Additionally, they can have popcorn and candy and be with their friends while this is all occurring. It's become fun to watch people get slashed, shot and mutilated and it seems the gorier it gets, the more attraction the movie garners. Video games reward you by giving you points for kills and letting you move to the next level of

the game if you're good enough. The same video games that are being played by our youth are frighteningly similar to the training our military receives. Many of the victims in school shootings are shot in the head. Does that sound like the shooters are lucky or is it that they have been training for years on how to kill more effectively? A police officer in St. Petersburg, Florida was recently killed by a sixteen year old he was questioning regarding suspicious behavior (Altman, Poltilove, and Thompson, 2011). That sixteen year old shot the officer four times, not missing a shot. It is highly probable this juvenile killer never practiced with a real gun but practiced many times on a video game not even knowing he was honing his real life skills.

An example of how the attitude towards killing another person has changed is evidenced by the fact that during World War Two, approximately fifty percent of combat infantry were willing to fire their weapons during combat situations (Grossman, 2009). That number grew to ninety percent during the Vietnam War. Today our combat troops are trained to neutralize the enemy and there does not appear to be the dilemma we had in World War II and earlier wars. The dramatic change in the willingness to fire weapons and kill the enemy can be attributed to how the troops were trained. Operant conditioning and classical conditioning changed the way military personnel viewed killing. It was no longer personal. They are no longer killing a person, they are neutralizing the threat. The tactics used by the military have slowly crept into the mainstream of our daily lives and are experienced by our youth at an alarming rate. Many youths are desensitized to killing as it is all around them in various forms.

Movies like Natural Born Killers, Hostel and the S.A.W. series, as well as all the "Freddy" and "Jason" movie series are part of a genre of murderous movies whose purpose seems to be how many gruesome killings can be accomplished in two hours. It is very difficult for a reasonable person to believe the relation between violence in movies and television has no bearing on the increase of violent crime perpetrated by our youth. It is the responsibility of the parents and caregivers to restrict the amount of violence and take the time to explain why they are being restricted. Parents cannot assume their children are not participating in these activities and must monitor and be involved in their children's lives.

There was a time when heroes were the good guys who always stood for justice and followed the law in enforcing that justice. Somehow, the good guy has become indefinable as he or she might be the bad guy but is perceived as the hero. As confusing as that sounds, the movie Dirty Harry is just that anti-hero. Dirty Harry is a police officer who breaks the rules in the name of justice. This movie is believed to be the first in a string of similar characters who find it acceptable to use any means possible, including murder, to achieve their goal whether it be misguided justice or revenge. It has become acceptable to kill a cop or an innocent civilian for the sake of entertainment. This logic transfers to our youth who perceive killing their tormentor for revenge as an acceptable course of action. In their minds, the victims deserve to die for their action because they have made the perpetrator suffer unnecessarily. School shooter Eric Harris left a journal which was discovered after his rampage at Columbine High School. The journal stated "By now, it's over...Your children who have ridiculed

me, who have chosen not to accept me, who have treated me like I am not worth their time are dead” (Chalmers, 2009).

There are so many factors that have to be taken into account when a child commits heinous acts that a profile of someone who will commit these crimes cannot be determined (United States Secret Service and Department of Education, 2004). To single anyone out because of the way he or she dresses, or who they hang out with, or what kind of music they like is not productive and may cause that child to become alienated and falsely represented. What can be established is that the perpetrator of ninety nine percent of these incidents will be a male (United States Secret Service and Department of Education, 2004). Nothing else will predict who will commit an act of targeted school violence. There are clues, however, that may indicate who will be the next school shooter and these clues cannot be ignored. How those clues are assessed and investigated are the key to the prevention of these terrible acts of violence. In March, 2011, another sixteen year old in Pinellas County was arrested following information received from another student regarding a planned attack against the high school. The suspect was found to be in the process of obtaining maps of the school and was compiling a list of preferred weapons to carry out the attack (Girona, 2011). Luckily, his plan was averted and a potential tragedy did not occur. How many other students are out there plotting to do harm to fellow classmates and school faculty? In August, 2010, an adult student at Leto High school in Hillsborough County was arrested after an anonymous Crime Stoppers tip was received regarding his plot to commit a Columbine style massacre at the high school. Through collaboration between the School Resource Deputy, the Hillsborough County Sheriff's Office (HCSO) Gang Suppression Unit, and the Florida Department of Law Enforcement, enough evidence was obtained to charge the student with several felony crimes (Poltilove, Altman, 2010). The cases go on and on and it takes only one oversight of the clues left by the perpetrators to make the next headline story of a school tragedy.

The focus of this research paper is to develop a system that will utilize the information that has been discovered through research and criminal investigations. When information comes to our attention regarding a student who may act violently against another student or faculty member, it is very important to follow through with techniques that have proven to be successful. Knowing what questions to ask the student or students that are involved is important in determining the level of risk these students pose. The basis for threat assessment is learning all we can about the threat so we can react properly and effectively. Having information available is worthless if there is no reaction to the information. Many of these tragedies may have been averted had someone reacted to the threat.

The attack at Columbine High School prompted a radical change in the tactics police agencies use to address similar incidents. Prior to that incident, the accepted manner in police response to a call for service of that nature was to contain the incident scene, notify the SWAT Team and await their arrival to confront the suspects. That tactic proved deadly for the victims at Columbine High School and gave the shooters, Dylan Klebold and Eric Harris, all the time they needed to carry out their senseless act.

The Columbine High School shooting caused a shift in police tactics that is still used today to react to these incidents.

The term “active shooter” means exactly what the name implies. Someone or more than one person is actively shooting others and that shooting will continue as long as there is ammunition and the opportunity to continue the attack. Using the term “active shooter” became common among those in law enforcement and the term still is almost synonymous with the Columbine school shooting. Common sense dictates that if a suspect is confronted with a threat, they will turn their attention toward the threat and away from their intended victims. We will never know how that would have played out at Columbine High School had the School Resource Officer (SRO) charged in and confronted the shooters. He may have been killed and the rampage continue, but he may have diverted their attention long enough to allow others to escape the building or forced the shooters to find refuge themselves to escape his attack on them. We will never know the answer to that question but we do know that law enforcement officers are now better trained and equipped to handle similar situations.

Even though a tremendous amount of training has occurred and continues across this country and much of the world to combat a school attack, the shootings and killings have also continued to occur. It is important to note that the majority of school shootings are over before any law enforcement intervention occurs (United States Secret Service and Department of Education, 2004). In many of the incidents, the perpetrator himself is dead or is captured as he attempted to escape from the school and elude law enforcement. How long does it take to shoot or stab someone? How long does it take to set an explosive device in a room or hallway? Also, and even more importantly, in many of the school attacks, there was knowledge or clues that an attack was going to occur. With that information it is easy to conclude that although how we respond to an incident in progress is vitally important, how we handle the threat of the attack is even more important.

The types of incidents being discussed in this research paper will be referred to as “targeted school violence.” Targeted school violence is defined as violence specifically directed towards the school, faculty, and students and is “not simply a random site of opportunity” (United States Secret Service and Department of Education, 2004). This does not include problems stemming from neighborhood disputes or domestic violence which ends up as an incident at the school.

The United States Secret Service initiated the concept of threat assessment. It derives from their responsibility of protecting dignitaries within our government, most notably, the president. The Secret Service identified three processes in assessing a threat:

- Identifying individuals who have the idea or intent of attacking a Secret Service protectee.
- Assessing whether the individual poses a risk to a protectee, after gathering sufficient information from multiple sources.
- Managing the threat the individual poses, in those cases where the individual investigated is determined to pose a threat.

Based on the knowledge and experience gained by the Secret Service in the protection of dignitaries, the Department of Education partnered with them to research information regarding targeted school violence incidents. The “Safe School Initiative” provides information which will allow school administrators, School Resource Officers, and others who have the responsibility of school safety to identify information of targeted school violence and develop threat assessment guidelines and policies.

The following information was obtained by a study conducted by the New York City Police Department (NYPD) concerning active shooter incidents (2011). These incidents occurred between 1966 and 2010, and include locations outside the United States.

Table 1
Incidents by location type

Location Type	Number of Incidents	Percentage
School	64	29%
Office Building	29	13%
Open Commercial	52	23%
Factory/Warehouse	30	13%
Other	49	22%
Total	224	100%

* The 202 cases in the active shooter data occurred at 224 locations because several attacks involved more than one location. It is important to note that schools accounted for 29% of the locations these incidents occurred, and 98% of these incidents involved a single shooter.

How prepared are our schools in Florida to deal with a threat of targeted school violence? How we respond to the threat of violence can be the difference between an actual incident or the prevention of an incident. Law enforcement agencies and school districts should be working together and have similar guidelines. The following methods will examine the existing strategy used by law enforcement agencies in Florida to address this very real threat of targeted school violence.

Methods

With the assistance of the Sheriffs' Offices throughout the state of Florida and the Florida Police Chiefs Association, a survey was sent to the respective member agencies. Approximately 300 law enforcement agencies received the survey. The target of the survey is the School Resource Officer program of each law enforcement agency in the state of Florida. The survey consisted of a series of questions regarding

each law enforcement agency's interaction with the schools in their jurisdiction as well as school threat assessment policies being in place.

One of the questions posed in the survey measures the importance of having a school threat assessment plan in place. Many agencies do not have a formal threat assessment plan in place but use an informal policy using existing investigative techniques. Because the HCSO School Resource Deputies work in conjunction with the Hillsborough County School District, an interview with Chief David Friedberg of the Hillsborough County School Security Department was conducted. The Hillsborough County School District is the ninth largest school district in the United States and has had a comprehensive threat assessment plan in place since 2002.

One weakness of the survey is the inability to determine the type of school threat assessment plan the law enforcement agencies have. It is possible the threat assessment plans may not be the type being discussed in this research paper. A threat assessment plan may solely describe policy concerning an actual attack of the school and not address what to do concerning information about a possible attack.

The School Resource Program in Hillsborough County is well established and continues to grow. However, even the less populated counties have schools, wherein there is always the propensity for violent incidents to occur. Even though a law enforcement officer may not be assigned to a school, law enforcement may at some time or another respond to calls for service at the school. The research is designed to get a clearer picture of the preparedness our agencies have to counter the threat of violence in our schools.

Results

Of the approximately three hundred law enforcement agencies that received the survey, eighty seven responded (Appendix, Table 1). The return rate for this survey was 29%. The responses show that 52.9% of the responding law enforcement agencies do not have a school threat assessment plan in place. Looked at statewide, if the survey is valid, approximately one half of all the law enforcement agencies in the state have no formalized school threat assessment plan in place.

Overwhelmingly, the responding agencies have law enforcement officers assigned to each of the middle and high schools in the state (72.9% and 82.6% respectively) (Appendix, Figure 2). Undoubtedly, school safety is extremely important to our Sheriffs and Chiefs of Police. 88.5% of responding agencies indicated they had site plans for each school in their jurisdiction. Also, 88.2% responded they had received school threat assessment training of some type. The question regarding active shooter training met with a 98.8% positive response indicating most agencies have received training to deal with an ongoing event. 100% of responding agencies indicated it was at least somewhat important to have a school threat assessment plan in place with 91.9% indicating it was very important (Appendix, Figure 3).

Chief David Friedberg of Hillsborough County School Security stated he became involved in the process of school threat assessment following the release of the Safe

School Initiative. His team formulated their threat assessment policy more as a reactive response than a proactive response. However, the policy has been extremely useful to the school district in assessing student threats. Chief Friedberg said the term threat assessment has evolved into “risk assessment” and that term is now used almost universally in the school district. I asked him how often is a risk assessment completed. Surprisingly, he replied they are completed on a daily basis and it is not unusual to complete several risk assessments in one day. He stated there are 192,000 students in the public school system in Hillsborough County. Multiply that number by 180 school days and that results in “an enormous amount of opportunity for incidents to occur.” Chief Friedberg stated they have adopted a saying regarding how they approach risk assessment. The saying is “there is a difference between making a threat and posing a threat.”

According to Chief Friedberg, the risk assessments completed by school administrators resulted in Baker Acts, and administrative actions to include suspension, dismissal and change of placement for students. Approximately 5% of the risk assessments are referred to law enforcement. Those referrals do not always result in criminal charges but are simply to alert law enforcement of a potential problem. He wanted to make it clear, however, that most risk assessment do not result in any further action and are the result of students acting immaturely and saying or doing things they have no intention or capability to carry out.

Chief Friedberg and the School District Threat Assessment Guide (2002) state that the primary roles of school administrators are as follows:

1. Assume responsibility for the threat assessment process, including:
 - a. Assessment of the student perpetrating the alleged threat
 - b. Assessment of the threat situations
2. Utilize school personnel (and outside agencies as needed) to gather and review data required for the threat assessment process.
3. Develop and implement intervention strategies designed to de-escalate the immediate threat situation and provide for the safety and well-being of all personnel at the school.

From the beginning of this school year through May 31, ninety nine risk assessments were conducted which resulted in home visits by school security personnel. Chief Friedberg stressed the importance of school security personnel and law enforcement training together to ensure a consistent manner in following through on actual events or possible events of violence.

Discussion

It is clear that a formal plan of action is necessary to address any threat that is discovered. Like the School District, the HCSO has long operated under an informal threat assessment protocol. Although the informal processes have been successful to this point, a formalized plan is necessary for consistency among deputies investigating these types of incidents. The steps law enforcement takes once we are brought into the scenario can result in success or failure in identifying a real threat. The school plays a major role in this process and hopefully school personnel will communicate with law enforcement regarding any threat of violence that may affect the students or faculty as well as school property. However, it is important to note that on occasions, law enforcement is not informed because a teacher or guidance counselor feels it is not in the best interests of the student/suspect to have law enforcement intervene. Hopefully, this is more the exception than the rule as school administrators have worked closely with our School Resource Deputies to maintain order in their schools.

Recommendations

Deputy Donald Smith of the HCSO has spent many hours dealing with the issue of school threat assessment and has formulated some very good ideas related to threat assessment within the schools. Deputy Smith is well read on the subject and has attended several seminars directly related to this topic. He is currently the School Resource Deputy at Giunta Middle School and is very proactive in training the school staff regarding emergency situations at the school to include school shootings and the threat of violence against the students and faculty. Deputy Smith has conducted several threat assessments concerning students at Giunta Middle School. He suggests the threat assessment model include the following questions:

- Are weapons/IED's present in the school?
- Is there access to weapons off campus?
- Does the student's history show a pattern?
- What is the family/home situation?
- How reliable is the available information?
- Is more than one student or person involved?
- Are the searches complete?
- Is follow up investigation required?

Any threat assessment plan will contain a checklist of tasks to be completed. One of the main tasks upon determining a threat to have some merit will possibly be a thorough search of the school and possibly the home of the student. This of course will require parental permission as a search warrant is not usually an option in this situation. Deputy Smith suggests the following concerning searches:

- Searching the student(s) person
- Searching the student(s) locker
- Searching the student(s) book bag/backpack
- Searching the student(s) books, binders, desk
- Searching of friends/associates at school suspected of involvement or knowledge of the threat
- Searching with a school administrator present
- Searching the home (with parental or care giver's permission)
- Searching cell phones, computers (with parental or care giver's permission)

With the framework that has been developed by Deputy Smith and with the assistance of other School Resource Deputies, a viable policy can be developed and implemented in our agency.

The measure of a policy is the results that occur from it. A school threat assessment plan can be evaluated by the number of threats that are successfully assessed and handled. However, the policy can only be as effective as the flow of information to the School Resource Deputy. It is very important to the School Resource Deputy and school faculty to promote a climate of trust with the student body and parents of the students. Once those groups are confident in the process, information will be more readily available. As evidenced recently by the stabbing of a campus police officer in a Pinellas County middle school, there was no information to alarm the officer of an attack on him by the fourteen year old student. Luckily, the real attack on the school did not occur as the student had several "Molotov Cocktails" in his backpack. There is no doubt someone knew something was really bothering this student as it was later revealed he was the victim of constant bullying.

Having a school threat assessment plan in place will not always have the capability to stop a threat. However, having a threat assessment plan will increase the level of confidence and efficiency a law enforcement officer will have when confronted with a situation like this. Having a checklist of tasks to complete and specific questions to ask provides a framework that will be consistent, thorough, and capable of ensuring a successful outcome to a potentially deadly situation.

Lieutenant Rick Hernandez is a 28 year veteran of the Hillsborough County Sheriff's Office. After spending 2 years as a Detention Deputy he made the transition to law enforcement. His past assignments include School Resource Deputy, Internal Affairs, Street Crimes, Recruitment and Screening, Child Protection Investigations, and currently is assigned to the Community Outreach Division which includes the School Resource Program as well as the Community Services and School Services Sections.

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Appendices

Survey Questions:

1. Do you work for a county or city law enforcement agency?

City_____

County_____

2. Is a law enforcement officer assigned to the schools in your area?

Yes_____

No_____

3. Is a law enforcement officer assigned to each elementary school in your area?

Yes_____

No_____

4. Is a law enforcement officer assigned to each middle school?

Yes_____

No_____

5. Is a law enforcement officer assigned to each high school?

Yes_____

No_____

6. Does your agency have a school threat assessment plan in its Standard Operating Procedures manual?

Yes_____

No_____

7. Does your agency have a site plan (photos and building layout) for each school in your area?

Yes_____

No_____

8. Have you had any training regarding threat assessment in the school environment?

Yes_____

No_____

9. Have you had any training regarding active shooter scenarios?

Yes_____

No_____

10. How important do you feel it is to have a school threat assessment plan in place?

Very important_____

Somewhat important_____

Not important_____

N/A_____

Table 2
Survey Questions and Answer Frequency

1.	Do you work for a county or city law enforcement agency?		
	<u>Response</u>	<u>Frequency</u>	<u>Percentage</u>
	County	33	37.9%
	City	51	58.6%
	N/A	3	3.4%
2.	Is a law enforcement officer assigned to schools in your area?		
	<u>Response</u>	<u>Frequency</u>	<u>Percentage</u>
	Yes	78	89.7%
	No	9	10.3%
3.	Is a law enforcement officer assigned to each elementary school in your area?		
	<u>Response</u>	<u>Frequency</u>	<u>Percentage</u>
	Yes	22	25.3%
	No	65	74.7%
4.	Is a law enforcement officer assigned to each middle school?		
	<u>Response</u>	<u>Frequency</u>	<u>Percentage</u>
	Yes	62	71.3%
	No	23	26.4%
	N/A	2	2.3%
5.	Is a law enforcement officer assigned to each high school?		
	<u>Response</u>	<u>Frequency</u>	<u>Percentage</u>
	Yes	71	81.6%
	No	15	17.2%
	N/A	1	1.1%
6.	Does your agency have a school threat assessment plan in its Standard Operating Procedures manual?		
	<u>Response</u>	<u>Frequency</u>	<u>Percentage</u>
	Yes	45	51.7%
	No	40	46.0%
	N/A	2	2.3%
7.	Does your agency have a site plan (photos and building layout) for each school in your area?		
	<u>Response</u>	<u>Frequency</u>	<u>Percentage</u>
	Yes	77	88.5%
	No	10	11.5%
8.	Have you had any training regarding threat assessment in the school environment?		
	<u>Response</u>	<u>Frequency</u>	<u>Percentage</u>
	Yes	75	86.2%
	No	10	11.5%
	N/A	2	2.3%
9.	Have you had any training regarding active shooter scenarios?		
	<u>Response</u>	<u>Frequency</u>	<u>Percentage</u>
	Yes	85	97.7%
	No	1	1.1%
	N/A	1	1.1%
10.	How important do you feel it is to have a school threat assessment plan in place?		
	<u>Response</u>	<u>Frequency</u>	<u>Percentage</u>
	Very Important	79	90.8%
	Somewhat Important	7	8.0%
	Not Important	0	0%
	N/A	1	1.10%

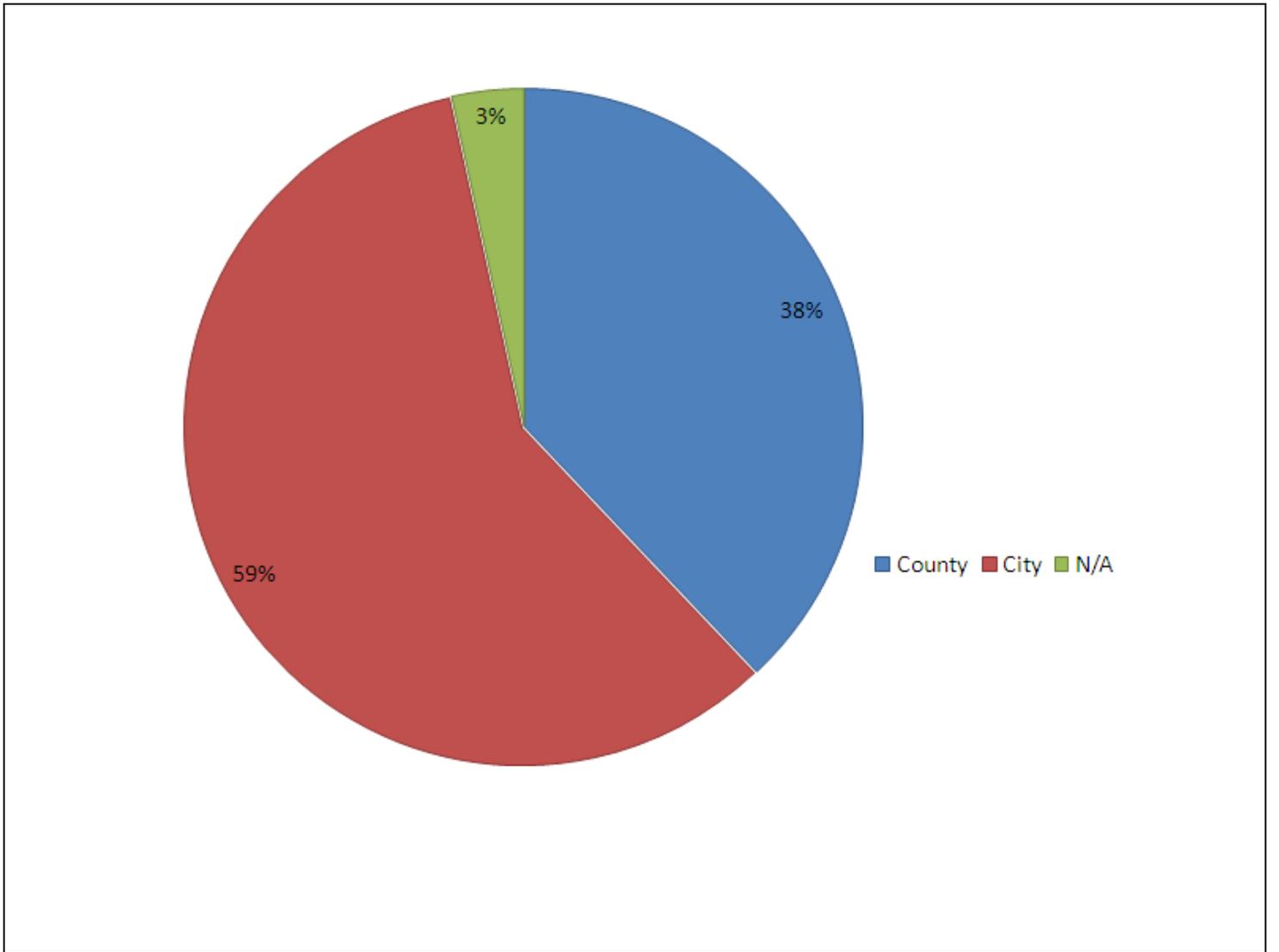


Figure 1. Figure above displays the breakdown of respondents by law enforcement agency type.

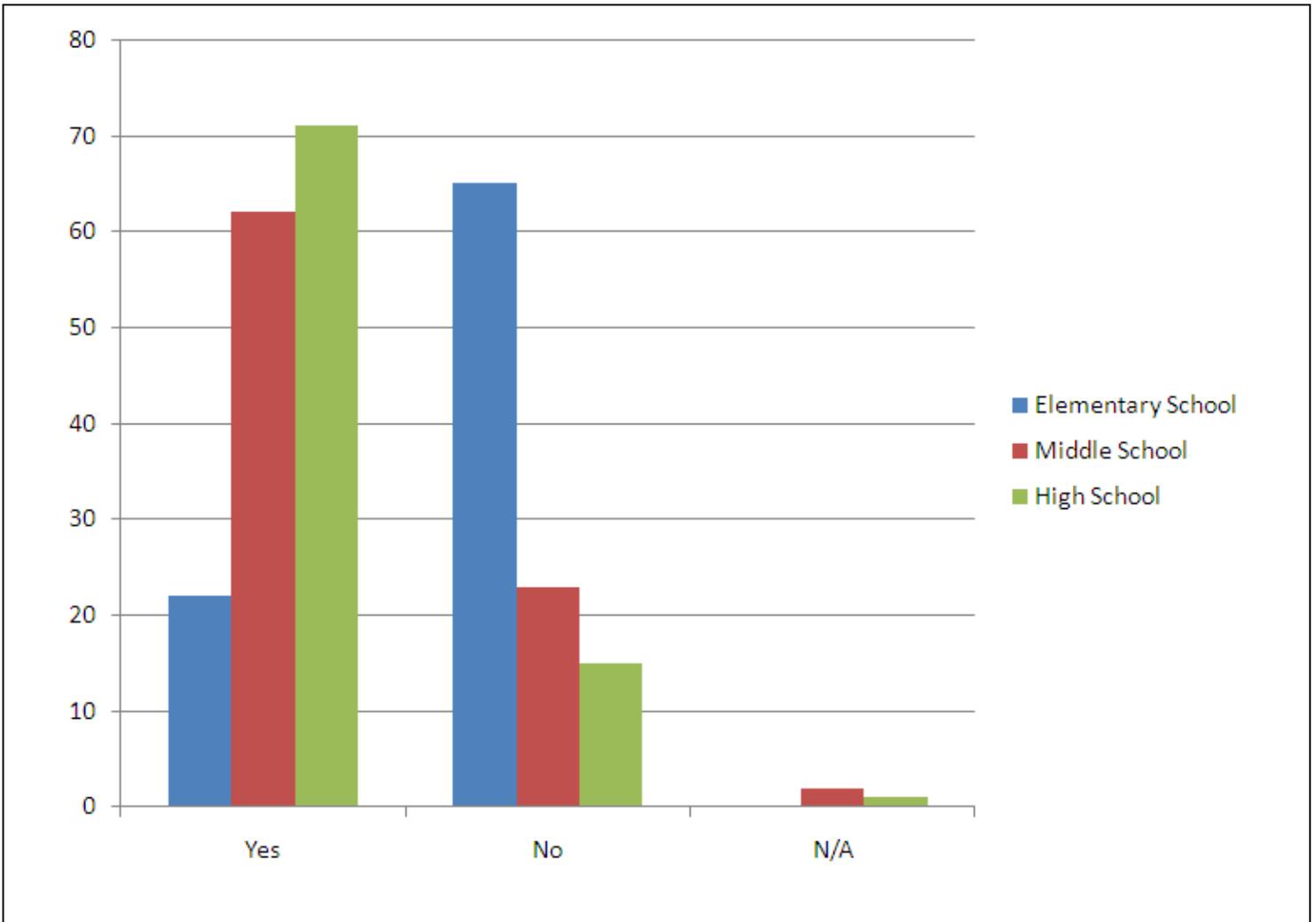


Figure 2. Figure displays the presence of law enforcement by school type.

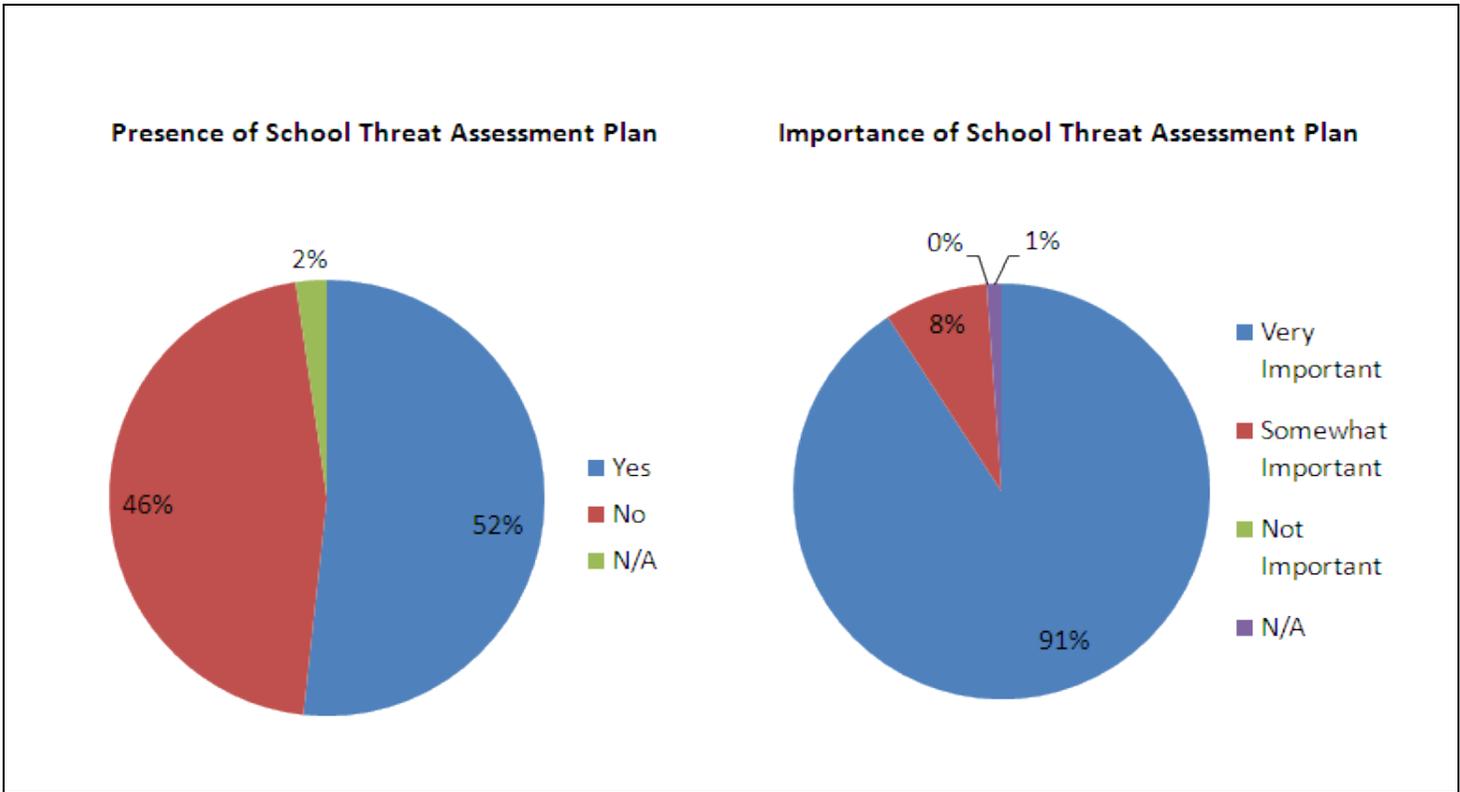


Figure 3. A side by side representation of the presence of a school threat assessment plan and the level of importance the respondents placed on such a plan.