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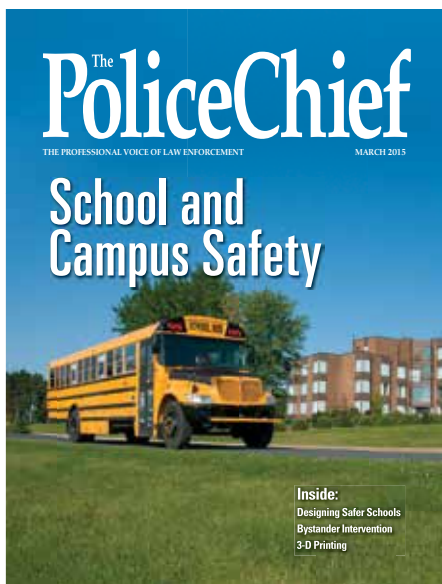


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Schools and campuses are microcosms of society in many ways, but they also have unique concerns and elements that require approaches and practices designed specifically for schools. This issue looks at a multitude of topics related to school and campus safety, from safety-focused architecture to partnerships between community and university police departments to bystander interventions and more, in order to help law enforcement better protect their educational communities.

The Police Chief

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By Rene R. Chow

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Working to Make Our Schools Safe

The past two decades have clearly demonstrated that schools are not immune to violent attacks. Active shooters tend to seek out places of mass gatherings, like schools, in order to shock our conscience and to have a large, fatal impact. That is why it is imperative that law enforcement agencies and communities are prepared with the knowledge they need to respond to and deter these events.

As chief of a campus police department, I know firsthand how rapidly these incidents can occur. Two years ago this month, my department was able to thwart a planned massacre on campus. Due to the quick response of my officers and the call to campus police by the gunman's roommate, the gunman was unable to harm other students before taking his own life. What we have learned from previous active shooting incidents, such as those at Columbine High School, Colorado; Sandy Hook Elementary School, Connecticut; and the Aurora, Colorado, theater, is that active shooters inflict casualties in rapid order, generally before officers or other emergency responders can even be summoned. In spite of this disadvantage, it has been recognized that even one or two armed officers can make a difference in the outcome of active shootings by taking swift but calculated individual or coordinated action. For example, recently, just a few hours down the road from my community, Florida State University experienced an active shooter incident. Officers took immediate action, and, thankfully, the only fatality that occurred was the gunman. Given this incident and similar scenarios, current thinking reemphasizes that, with proper justification as defined by law and departmental policy, taking immediate action during active shooter incidents, rather than waiting for specially equipped and trained officers, can save lives and prevent serious injuries. We know that time lost by delayed action is likely to result in additional casualties.

Law enforcement agencies must be prepared to respond to active shooter incidents, whether they be at a school, in a shopping mall, a movie theater, or some other place of mass gathering. That preparation should include training for all personnel likely to respond to an active shooter situation. This training could include scenario-based exercises, preparation in rapid response, joint training with fire and EMS personnel, and training on equipment that may be used in rapid response.

Although each one of these incidents is unique and the response and methods may vary slightly, it is imperative that we work together to share lessons learned and develop an aggressive response and prevention model that will allow law enforcement agencies to prevent or mitigate the horror of active shooter situations.

Although each one of these incidents is unique and the response and methods may vary slightly, it is imperative that we work together to share lessons learned and develop an aggressive response and prevention model that will allow law enforcement agencies to prevent or mitigate the horror of active shooter situations.

To that end, I encourage you to review the IACP Model Policy on Active Shooters. You can obtain a copy of this model policy (at no cost for members) by visiting the IACP's National Law Enforcement Policy Center (www.theiacp.org/policycenter).



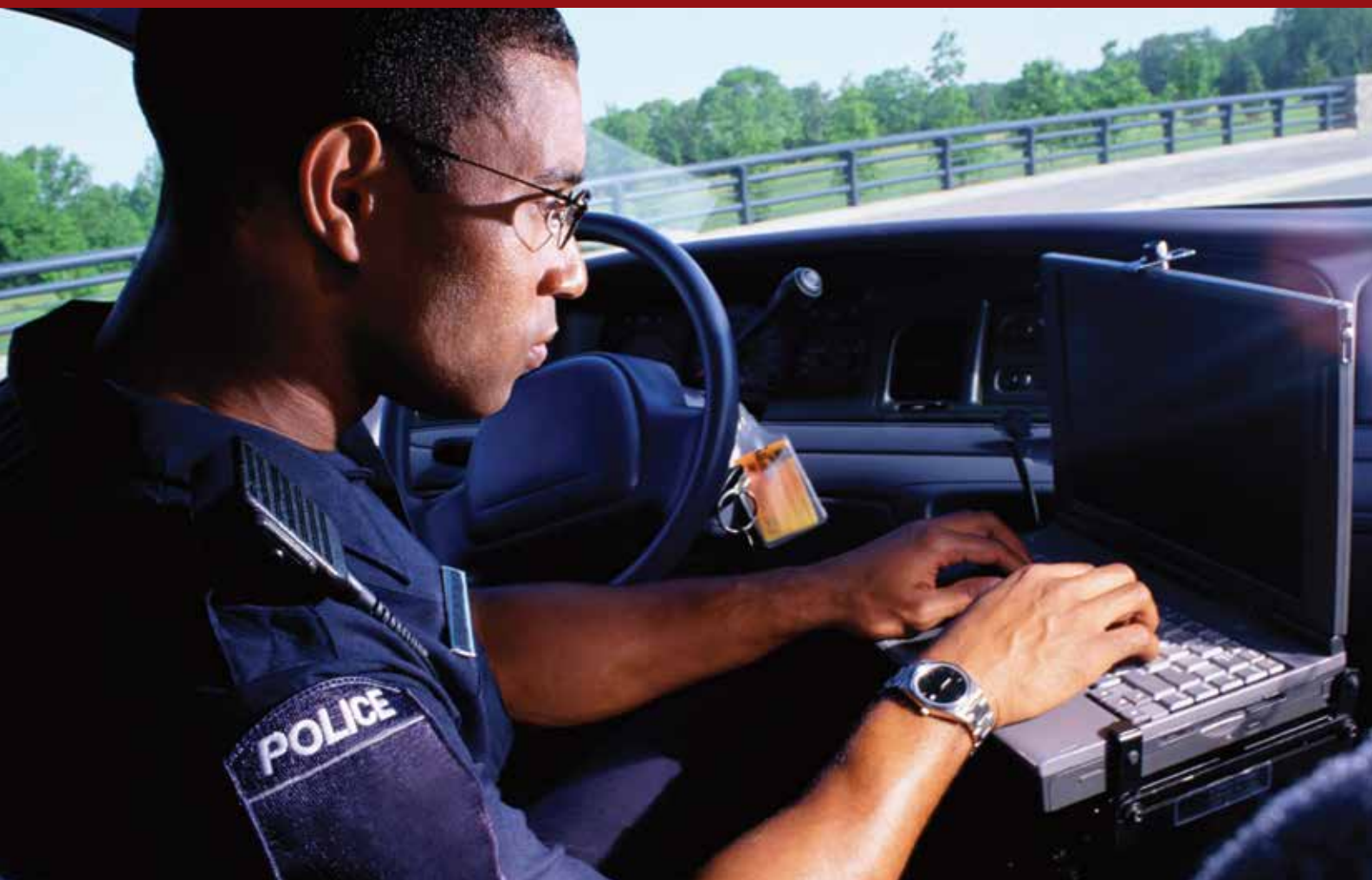
***Richard Beary, Chief of Police,
University of Central Florida Police
Department, Orlando, Florida***

The IACP also has a *Guide for Preventing and Responding to School Violence*. This guide was prepared in cooperation with the Bureau of Justice Assistance (BJA) and provides a number of strategies and approaches for creating safer schools. In particular, the report focuses on steps that law enforcement, teachers, administrators, parents, students, and the community can take to prevent school violence. In addition, the report details critical recommendations related to threat assessment, crisis planning, and response during and after an incident. A copy of the report can be found at www.theiacp.org/Portals/0/pdfs/schoolviolence2.pdf.

We hope that these resources will help you and your departments prevent school violence and deal with active shooter situations. While we hope you never receive that emergency call, it is essential that active shooter policies, training, and protocols are in place in order to swiftly respond and safeguard the children and others we are sworn to protect. ♦

The Bureau of Justice Statistics is conducting the 2014 Census of State and Local Law Enforcement Agencies. The information collected will benefit your agency in a variety of ways including providing comparisons with other agencies, identifying agency needs, and justifying budgets and budget requests. Complete the questionnaire online at <http://connectcai.norc.org/go/cslllea>. Contact cslllea@norc.org or 877-233-5671 with questions or to receive a hard copy.

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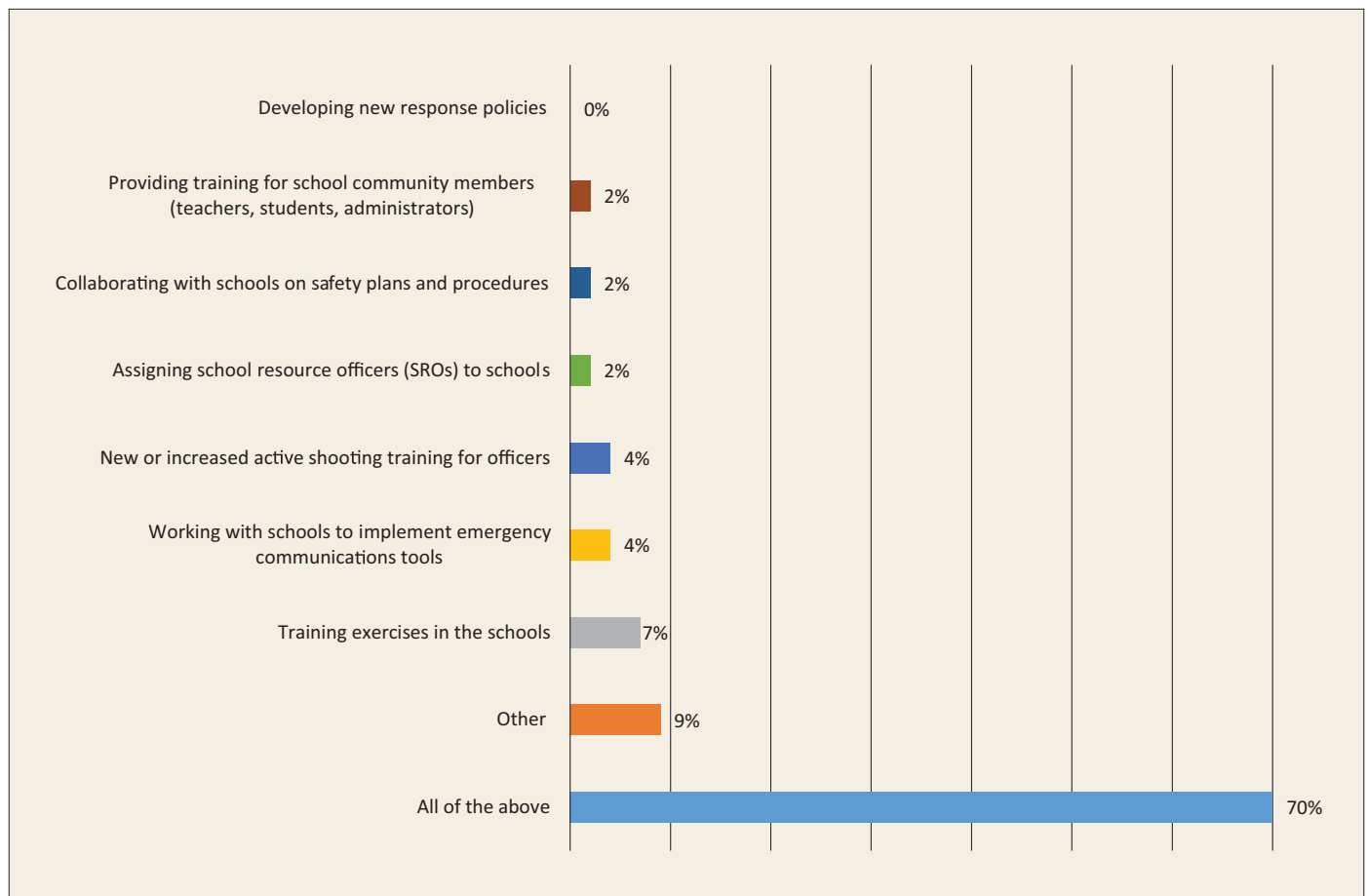
THE DISPATCH

Police Chief knows that many of the best ideas and insights come from IACP members who serve their communities every day. The Dispatch is an opportunity for members and other readers to share their wisdom, thoughts, and input on policing and the magazine.

MEMBERS SPEAK OUT

In January, *Police Chief* asked our readers what their agencies are doing to prepare for active shooter incidents at schools. Here's what we found out.

Preparing for Active Shooter Incidents at Schools



FROM OUR READERS

Did an article stir your interest or remind you of your own experiences?



Do you have a comment you want to share with other Police Chief readers? Send a note to letters@theiacp.org and you may see your letter in The Police Chief!

YOUR TURN ◀▶

What do you consider to be the highest on-the-job stressor as a law enforcement professional?

Visit www.policchiefmagazine.org to tell us what you think and look for the results in the May 2015 issue of *Police Chief*!

“In addition to maintaining and improving the items listed—we are **enhancing and re-training officers in solo and buddy team response tactics and techniques**. Rescue task force operations are also being taught to police and fire personnel to enhance the medical delivery time lag found in traditional response protocols. Emphasis also [is] being given to command and control issues of these dynamic events for our street supervisors and command level responders.”

—Edward Mohn, Commander,
Northern Illinois Police Alarm Systems,
Vice President, Illinois Tactical
Officers Association

“We are beginning to implement the ALICE Program in our schools. Over this year we intend to **provide teachers, staff, and, in some cases, students, with ideas and options on how to fight against an attacker, how to fortify their room if trapped, and when to evacuate and run when necessary**.

Additionally we are training with neighboring agencies who will likely respond to help. We’re wrestling with also instituting some training with our volunteer EMS workers to get them into a ‘warm’ zone to remove casualties.”

—Christopher Wagner, Chief of Police,
Denville Township Police Department

“We have a very strong relationship with our schools and **we currently have an officer assigned as the School Resource Officer** at Red Bank Regional High School (school is located in Little Silver). In addition to our training and planning, **we have used MAGLOCLN/RISS to prepare Action Response Plans for our grammar schools and the high school**. We use these plans whenever we train and to supplement our command book. The resources that MAGLOCLN provides are cutting edge and we would not be able to obtain them without their expertise and the supplemental funding they receive.”

—Daniel Shaffery, Chief of Police,
Little Silver Police Department

“We are using **community policing strategies to educate and inform city employees** as well as business partners.”

—Bernadette DiPino, Chief,
Sarasota Police Department

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Florida Department of Juvenile Justice

Bringing crime to lowest level in years by predicting more effective ways to treat young offenders

Smart is...

Using predictive analytics to keep more young people out of the justice system

The Florida Department of Juvenile Justice (FDJJ) works to turn around the lives of delinquent and at-risk youth, and prevent them from future offending. With IBM analytics solutions, FDJJ is gaining unprecedented insight into the unique needs and risks of every child, helping the agency predict the best way to rehabilitate young people. By offering the right services and treatment at the right time, FDJJ is reducing recidivism rates and deterring more at-risk youth from ever entering the juvenile justice system.

When young people get involved in criminal activity, the consequences can be devastating: beyond the social impact of crime on individuals and communities, children who grow up to be repeat adult offenders represent a huge economic burden for the state.

The Florida Department of Juvenile Justice (FDJJ) is working to shape better outcomes for young people. Powerful IBM analytics solutions – part of the IBM Watson™ Foundations family – are helping the agency dig deeper into big data on young offenders, predict the likely outcomes of different rehabilitation methods, and work more effectively with social services to get children on the right track and out of the justice system.

Ultimately, this helps FDJJ make better decisions about how to deliver social services, address problems sooner, and help children turn their lives around. The results speak for themselves: arrests have fallen by 23 percent since 2010-11, putting the juvenile arrest rate at its lowest level since 1994.

Keeping young people on the right path

Approximately 100,000 young people come into contact with the FDJJ system every year – and a far greater number are at risk of doing so. Not only does the agency work to reduce juvenile delinquency, it also seeks to deter at-risk youth from ever entering the juvenile justice system.

Mark Greenwald, Director of Research and Planning at FDJJ, comments: “Research shows that the earlier at-risk youth receive appropriate services, the greater chance we have of finding the root of the problem and getting them on track to a successful future.

“If we can accurately assess each child’s level of risk, along with the impact of different programs on delinquency and recidivism rates, we can make smarter decisions about the best style of intervention to adopt for future cases.”



Business benefits

- Florida's juvenile crime rate is down from 59 delinquency arrests per 1,000 juveniles during Fiscal Year (FY) 2010-11 to 46 delinquency arrests for every 1,000 juveniles during FY 2012-13.
 - In the same time period, admissions to secure detention centers declined by 26 percent and the number of youth assigned to a probation service dropped by 15 percent.
 - Reducing recidivism rates and keeping more young people out of the justice system saves valuable taxpayer dollars and improves community safety.
-

IBM partnership brings big success

Florida is already recognized as a leader in juvenile justice reform, having instituted innovative practices such as “civil citations” – an alternative to arrest that allows first-time misdemeanor offenders to participate in intervention services.

As part of its drive for continuous improvement, FDJJ is working to lay the foundation for the next level of risk assessment techniques, using predictive analytics solutions that form part of the IBM® Intelligent Outcome Management Analytics (IOMA) framework.

Mark Greenwald elaborates: “We have a central database that contains complete records of every child that has been referred to us since 2000, and every intervention, program or placement that we have provided for them. It is an enormous data-set, containing information on more than a million children.

“We use IBM Business Analytics solutions to get the most out of all this data. With tools like IBM SPSS® Modeler and IBM SPSS Statistics Base, we can extract relevant data and run complex analyses, which play a crucial role in helping us to design and assess the success of different programs, and to demonstrate these results to stakeholders.”

Refining risk assessment

To make smart decisions about the correct treatment and rehabilitation path for each young person, it is important for FDJJ to build an accurate profile of a child's individual level of risk. For this, the agency must look at key predictors, such as past offense history, home life environment, gang affiliation and peer associations. These play an important role in determining whether a child is at low, moderate or high risk for taking part in delinquent activity.

“Accuracy is crucial when it comes to calculating risk, because the risk scores have an impact on the types of intervention that are recommended for each child,” says Mark Greenwald. “The IBM solutions allow us to build much more refined risk assessment models, reducing the risk of false positives and negatives, and helping us to strengthen our risk assessment process.”

In addition, by drawing on IBM best practices in advanced analytics and best-in-class tools to more accurately assess each child's level of risk for offending, FDJJ will be able to identify factors that can help reduce risk on an individual basis.

Solution components

Software

- IBM® Cognos® Business Intelligence
 - IBM Intelligent Outcome Management Analytics
 - IBM SPSS® Modeler
 - IBM SPSS Statistics Base
-

“With IBM software and services, we believe we are building a smarter technology infrastructure that sharpens our experience as subject matter experts. The result is that young people become – and stay – law abiding citizens.”

—Secretary Wansley Walters, Florida
Department of Juvenile Justice

Mark Greenwald explains: “With risk analysis we essentially are looking to answer the question, ‘What behavioral characteristics or factors in a child’s life are driving him or her to offend? IBM solutions give us the opportunity to dig deeper into the wealth of data we hold on young people and quickly find the information we need to figure out the root causes of antisocial and delinquent behavior. With this insight, not only can we more accurately calculate an individual’s level of risk, we can take steps towards reducing that risk.”

Better prediction improves youth outcomes

Accurate risk assessment represents just one step on the pathway to reducing juvenile delinquency. For FDJJ, an even more important task is to ensure that it applies the right intervention and rehabilitation methods at the right time to improve outcomes for young people, and lower their likelihood of offending.

“We want to gain even bigger insights from data by enhancing our predictive analytics capabilities,” states Mark Greenwald. “By combining data on new cases with historical information, we can pick up on similarities between past and present offenders and use that to predict better outcome pathways for children.

“Increased insight into risk profiles and program effectiveness helps us predict the optimal pathway for each young person that touches our system. While the ultimate decision lies with the courts, we want to make the best-informed recommendations when it comes to treatment and rehabilitation.

Cutting crime and creating safer communities

Taking a data-driven approach to tackling juvenile delinquency continues to deliver impressive results for FDJJ. There have been substantial reductions in almost every major offense category, including the most serious juvenile offenses. The arrest rate has fallen to its lowest level since 1994.

Mark Greenwald remarks: “Essentially all of our key indicators of public safety and delinquency are moving in the right direction. For example, the overall juvenile crime rate fell from 59 arrests per 1,000 individuals during 2010-11 to 46 arrests per 1,000 individuals in 2012-13.

“In addition, between 2010-11 and 2012-13, admissions to secure detention declined by 26 percent, and the number of youth assigned to a probation service dropped by 15 percent.

By offering the right services and treatment at the right time, we are saving valuable taxpayer dollars and improving the safety and welfare of all Florida citizens.”

About Florida Department of Juvenile Justice

The Florida Department of Juvenile Justice (FDJJ) is the state agency responsible for managing juvenile delinquency and administering the juvenile justice system throughout Florida. It deals with delinquency at every level and works with providers to operate a wide range of services, programs and facilities aimed at the prevention of delinquency and the treatment and rehabilitation of troubled youth.

To learn more, please visit www.djj.state.fl.us

About IBM Intelligent Outcome Management Analytics

IBM Intelligent Outcome Management Analytics (IOMA) is a solution framework providing enhanced outcome predictability, forecasting, and consumer insights to government agencies and providers responsible for improving quality of life to at-risk youth, adults, and families. IOMA is comprised of a suite of IBM software brands – IBM Business Analytics, IBM Watson Foundations, and IBM Industry Solutions – implemented by consultants and academic scholars with definitive domain expertise in collaboration with client resources.

About IBM Business Analytics

IBM Business Analytics software delivers data-driven insights that help organizations work smarter and outperform their peers. This comprehensive portfolio includes solutions for business intelligence, predictive analytics and decision management, performance management, and risk management.

Business Analytics solutions enable companies to identify and visualize trends and patterns in areas, such as customer analytics, that can have a profound effect on business performance. They can compare scenarios, anticipate potential threats and opportunities, better plan, budget and forecast resources, balance risks against expected returns and work to meet regulatory requirements. By making analytics widely available, organizations can align tactical and strategic decision-making to achieve business goals.

For more information

For further information or to reach a representative please visit ibm.com/business-analytics.



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IACP Sets Legislative Agenda for the 114th Congress

By Sarah Guy, Manager, Legislative and Media Affairs, IACP

In January 2015, the IACP Executive Committee approved a legislative agenda for the 114th U.S. Congress. This document, which is drawn from the resolutions approved by the membership at IACP's annual conference; positions adopted by the IACP Executive Committee; and suggestions provided by IACP divisions, sections, committees, and members, will guide our legislative efforts over the next two years.

Currently, there are a few issues that IACP anticipates will be at the forefront of its legislative efforts.

Asset Forfeiture: The seizing of the assets of criminal activity is one of the most effective ways to prevent crime and protect the public. The IACP does not support any proposal that weakens one of the most valuable tools law enforcement has in combating serious crime.

Department of Defense Excess Property Program (1033 Program): For decades, the 1033 program has assisted U.S. law enforcement agencies in acquiring unused and surplus military equipment. Agencies have used this surplus military equipment to save civilian lives, protect law enforcement personnel, and enhance public safety.

Contrary to popular belief, the vast majority of the equipment transferred from federal sources to law enforcement agencies is fairly routine—office furniture, computers, and other technology equipment; personal protective equipment; and basic firearms. Federal agencies do also transfer or fund the purchase of surplus military equipment, including high-powered weapons, tactical vehicles, and aircraft. The transfer of these items is important to law enforcement and their critical mission in helping to keep citizens safe. Equipment such as armored vehicles and aircraft are used to protect law enforcement personnel in high-risk situations and to make possible search and rescue operations that otherwise could not be undertaken.

The IACP opposes any legislation that would limit or restrict the type of equipment that is able to be transferred to law enforcement agencies. Prohibiting the transfer of equipment across the board will severely limit agencies' abilities in a time when they are already unable to acquire necessary equipment due to shrinking budgets. The needs and capabilities of an agency should be assessed before making a determination about what equipment can or cannot be transferred.

Funding: Adequate funding for important programs for law enforcement like the Federal Emergency Management Agency Grant programs, Community Oriented Policing Services (COPS) programs, Edward Byrne Memorial Justice Assistance Grant (Byrne-JAG), Violence Against Women programs, Drug Courts, and Paul Coverdell Forensics Science Improvement Grants is essential.

Immigration: It is the IACP's belief that the question of state, tribal, or local law enforcement's participation in immigration enforcement is an inherently local decision that must be made by individual police chiefs, working with their elected officials, community leaders, and citizens.

The IACP believes that at a minimum, any legislation seeking to have state, tribal, and local law enforcement agencies participate in immigration enforcement must be voluntary; have clear authority guidance from the federal government; include an incentive-based approach; include immunity for state, local, and tribal law enforcement officials and agencies enforcing federal immigration laws; and provide training resources for state, local, and tribal law enforcement agencies.

Human Trafficking: Sex trafficking of children and minors within the United States impacts law enforcement agencies at the local, state, and federal levels and often has agency-wide impacts on law enforcement organizations, involving multiple divisions such as criminal investigations, vice, gangs, narcotics, missing juveniles and runaways, computer crime, organized crime, and sex crimes and human trafficking. The IACP calls for the U.S. Congress

to increase the priority and allocation of local, state, and federal resources to combat the sex trafficking of children and minors.

Juvenile Justice and Child Protection: The IACP supports the reauthorization and full funding of the Juvenile Justice and Delinquency Prevention Act (JJDP). The IACP strongly urges members of the U.S. Congress to support the continuation and enhancement of training and technical assistance to strengthen law enforcement's ability to effectively respond to children and youth, in collaboration with the justice system and community partners.

The IACP will work hard to advocate to Congress and the U.S. administration on issues of importance to the law enforcement profession as they arise. However, the IACP's success in its legislative efforts depends on the actions of the membership. In order for the IACP to be effective advocates for the law enforcement community, your elected officials also need to hear from you. We urge you to build relationships with your elected representatives, call them regarding issues of importance, and set up meetings with them when they are back in their home states and on district work periods. We hope that you will use the IACP legislative agenda as a starting point for your discussions, but make sure that you also personalize your discussion and make them aware of your local needs and concerns.

Update on IACP Actions with President Obama's Task Force on 21st Century Policing

The IACP has been called to testify on various topics before U.S. President Obama's Task Force on 21st Century Policing. Most recently, IACP Executive Director and CEO, Vincent Talucci, and IACP Director of Research and Programs, Hassan Aden, testified on the topics of technology policy and social media. IACP's written testimonies from all listening sessions have been made available on the Protect and Serve Legislative Resources page at www.theiacp.org/protectandservepolicyleg. ♦



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The Bulletproof Vest Partnership Program: Working to Save Officer Lives

By Linda Hammond-Deckard,
Bureau of Justice Assistance Policy
Advisor to the Bulletproof Vest
Partnership Program

Until the late 1960s, the use of body armor was not a common practice among law enforcement officers. Work initiated by the National Institute of Justice helped to develop new materials that could effectively stop bullets and be used to create lightweight body armor that officers could wear full time while on duty. Information compiled in 1998 during a congressional inquiry showed that between 1985 and 1994, 709 law enforcement officers had been killed during felonious assaults.¹ Additional research indicated that, although bullet-resistant vests had saved the lives of multiple officers during this same time period, many agencies still did not issue protective vests to their officers.

BVP through the Years

On June 16, 1998, the Bulletproof Vest Partnership (BVP) Act of 1998 was signed into law.² The purpose of the act, co-authored by U.S. Senator Patrick Leahy and Representative Peter J. Visclosky, was to save the lives of law enforcement officers by helping states and units of local government provide their law enforcement officers with protective, ballistic-resistant vests. In 1999, the first year that the funds were made available through an Internet-based application process, nearly 5,000

Law enforcement professionals serve a critical role in our daily lives and throughout our society. The protection of these courageous men and women is essential to the job they perform, and we must continue to ensure that they have the tools necessary to perform their duty in the safest manner possible.

jurisdictions submitted applications to help agencies purchase nearly 200,000 vests.³ (BVP funds are limited to a maximum of 50 percent of the cost of each vest.)

The BVP program has continued to receive funding over the past 15 years totaling \$393 million, and these funds have been used toward the purchase of nearly 1.2 million vests for law enforcement.⁴ In a statement released when a three-year reauthorization of the BVP program was introduced earlier this year, Representative Visclosky said, "Law enforcement professionals serve a critical role in our daily lives and throughout our society. The protection of these courageous men and women is essential to the job they perform, and we must continue to ensure that they have the tools necessary to perform their duty in the safest manner possible."⁵

In an effort to ensure that the vests purchased with BVP funds are actually being worn and to maximize officer survivability, a mandatory

wear policy requirement was added to the BVP program in 2011. Between 2009 and 2011, the number of law enforcement agencies with mandatory wear policies increased by more than 30 percent.⁶ During that time period, the International Association of Chiefs of Police also developed a model mandatory vest use policy and called upon law enforcement executives to adopt mandatory wear policies.

BVP Saving Lives

It is known that wearing a ballistic-resistant vest dramatically increases an officer's chance of surviving a life-threatening attack, and, between the BVP Program and the efforts of the IACP/DuPont Kevlar Survivor's Club, thousands of lives saved by vests have been documented. In 2011 and 2012, at least 61 law enforcement and corrections officers were saved by the protective vests they were wearing; 46 percent of those life-saving vests had been purchased, in part,

Important: FY 2015 BVP Information

Funds are available for distribution through the BVP program in Fiscal Year (FY) 2015. Applications can be submitted only by U.S. local, state, or tribal jurisdictions on behalf of their law enforcement agencies. Jurisdictions that have never applied for BVP funds are encouraged to register in the BVP system in advance of the application period. The BVP Help Desk staff are available Monday through Friday to answer questions regarding the registration and application processes. Jurisdictions that have participated in the BVP program in the past should verify the accuracy of the information currently in the BVP system and update information as necessary prior to submitting an application for FY 2015 funds. Information regarding the BVP program and contact information for the BVP Help Desk can be found at <http://ojp.gov/bvpbasi>.

with BVP funds.⁷ In December 2012, an officer employed by an agency that implemented a mandatory wear policy required by the BVP program was shot while trying to apprehend a suspect wanted for murder and was saved by his protective vest. An officer with the North Charleston, South Carolina, Police Department was shot at close range when trying to question several subjects about an earlier theft. His agency participated in the BVP program and had also used BVP funds to help purchase the vest that he was wearing. He shares the story of his survival via the PoliceArmor.org website or YouTube (www.youtube.com/watch?v=agGFCuG3ss).

Leadership Responsibilities

No one can predict when an officer will encounter a potentially deadly situation. Law enforcement agency leaders are encouraged to take steps to ensure that their agencies' body armor policies, procedures, and oversight of compliance are effective in maximizing officer safety and survivability. Incorporating periodic "body armor" inspections into an agency's overall officer safety program and involving line officers in the selection process can help to increase consistent use of body armor and emphasize the proper care and maintenance of the vests. Periodic inspections help to ensure that officers are not at increased risk of harm because their vests are damaged or no longer provide maximum protection.

Proper selection, fit, and care of body armor are critical to the effectiveness of the ballistic-resistant performance of each vest. The National Institute of Justice released the newest *Guide to Body Armor—Selection & Application Guide for Ballistic-Resistant Body Armor* in December 2014.⁸ Those responsible for the selection and procurement of body armor, as well as law enforcement agency leaders and command staff, are encouraged to review the updated information presented in this guide, available at www.ncjrs.gov/pdffiles1/nij/247281.pdf. ❖

Notes:

¹Bulletproof Vest Partnership Grant Act of 1998, 105th Cong., 2nd sess., Congressional Record 144 (May 15, 1998): § 4927–S48930.

²Bulletproof Vest Partnership Grant Act of 1998, Pub. L. No. 105-181, 112 Stat. 513 (1998).

³U.S. Department of Justice, Bureau of Justice Assistance, "Bulletproof Vest Partnership: 1999 to 2010 Funding Decisions," http://ojp.gov/bvpbasi/award_reports/fundingDecisionsChoose.html (accessed February 4, 2015).

⁴U.S. Department of Justice, Bureau of Justice Assistance, "Bulletproof Vest Partnership" <http://ojp.gov/bvpbasi> (accessed February 4, 2015).

⁵Congressman Frank LoBiondo, "LoBiondo & Visclosky Introduce Legislation to Reauthorize Bulletproof Vest Program to Protect Law Enforcement Officers," press release, January 14, 2015, <http://lobiondo.house.gov/press-release/lobiondo-visclosky-introduce-legislation-reauthorize-bulletproof-vest-program-protect> (accessed February 4, 2015).

⁶Bruce Taylor et al., *A Practitioner's Guide to the 2011 National Body Armor Survey of Law Enforcement Officers*, November 2012, <https://www.ncjrs.gov/pdffiles1/nij/grants/240225.pdf> (accessed February 4, 2015).

⁷Records collected and maintained by the BVP program.

⁸William J. Sabol et al., *Guide to Body Armor: Selection & Application Guide 0101.06 to Ballistic-Resistant Body Armor* (Washington D.C.: National Institute of Justice, December 2014), <https://www.ncjrs.gov/pdffiles1/nij/247281.pdf> (accessed February 4, 2015).

IACP's Center for Officer Safety and Wellness focuses on all aspects of an officer's safety, health, and wellness, both on and off the job. Topics that the Center covers range from mandatory vest and seatbelt wear policies to nutrition recommendations and wise financial decision making. The Center wants to ensure that law enforcement professionals have the resources they need to remain healthy and safe.

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RESEARCH IN BRIEF

The IACP Research Advisory Committee is proud to offer the monthly Research in Brief column. This column features evidence-based research summaries that highlight actionable recommendations for *Police Chief* magazine readers to consider within their own agencies. The goal of the column is to feature research that is innovative, credible, and relevant to a diverse law enforcement audience.

A Method for Psychophysiological Assessment of Acute Stress Induced by High-Pressure Law Enforcement Driving

By Riccardo Fenici, MD; Donatella Brisinda, MD, PhD; Francesco Fioravanti, MSt; Anna Rita Sorbo, MD; and Angela Venuti, MD, Clinical Physiology-Biomagnetism Center, Catholic University of Sacred Heart, Rome, Italy

In police work, when anxiety levels become high, attention is directed to threat-related sources of information. This may make it more difficult to pay attention to goal-directed information that is relevant for executing the task properly. Police officers driving during an emergency call are required to stay focused on the most demanding driving despite the fact that visual, manual, and cognitive skills are affected by the emotional reactions and “target fixation” that may accompany emergencies.¹ Under such stressful conditions, law-enforcement (LE) driving is highly “distracted,” according to the National Highway Traffic Safety Administration, which defines “distracted driving” as “any activity that could divert brain attention away from the primary task [driving] and enhance the risk of having a crash.”²

Although it is well known that more line-of-duty deaths are the result of vehicle-related incidents than any other cause, not only in United States, but also in Italy, little is known about human factors affecting high-pressure LE driving, and objective methods to evaluate individual psychophysiological stress under critical tactical driving are not standardized.³ Consequently, the question of why some officers are able to maintain their focus and make the right decisions under stress, while others fail in similar situations, is still unanswered.

Researchers at the Clinical Physiology–Biomagnetism Research Center of the Catholic University of Rome have developed a method for simultaneous monitoring of vehicle function and driver physiological condition to correlate human stress with vehicle transient dynamics of racing drivers using a professional race simulator.⁴

The primary aim of this pilot study was to evaluate the feasibility of the same approach during real LE driving of a police car, as the first step was to validate it as an objective tool to evaluate officers’ stress reactions during high-pressure driving. The research was conducted in collaboration with the Italian State Police Multifunctional Training Center of Rome.

Methods

A standard Italian patrol police car (Alfa Romeo 159) was used, equipped with remote monitoring of the vehicle’s functions and video cameras monitoring the driver and the front vision of the street. A third camera, embedded in the center of glasses worn by the driver, was used to evaluate the movement of his head and his gaze during the exercise. A fourth video, synchronized with electrocardiogram (ECG) recordings, was acquired by the video camera of the computer monitoring the driver’s physiological parameters in real time.

The driving challenge consisted of three phases, providing a separation between prevalent physical stress, prevalent mental stress, and combined stress. Each participant repeated the exercise twice with a resting period of 30 minutes between the two driving sessions.

Five police trainees at a driving school for instructors of LE volunteered for this pilot study and underwent continuous monitoring of ECG, respiration, and physical activity via a seamless ergonomic garments sensor electrode and miniaturized wireless electronic device. All recordings and heart rate variability (HRV) analyses were performed according to current international guidelines.⁵

Baseline psychological assessments quantified the anxiety, anger, depression, and job-related stress of the participants. Perceived stress and subjective mental workload induced by the driving test were measured respectively with the Perceived Stress Scale, the Rating Scale Mental Effort, and the NASA Raw Task Load Index. Performance was rated by the chief instructor responsible for the training course with a score based on several technical parameters used to qualify trainees in the police school.

Results and Conclusions

To the best of the authors’ knowledge, this pilot study is the first to report successful monitoring of multiple physiological parameters during high-pressure LE driving tasks and the validation of their usefulness to distinguish different driver’s psychophysiological reactions induced by various combinations of physical and mental stress, correlated with simultaneous vehicle activity.

Baseline psychological evaluation demonstrated that all five officers were in good psychological balance, free from symptoms related to anxiety or depression, with no evidence of excessive job-related stress response or individual tendency to respond with abnormally high levels of anxiety or anger to the test challenges. This confirms previous demonstrations that police officers are usually more stable than average age-matched members of the population and reasonably suggests that individual psychological profiles played a limited role in this study as a cause of the reproducible changes of physiological parameters.⁶ Psychological reevaluation immediately after the end of each session demonstrated that, although objectively stressful (as evidenced by physiological measurements), the driving challenge did not induce significant anxiety or anger reactions, in spite of significant workload perception, in contrast with findings during “force-on-force scenarios.”⁷

The study has proven that the novel nonobtrusive monitoring equipment does not interfere at all with operational activity and can provide reliable data. Blood pressure and heart rate (HR) increased during different driving phases, with high intra-individual reproducibility between the two repetitions of the exercise. The highly significant ($p < 0.001$) HR increase between baseline condition and all driving phases was confirmed as a primary indicator of stress-induced changes of cardiac autonomic modulation. However HR changes were not adequate to differentiate between different (physical and psychological) stress responses induced by the driving tasks, which instead was possible with HRV analysis.

In conclusion, preliminary findings confirm that real-time assessment of cardiac autonomic response can be of primary relevance to investigate tactical stress induced by LE driving training. In this study, introducing complex distraction factors (such as the use of sirens, radio or PC-dispatching, and verbal interaction with partners) or additional difficulties (e.g., the presence of bystanders or suspects) was intentionally avoided because the primary aim was to evaluate the stress induced by driving tasks only. However, this study was a first step to finding the appropriate modalities to introduce tactical driving into realistic training scenarios and to guide the development of specific drive simulators for safe and low-cost LE training in critical scenarios, with complete monitoring of environmental dynamics and driver-vehicle interactions under stress.

Action Items

- The method (real-time, remote monitoring of drivers and vehicles) is recommended for routine use during realistic police training to gather more data on a larger population and confirm the possibility to distinguish between physical and mental stress components occurring during critical police operational activities.
- This type of evaluation could provide valuable psychophysiological information useful to correlate human factors and operational efficiency and to personalize training when needed to overcome individual difficulties. ♦

Notes:

¹Michael Robbs, "In the Line of Duty: Distracted Driving," *FLETC Journal* 11, no. 1 (2013): 13-18, https://www.fletc.gov/sites/default/files/imported_files/publications/the-fletc-journal/2013-Summer-FLETC-Journal.pdf (accessed February 4, 2015).

²National Highway Traffic Safety Administration (NHTSA), "Distraction," <http://www.nhtsa.gov/Research/Crash+Avoidance/Distracted> (accessed January 30, 2015).

³National Law Enforcement Officers Memorial Fund, "Law Enforcement Fatalities Spike Dangerously in 2010," *Research Bulletin*, http://www.nleomf.org/assets/pdfs/reports/2010_Law_Enforcement_Fatalities_Report.pdf (accessed February 4, 2015); Associazione Sostenitori Amici Polizia Stradale (ASAPS), "Sono Gli Incidenti Stradali La Prima Causa di Morte Fra Le Forze di Polizia. Non Dimentichiamolo! Ecco Tutti I Dati del 2014 e del 2013," September 30, 2014, https://www.google.it/search?q=car+crashes&ie=utf-8&oe=utf-8&gws_rd=cr&ei=na3PVlvBOLvhauKpgeAK#q=incidenti+automobilistici+e+cause+di+morte+in+polizia (accessed February 4, 2015).

⁴Riccardo Fenici, "Analyzing Vehicle Traditional Telemetry and Driver Physiological Telemetry to Correlate Human Stress with Vehicle Transient Dynamics" (presentation, VI-grade 5th Users International Conference, Marburg, Germany, April 2013).

⁵Task Force of The European Society of Cardiology and The North American Society of Pacing and Electrophysiology, "Heart Rate Variability Standards

of Measurement, Physiological Interpretation, and Clinical Use," *European Heart Journal* 17 (1996): 354-381, <http://eurheartj.oxfordjournals.org/content/ehj/17/3/354.full.pdf> (accessed February 4, 2015); Julian F. Thayer et al., "A Meta-analysis of Heart Rate Variability and Neuroimaging Studies: Implications for Heart Rate Variability as a Marker of Stress and Health," *Neuroscience and Biobehavior Reviews* 36 (2012): 747-756.

⁶Sergio Garbarino et al., "Evaluation of Operational Stress in Riot and Crowd Control Police Units: A Global Challenge for Prevention and Management of Police Task-related Stress," *Journal of Police and Criminal Psychology* 27 (2012): 111-122.

⁷Donatella Brisinda et al., "Real-time Imaging of Stress-induced Cardiac Autonomic Adaptation During Realistic Force-on-force Police Scenarios," *Journal of Police and Criminal Psychology*, (2014); William A. Norris and Terry N. Wollert, *Stress and Decision Making* (FLETC Department of Homeland Security, July 11, 2011), https://www.fletc.gov/sites/default/files/imported_files/reference/research-papers/Stress-and-Decision-Making-04-06-12-Approved-Public-Release-508-Accessible.pdf (accessed February 4, 2015).

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Showing Incident Video to Police Officers Under Investigation— A Best Practice Approach

By Doug LePard, Deputy Chief, Vancouver, British Columbia, Police Department, and John M. (Jack) Collins, General Counsel, Massachusetts Chiefs of Police Association

With the proliferation of closed-circuit television (CCTV), “citizen journalists” with smartphones, and police dash-mounted or body-worn video cameras, the likelihood of police-involved incidents being captured on video is high. The results can be seen frequently in news coverage and on YouTube. When it is believed the investigations into police conduct were inadequate, a perception is created that law enforcement officers receive “special treatment.” The implications of a serious allegation for the subject officer, labor relations and morale, the reputation of the police agency involved, the complainant, and public trust in policing are significant. Therefore, it is crucial that investigations into police officers meet a standard of excellence.

A notorious incident in Canada involved the Taser-related death of Robert Dziekanski at the Vancouver International Airport in 2007. Dziekanski was arrested by four members of the Royal Canadian Mounted Police (RCMP) after displaying irrational and violent behavior. A bystander caught most of the incident on video and provided it to the media, generating considerable criticism of the RCMP. The incident became even more controversial when the original statements of the officers involved were found to be inconsistent with the video in some respects. The result was a lengthy, two-phase inquiry.¹ Perjury charges were then laid against the four officers based on the differences between the video and their inquiry testimony.²

In the United States, numerous arrests and interactions with the public by police have been captured on video, including high-profile incidents like the recent Eric Garner case in New York.³

The increase of police incidents captured on video raises questions about whether it is appropriate to allow law enforcement officers under investigation to view the video prior to providing a statement. In Canada (where a formal survey was conducted) and the United States (where informal consultation occurred), there are few policies specific to the issue. Practices range from “never show” to a more nuanced “case-by-case” approach. The issue was discussed at a 2012 meeting of the Major Cities Chiefs Association where various opinions were expressed.⁴ In September 2013, the issue was discussed at a meeting of the Police Executive Research Forum (PERF), where the majority of police executives supported the view that allowing law enforcement officers to review video will “allow officers to recall events more clearly, which helps get to the truth of what really happened,” a position supported by PERF.⁵ However, a minority believed officers should not view video prior to making a statement, believing that what mattered was the officer’s perspective of what occurred.

The range of views and practices may result in misinformation and flawed investigations, which is not in the public interest and is also unfair to the police officers involved. All stakeholders would benefit from an evidence-based analysis and best practice guidelines.

Different Rules for Police Officers—The Duty to Act

In the face of violence, police officers bear more onerous duties than civilians, and different rules apply to police officers who use force. In controversial circumstances where excessive force is alleged, a common allegation is some variation of the following: “If it were a regular person, he would already be in jail,” or, even more frequently, “A regular person wouldn’t get days to consult with a lawyer and collaborate on preparing a statement.”⁶

Both of these statements are uninformed. “Regular citizens” do not have a sworn duty to engage with dangerous criminals, use force, and go into harm’s way to arrest them. Generally speaking, when law enforcement officers use force, they are doing what is expected of them. Because



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law enforcement officers are authorized, and sometimes duty-bound, to use force, there must be evidence that they exceeded their authority for there to be grounds to believe an offense occurred. Secondly, when a criminal investigation is being conducted into a use-of-force incident, a police officer in Canada and the United States enjoys the same rights as every other citizen, including the right to silence.⁷

The rules for a police officer who is the subject of a disciplinary investigation are different. Typically, applicable legislation will require cooperation and a statement, although generally there are provisions aimed at fairness to the respondent officer, such as providing “use immunity” for the compelled statement, that is, prohibiting its use outside of the discipline process, such as in a criminal trial.⁸

Investigative Training to Avoid Witness “Tainting”

Police officers are taught to separate witnesses so they aren’t able to speak to each other and taint each other’s memory of the incident before providing a statement. The goal is to obtain statements from witnesses that are a product of only their recollections, without influence from others.

Unfortunately, among some investigators and observers there has evolved a belief that a police officer shouldn’t *ever* be shown video of actions in which he or she participated. Some investigators assert they need to obtain a “pure version statement,” or follow “the best evidence rule,” and that will be accomplished only if the statement is provided from memory unassisted. These are distortions of what is meant by the terms “pure version statement” and “the best evidence rule.”⁹ While there may be occasions where it is desirable to obtain an initial statement without assistance from video of the incident, there are many others where this is counterproductive to “achieving the truth-seeking objective.”¹⁰

Another myth is that police wouldn’t show a civilian suspect in a criminal investigation crime scene evidence (e.g., fingerprints, blood spatter analysis, witness statements), to avoid tainting his or her statement. Therefore, it amounts to “special treatment” to show a law enforcement officer under investigation a video of the event in which the police officer was involved. But the assertion that evidence isn’t shown to non-police suspects simply isn’t true. Suspects are routinely confronted with the existence of crime scene evidence, including video, photographs, surveillance evidence, and statements of witnesses and other suspects in the course of suspect interviews to elicit a truthful statement.

The Frailty of Human Memory and Perception and the Legal Framework

Much has been learned about the frailty of human memory. For example, research has proved that the most common cause of wrongful convictions is eyewitness error.¹¹ Human memory is not like a video recording that is impervious to external influences at the time of



the events such as bias, emotion, and selective attention.¹² In fact, human memory can be highly unreliable “because it is often frail, incomplete, and erodes, changes, or is misplaced with the passage of time...”¹³

As a result, it is entirely appropriate for witnesses to refer to notes and records made contemporaneously with the events to assist them in providing their statements. For police, such records will include audiotapes of radio broadcasts in which they heard and participated; computer-aided dispatch records in which their actions have been recorded and time stamped; and contemporaneous notes.

A video recording made of events that the police officer observed can often be simply considered another record of events to assist in providing an accurate statement. Because of its nature, it is unlikely to result in tainting a statement with inaccurate information. In any case, concerns about tainting will potentially affect only the weight that will be given to a statement in all the circumstances, not its admissibility.¹⁴

Fairness to a suspect in the investigative process is an important reason why it may be appropriate (especially in the case of a compelled statement) to allow a law enforcement officer to view a video of the event before the officer must provide a statement; the courts have been increasingly concerned with this issue.¹⁵ Further, the importance of obtaining a statement from an officer is significant in finding the truth, but may not be forthcoming if the officer is refused access to incident video.

In short, in both Canada and the United States, there are no legal barriers to the investigative approach proposed in this article. However, arguments in support of showing video will not apply in every circumstance, and, in some cases, a cautious approach is necessary. Often what is in an officer’s mind is an important factor to be considered in the pursuit of the facts. There is some risk that an officer will write his or her statement to fit the video, which may not be in the best interests of the officer or the administration of justice. Therefore, it is important that the potential for a negative, unintended consequence be carefully considered in making an investigative decision as to whether to show video prior to taking a statement. One strategy could be to ask the officer for his or her best recollection first, then show the video and ask if it refreshes the officer’s recollection on any details. This approach is supported by the research of Dr. Bill Lewinski, a behavioral scientist specializing in law enforcement-related issues, who concluded that an officer “seeing any available video recordings is vital in many cases, if a comprehensive mining of the officer’s memory is the goal.”¹⁶





Unintended Consequences

Given the frailty of human memory under stress, it is not surprising that in the first perjury trial arising out of the Dziekanski death, the judge found there were "...other explanations, inconsistent with the guilt of the accused, that remain open on the evidence." He also noted that civilian witnesses made the same sort of mistakes as the RCMP members in what they perceived and remembered of the incident. As a result, he acquitted the accused police officer.¹⁷

This situation raises the questions of whether there would have been more accurate statements and explanations if the RCMP members had viewed the video showing their actions prior to completing their statements, and whether this would have been fairer. Another view is that these goals could have been achieved by allowing the members to view the video after an initial statement had been taken. This practice was recommended in the report of the Commission for Public Complaints against the Royal Canadian Mounted Police that examined the incident and subsequently was adopted by the RCMP.¹⁸

A Better Result

In contrast to the Dziekanski case, consider another example from British Columbia: the March 2009, fatal police shooting of a schizophrenic man brandishing a utility knife. The incident achieved even more notoriety than expected because a self-proclaimed "witness" claimed that he had captured the incident on cellphone video; that police shot the man four or more times; that the man posed no danger to the two officers involved; and that a police officer seized the witness's cellphone and erased the video before returning it to him.¹⁹

In this case, two CCTV videos of excellent quality captured the entire incident from the point of the first interaction between the police officers and the subject male through to the point that he was seen advancing on officers with a knife. He is shown accelerating his pace and then was shot only once. The investigators, supported by an opinion from a senior prosecutor, concluded that the police officers were entitled to view the video evidence prior to making a statement. There was nothing to be gained from seeking a statement prior to the officers watching the video, other than to likely

produce a statement that would be inaccurate on issues such as distance and timing of events and create a possible inference of dishonesty or incompetence.

The purpose of the investigation was to determine the truth of what occurred, not to test the police officers' memories against the irrefutable accuracy of the two videos. The benefits to showing the officers the video outweighed any concerns. As described by the "disciplinary authority" with conduct of the complaint against the police officers, "I was most impressed with the manner in which the video was shown to the respondent officers and in the presence of their counsel. The statements of the officers were accurate, detailed, and they articulated their account of the event, their mind-set, and their actions, which ultimately led to the shooting..."²⁰

Conclusion

The increasing use of CCTV and smart-phones has provided a rich source of powerful evidence for police investigations, including those involving allegations against police officers. It is crucial for subject officers, and for public confidence in the police, that investigations be conducted professionally and in a way that mitigates perceptions of bias. It is also noteworthy that if law enforcement officers are expected to conduct investigations respectful of suspects' rights, the officers, too, must be treated with respect and professionalism.

Well-thought-out protocols and practices should be developed to ensure both fairness and efficacy in the use of video evidence and to assist investigators in deciding when the benefits to showing the video prior to taking a statement outweigh the risks. When the risks outweigh the benefits, then the protocol should provide for showing the video as part of a two-stage interviewing process. However, investigative protocols must also be adaptable to the reality that, in many cases, incident video is rapidly posted to social media and disseminated broadly by mainstream news outlets. Therefore, it is likely that the involved officers will have viewed it prior to being interviewed. Policies will also have to consider the rapid proliferation of body-worn video, which may provide the most accurate record of what officers were actually able to see and may eventually replace note-taking in many circumstances.

Making the right investigative decision requires a careful analysis, and the guidelines recommended in this article should assist in conducting best practice investigations that serve the public interest and protect the reputation of the police agency. The alternative—an absence of well-informed policies and consistent investigative practices across policing jurisdictions—will likely fuel legal challenges and media criticism. This will undermine the aspiration of all police leaders that their agencies be—and be seen to be—competent, trustworthy, and professional. ♦

A draft model policy is included in a comprehensive unpublished report upon which this article is based and is available from doug.leopard@vpd.ca.

In addition, the IACP has model policies on the following topics:

- » Recording Police Activity
- » Officer-Involved Shootings and Use of Force Investigations
- » Digital Cameras
- » Body-Worn Cameras
- » Mobile Video Recording Equipment

These model policies and others are available at no cost to IACP members (www.theiacp.org/MPMembersOnly) and are available for purchase by nonmembers (www.theiacp.org/Model-Policies-for-Policing).



Notes:

¹Braidwood Commission on Conducted Energy Use, *Restoring Public Trust: Restricting the Use of Conducted Energy Weapons in British Columbia*, June 2009, <http://www.braidwoodinquiry.ca/report> (accessed January 8, 2015).

²Andrea Woo, "Mountie Cleared of Perjury Charge Related to Inquiry into Dziekanski Taser Death," *The Globe and Mail*, July 29, 2013, <http://www.theglobeandmail.com/news/british-columbia/mountie-cleared-of-perjury-charges-related-to-inquiry-into-dziekanski-taser-death/article13486997> (accessed January 8, 2015). The first of the four officers to go to trial, Constable Bill Bentley, was acquitted on July 29, 2013; the decision is currently under appeal.

³See, for example, Colleen Curry et al., "NYPD Chokehold Death Ruled a Homicide," *World News, ABC News*, August 1, 2014, <http://abcnews.go.com/US/nypd-chokehold-death-homicide-medical-examiner-rules/story?id=24811834> (accessed September 5, 2014).

⁴See Major Cities Chiefs Association (MCCA), 2012, <https://www.majorcitieschiefs.com> (accessed January 8, 2014). MCCA is a professional association of Chiefs and Sheriffs representing the largest cities in the United States, Canada, and the United Kingdom.

⁵Police Executive Research Forum, "PERF and COPS Office to Release Report on Body-Worn Cameras," *Subject to Debate* 28, no. 4, July/August 2014, 7, http://www.policeforum.org/assets/docs/Subject_to_Debate/Debate2014/debate_2014_julaug.pdf (accessed September 4, 2014); See also Lindsay Miller and Jessica Toliver, *Implementing a Body-Worn Camera Program: Recommendations and Lessons Learned* (Washington, D.C.: Office of Community Oriented Policing Services), 29, http://cops.usdoj.gov/html/dispatch/10-2014/body_worn_camera_program.asp (accessed January 8, 2015).

⁶For example, when a Toronto police officer was charged in the shooting death of Sammy Yatim, civil rights lawyer Julian Falconer said, "...this is cause for concern—the average citizen would be charged and arrested the same day." Vidya Kauri and Kathryn Blaze Carlson, "Toronto Officer Charged in Sammy Yatim Shooting Will Not 'Run or Hide,'" *The Globe and Mail*, August 21, 2013, <http://www.theglobeandmail.com/news/toronto/toronto-officer-charged-in-sammy-yatim-shooting-will-not-run-or-hide/article13890149> (accessed January 8, 2014).

⁷*R. v. Singh*, 3 S.C.R. 405, 2007 SCC 48 at para. 27. In Canada, the right to silence is both a common law right and is entrenched in § 7 of the Canadian Charter

of Rights and Freedoms. *Miranda v. Arizona*, 384 US 436 (1966). In the United States, a defendant's right to silence (right to not self-incriminate) is protected by the Fifth Amendment of the U.S. Constitution, as interpreted by the U.S. Supreme Court.

⁸In addition to the constitutional right to silence in the Canadian Charter of Rights and Freedoms, provincial policy discipline legislation will also typically provide specific language around "use immunity," such as § 102 of the British Columbia Police Act [RSBC 1996], Chapter 367. In the United States, the court found that "policemen, like teachers and lawyers, are not relegated to a watered-down version of constitutional rights... We now hold the protection of the individual under the Fourteenth Amendment against coerced statements prohibits use in subsequent criminal proceedings of statements obtained under threat of removal from office, and that it extends to all, whether they are policemen or other members of our body politic." *Garrity v. New Jersey*, 385 U.S. 493 (1967); see also *Gardner v. Broderick*, 392 U.S. 273, 88 S.Ct. 1913, 1968 U.S. Lexis 1351 (1968). Some states, such as Massachusetts, require "transactional immunity," which precludes any criminal prosecution for the topics of the compelled statements. *Carney v. City of Springfield*, 403 Mass. 604, 532 N.E. 2d 631 (1988).

⁹As described in the textbook *The Reid Technique of Interviewing and Interrogation*, a pure version statement is part of a "behavior analysis interview." John E. Reid and Associates, Inc., *The Reid Technique of Interview and Interrogation*, <http://law.uark.edu/documents/Judges-Reid-Technique.pdf> (accessed January 9, 2015). It is produced without interruption or questioning until the subject has exhausted his or her recollection, so as not to influence the statement by interjected questions. A pure version statement does not mean a statement provided without reference to notes and other aids to memory, but has been misinterpreted and redefined that way by some investigators and prosecutors. While it had a broader application historically, in modern times, the "best evidence rule" now refers only to documentary evidence, requiring that where an original exists, a copy will not be admissible. The term has been co-opted, sometimes inappropriately, by many police officers to generically refer to the best source of evidence.

¹⁰M. Kevin Woodall and Coristine Woodall, "Best Practices for Taking Statements of Subject Officers in Criminal and Disciplinary Investigations" (paper presented at The Canadian Institute's Western Canadian Conference on The Law of Policing: Navigating the Changing Landscape of Oversight, Discipline & Civil Liability, November 23, 2010, Vancouver, BC).

¹¹See Innocence Project, "Eyewitness Misidentification," Understand the Causes, <http://www.innocenceproject.org/understand/Eyewitness-Misidentification.php> (accessed January 8, 2015).

¹²Elizabeth Loftus, "Planting Misinformation in the Human Mind: A 30-Year Investigation of the Malleability of Memory," *Learning & Memory* 12 (2005): 361–366, <http://learnmem.cshlp.org/content/12/4/361.full.pdf+html> (accessed January 8, 2015). A great deal of research into the issue of the unreliability of memory has been conducted by Washington State psychologist Dr. Elizabeth Loftus.

¹³J. Don Read, "Features of Eyewitness Testimony Evidence Implicated in Wrongful Convictions," *Manitoba Law Journal* 31, no. 3 (2006): 523–542.

¹⁴See, for example, *R. v. Buric* (1996), 106 C.C.C. (3d) 97; and *R. v. B.* (K.G.) [1993] 1 S.C.R. 740 (S.C.C.), 125 C.C.C. (3d) 61 (Ont. C.A.) (1998), 67–68, which speak to the issues of refreshing memory and witness tainting, respectively. In the United States, the matter is more complicated because, unlike Canada, which has one criminal code that applies to the entire country, criminal law penal codes vary from state to state. Nevertheless, it appears to be settled law that witnesses may generally refresh their memories from relevant materials.

¹⁵In Canada, see, for example, *R. v. Oickle* 2 S.C.R. 3 (2000); and *R. v. Hodgson* 2 S.C.R. 449 (1998). Also see David Watt, "Confessions," *Watt's Manual of Criminal Evidence* 2014 (Toronto, ON: Carswell, 2014). *Pasadena Police Officers Assn. v. City of Pasadena*, 251 Cal. Rptr. 865 (App., 2d Dist. Cal. 1988). In the United States, for example, a California appellate court interprets public safety officer bill of rights law to include the right to see statements taken of employees before answering Internal Affairs Division questions.

¹⁶Force Science Institute, "Should Officers See Video of Their Encounters? Force Science States Its Case," *Force Science News* 114 (January 9, 2009), <http://www.forcescience.org/fsnews/114.html> (accessed May 2014).

¹⁷2013 BCSC 1364; Keven Drews, "B.C. RCMP Officer Found Not Guilty of Lying to Taser Inquiry," *Vancouver Sun*, July 30, 2013, <http://www.vancouversun.com/news/RCMP+officer+found+guilty+lying+Taser+inquiry/8722726/story.html#ixzz3OFy7Eiwg> (accessed January 8, 2015).

¹⁸"Finding 20," *Report Following a Public Interest Investigation into a Chair-Initiated Complaint Respecting the Death in RCMP Custody of Mr. Robert Dziekanski*, Commission for Public Complaints against the Royal Canadian Mounted Police, December 2009, 62, 205, http://publications.gc.ca/collections/collection_2010/cpp-cpc/PS78-7-2009-eng.pdf (accessed January 9, 2015); RCMP, "CPC Report on the Death of Mr. Dziekanski," news release, February 10, 2011, <http://www.rcmp-grc.gc.ca/news-nouvelles/speeches-stat-discours-decl/2011/20110210-cpc-cpp-eng.htm> (accessed September 9, 2014).

¹⁹R. Rothwell, *Managing Officer's Review* (re: Incident 09-46331), Vancouver Police Department. Also see "Officers Cleared in Shooting Death of Homeless Man," CTV News Vancouver, updated May 18, 2012, <http://bc.ctvnews.ca/officers-cleared-in-shooting-death-of-homeless-man-1.464628> (accessed September 9, 2014).

²⁰Jim Cessford (chief, Delta, BC, Police Department), email correspondence, August 14, 2014.

IACP News

IACP News, the association's biweekly e-newsletter, provides information on current news, resources, events, and programs to officers and others in the law enforcement industry to keep them up-to-date and informed on issues and advances in policing. Not receiving IACP News yet? Sign up at www.theiacp.org/IACPNews.

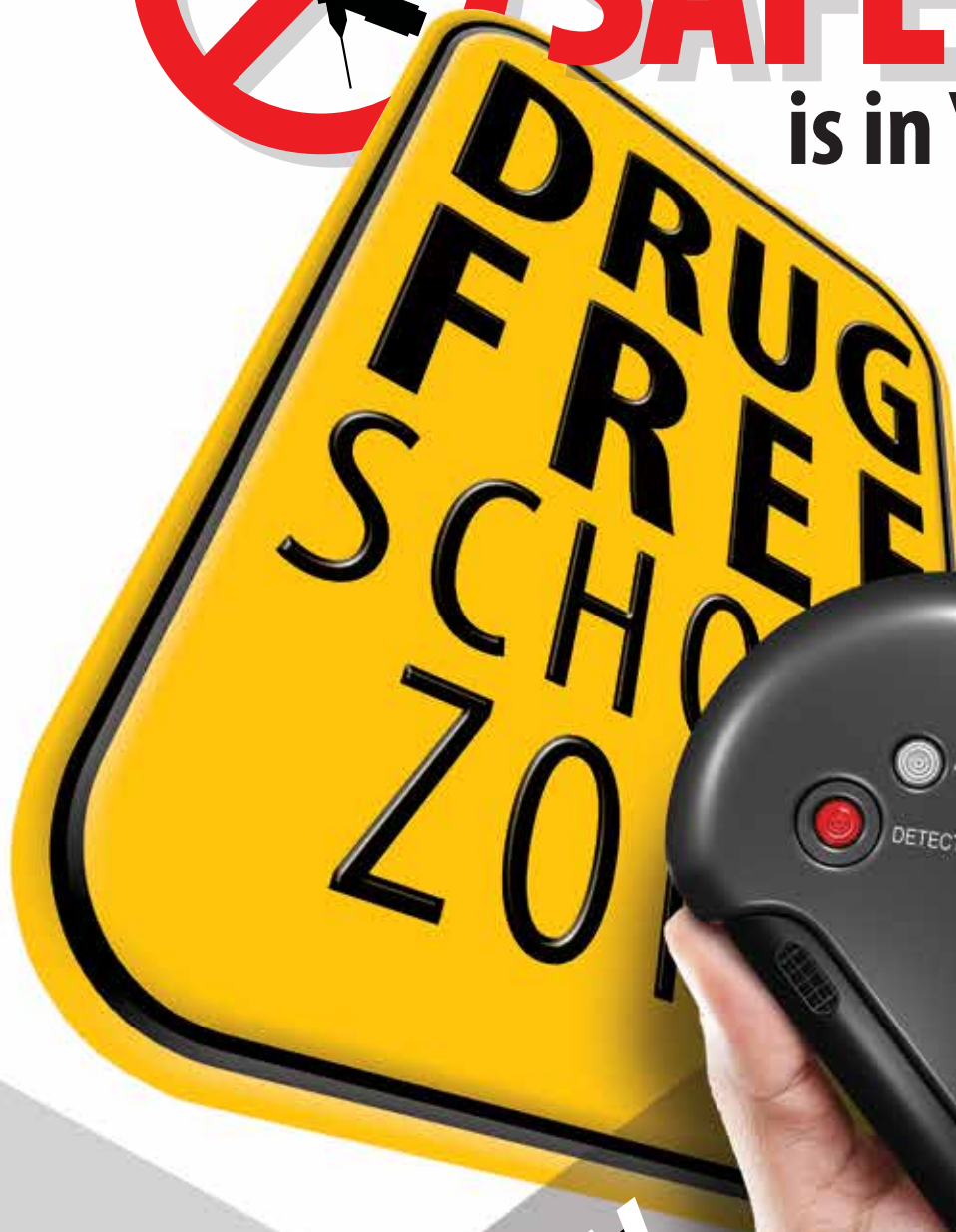


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Making U.S. Schools Safer Through Scientific Research

In December 2012, the United States was shocked by the tragic shootings at Sandy Hook, Connecticut, Elementary School in which 20 children and 6 adult staff members were fatally shot. With this reaction came the widespread recognition that this was another in a growing list of school shootings in the United States. There seemed to be many more questions than answers, and the questions helped drive the creation of the Comprehensive School Safety Initiative (CSSI) in 2014.

How can we reduce the likelihood of violence in schools? How should we identify potential internal threats within the student body—and how should this information be shared and used? What changes could be made to school buildings or on school grounds to better prevent violence or access from external threats? And how should technology be used to detect threats and prevent school violence?

The National Institute of Justice (NIJ)—the scientific research arm of the U.S. Department of Justice—is overseeing CSSI to help make schools and students safer. It will come as no surprise to readers of *Police Chief* that many of the issues we're addressing in this initiative have a direct connection to law enforcement.

In 2014, the first year of the initiative, NIJ awarded more than \$68 million for research and programs to improve the safety of schools and students. But why research? Why not just give this money to school districts to put safety measures in place?

The knowledge produced from scientific research will have a much wider use and applicability than single-school safety measures. The studies that are under way are developing and rigorously evaluating innovative programs, practices, and strategies; they will help determine which potential solutions are the most effective in addressing the real-world safety needs of schools and students. All U.S. schools can then use the information gained through the initiative to improve the safety of their students and facilities.

Here is a brief look at just five of the ongoing CSSI projects that may be of particular interest to police professionals.

Best Practices for Reducing Disciplinary Incidents: Connecticut's Office of Policy and Management has teamed up with researchers from the University of Connecticut to determine best practices for reducing disciplinary incidents and inconsistent and ineffective disciplinary responses. The project will include a one-day

training program for administrators, teachers, support staff, and school resource officers (SROs) in 6 middle schools and 6 high schools in Connecticut; 12 comparison schools will be selected that will not receive the training. Then, the researchers will determine whether the schools that received the training had fewer disciplinary incidents, out-of-school sanctions, and referrals to juvenile court than the schools that did not receive the training.

Effectiveness of SROs: Westat will investigate the effects of SRO placement on schools, communities, and students. The 2009–2010 School Survey on Crime and Safety estimates that 43 percent of public schools have at least one SRO present at least once a week.¹ This project will evaluate the effectiveness of SROs in California and Florida and how their effectiveness varies by the composition of the student body, as well as school and community characteristics. Findings from the study will inform training requirements for SROs.

Effectiveness of Student Threat Assessments: The University of Virginia—in partnership with the Virginia Department of Criminal Justice Services and the Virginia Department of Education—is investigating the effectiveness of student threat assessments. Studies by the Federal Bureau of Investigation (FBI), U.S. Secret Service, and the U.S. Department of Education have found that

student perpetrators of school shootings almost always made a threat or gave some other indications of violent intentions before the shooting; in fact, many school shootings have been prevented after threats were investigated, which suggests that threat assessment could be an effective strategy. This project will measure the effects of a promising model in which multidisciplinary teams investigate and resolve potential threats to school and student safety. Virginia's 1,900 public schools, grades K–12, have been using the model since 2003.

Fusion Center Pilot Programs: The School Board of Miami-Dade County (Florida), in partnership with WestEd-Atlanta, will conduct a pilot program and evaluate the effects of an innovative intelligence fusion center known as Campus Shield. The program uses a data collection, analysis, and dissemination system to identify potential threats, both immediate—such as gang activity—and over time—such as deteriorating school climate and escalations in bullying. Through a rigorous experimental test comparing 12 schools that use the program to 12 schools that do not, the project will also look at Campus Shield's use of access card and security camera installations and linkage to mental health services in evaluating the effectiveness of its ability to proactively identify and address school safety threats.

Effectiveness of Enhanced Training and Multi-Agency Teams: The Arizona Department of Education and the University of Arizona have teamed up to examine the effectiveness of SROs who received enhanced training and who work in multi-agency teams with mental health professionals. The project will be implemented in 45 schools and will compare the effect of specific types of SRO activities on a variety of school safety outcomes and across sub-populations of students to determine which aspects of the program have the greatest impact.

This handful of examples represents the larger group of research studies that feature partnerships among schools; scientists; and, in many cases, law enforcement. In another, separate aspect of the initiative, NIJ is also examining the technologies that schools are using to keep students safe and assessing unmet needs that technology may be able to fill.

We are also working with several other federal agencies to improve the quality and quantity of data about school violence and school safety issues. For example, the NIJ, the Office of Community Oriented Policing Services



*Phelan Wyrick, PhD, Director,
Comprehensive School Safety
Initiative, National Institute of Justice,
U.S. Department of Justice*

(COPS), and the FBI are collaborating to build a database of information about completed and averted school attacks. By comparing characteristics of averted and completed attacks, we can learn a great deal about what we are doing right.

Going Forward

The CSSI projects are just getting started. Going forward, NIJ will continue to open new opportunities to help communities create safer schools and build knowledge about the most effective methods for doing so. Law enforcement professionals play a critical role in this work as partners to educators and as leaders. Stay tuned to <http://nij.gov/funding/Pages/welcome.aspx> for information on funding opportunities.

Over the coming years, as we gather findings and data from the projects, NIJ—together with our other federal partners and school safety experts—will continue to provide objective and independent answers to the difficult school safety challenges that the United States faces. Our goal is to share knowledge about science-based practices and policies so schools and their communities have a stronger foundation of proven programs they can use to meet their individual needs.

Phelan Wyrick, PhD, is the director of the Comprehensive School Safety Initiative at the National Institute of Justice. Dr. Wyrick has 18 years of experience in studying violence and delinquency prevention. Prior to joining the U.S. Department of Justice in 1998, he was a research associate in the City of Westminster Police Department in Orange County, California.

Learn more about the CSSI's historic opportunity to create safer schools and communities for the children of the United States at nij.gov, keyword: School Safety (or <http://nij.gov/topics/crime/school-crime/Pages/school-safety-initiative.aspx>). ♦

Note:

¹Simone Robers et al., *Indicators of School Crime and Safety: 2013* (Washington, D.C.: National Center for Education Statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice, June 2014), <http://nces.ed.gov/pubs2014/2014042.pdf> (accessed February 2, 2015).

IACP WORKING FOR YOU

In the mission to support the law enforcement leaders of today and develop the leaders of tomorrow, the IACP is constantly involved in advocacy, programs, research, and initiatives related to cutting-edge issues. This column keeps you up to date on IACP's work to support our members and the field of law enforcement.

Drive to Save Lives Campaign—Incorporating Large Truck and Bus Enforcement

More than 3,500 fatal crashes occurred in both 2010 and 2011, resulting in over 4,000 fatalities involving at least one large truck or bus. Ninety percent of the fatal crashes involving large trucks and buses were caused by highly visible and detectable driver-related crash factors such as speeding, distracted driving, and failure to maintain proper lane control. The IACP, in partnership with the Federal Motor Carrier Safety Administration (FMCSA) and in support of the Drive to Save Lives Campaign, is working to raise awareness of these crash factors, educate law enforcement on promising practices related to enforcement of large trucks and buses, and develop resources to support high visibility enforcement initiatives.

This project involves members of the IACP's State Associations of Chiefs of Police, State and Provincial Police Divisions, Highway Safety Committee, and other experts—the same groups who recently met for the Large Truck and Bus Enforcement Educational and Strategic Planning Forum.

Members should look for awareness materials over the next several months that will assist agencies in participating in the Drive to Save Lives Campaign and incorporating large truck and bus enforcement into their traffic enforcement programs. Take a look at Minnesota State Patrol Colonel Matt Langer's February 2015 *Police Chief* Highway Safety Initiatives column, "Commercial Vehicle Focus: Essential to a Successful 'Challenge' Event" (www.policechiefmagazine.org/magazine/index.cfm?fuseaction=display&issue_id=22015&category_ID=11). For social media posts that document success, use the hashtag #Drive2SaveLives to help IACP enhance a national campaign to reduce crashes and save lives.

For additional information, please contact Sarah Horn at horn@theiacp.org or call 703-647-7215.

Intermediate Juvenile Interview and Interrogation Techniques Online Training

The IACP, in collaboration with the Office of Juvenile Justice and Delinquency Prevention (OJJDP), Office of Justice Programs, U.S. Department of Justice, has released a new online training titled Intermediate Juvenile Interview and Interrogation Techniques. The course provides information on best practices and procedures in juvenile interview and interrogation tactics for law enforcement, with a focus on age-appropriate methods for improving interactions with youth during investigations. Training topics include communication strategies, understanding body language, administering *Miranda* rights, considerations for diverse populations and

cultural communication styles, and methods to elicit complete and accurate responses while safeguarding youth from trauma during interrogations or interviews.

This self-paced, interactive course is available at no cost and is targeted for members of law enforcement who interview or interrogate youth. The techniques discussed in the course focus on juvenile suspects and witnesses, ages 10 to 17, and do not cover child forensic interviewing.

For additional information, contact juvenilejustice@theiacp.org. To register, visit <http://elearning-courses.net/iacp>.

Community Policing: The Next Generation

One of the IACP's latest projects, Community Policing: The Next Generation, addresses public safety issues through collaboration and partnership between law enforcement and community stakeholders to adapt community policing efforts fully into the 21st century. The project will include an analysis of the IACP/Cisco Community Policing award winners in order to create a benchmark of innovative community policing concepts nationwide.

Project staff will utilize social media to offer advice, perspectives, and insights about community policing issues. In addition, an advisory group made up of selected members of the IACP Community Policing Committee and private, public, and law enforcement partners, will provide input for this project. Funding is provided by the Office of Community Oriented Policing Services, U.S. Department of Justice. ♦

For more information, please contact Rosemary DeMenno at demenno@theiacp.org or call 703-647-6853.

Training and Teamwork Put to the Test:

THE 2013 SANTA MONICA COLLEGE SHOOTING



By Carrie Lujan, Public Information Coordinator, City of Santa Monica, California, and Hector R. Garcia, PhD, Major, Miami-Dade Schools Police Department, Florida

It was a typical June day in Santa Monica, California—a hazy morning shrouded in what area weather forecasters like to call “June Gloom.” With summer vacation days away, children in the Santa Monica-Malibu Unified School District were immersed in end-of-the-year celebrations, while students at the high school and the city’s community college were preparing for graduation. Across town at a private residence, U.S. President Barack Obama was speaking at a fundraiser. But, by the day’s end, a violent incident would ultimately test the resolve of the Santa Monica Police Department

(SMPD), the city’s educational stakeholders, and the community at large.

Preparation Before the Crisis

Santa Monica, a bayside town with a population just over 90,000, is a small city operating in the shadow of nearby Los Angeles. With a police force of more than 200 sworn officers, the SMPD has made it a priority to train and work with local schools and community partners.¹

To be prepared for active shooter situations, the SMPD regularly participates in comprehensive training, preparation, and

coordination with the Santa Monica Fire Department, Santa Monica City Emergency Operations Center personnel, Santa Monica College Police Department (SMCPD), Santa Monica-Malibu Unified School District, the American Red Cross, and many other agencies and individuals.

“We know how valuable it is to simulate these situations and have our officers and support staff be put through the paces, so when a real incident occurs they can rely on their training,” says Santa Monica Police Chief Jacqueline A. Seabrooks. “And the training isn’t just for field staff. Civilian employees, assisting field personnel... everyone needs to be involved. A situation is going to present itself and there will be a response. The character of that response will be in direct proportion to the information and training the responders have had.”²

Early in 2013, officers underwent a joint training on active shooter response. Officers from the SMPD and the SMCPD focused specifically on moving across the terrain in small groups to neutralize threats, performing assessments of the terrain as they pass it, and learning the tactical communication that has to occur for the threat response to be direct, strategic, and surgical.

“The Santa Monica College Police Department and the City of Santa Monica Police Department have trained together for many years, anticipating our combined response to emergency situations on our campuses, including the threat of an active shooter,” says SMCPD Sergeant Raymond Bottenfield. “Representatives of both departments have walked together through the campuses to point out potential areas that an active shooter might target, identify access points for both vehicles and personnel, and have trained together through ‘active shooter’ classes involving everything from the mind-set of a shooter to drills incorporating a combined response to such a scenario. This type of inter-agency training has been ongoing since the inception of active shooter protocols in the post-Columbine era.”³

During the Active Shooter Incident

These proactive measures and collaborations were essential in putting a stop to a deadly shooting rampage that began just before noon on June 7, 2013. What started as a 9-1-1 call of shots fired and a home in flames quickly escalated into a cross-city active shooter situation with multiple crime scenes and multiple victims.⁴

The gunman, a 23-year-old male suffering from a mental illness, had shot and killed his father and brother before setting the family home on fire. Dressed in black fatigues and carrying an AR-15 rifle, a duffle bag with approximately 1,500 rounds of rifle ammunition, and a fully functional .44 caliber revolver, he made his way through the city, leaving terror and confusion in his wake.



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In front of the smoldering remains of his family home, he attempted to carjack several passing vehicles, firing at the drivers who did not stop. A female driver did stop, mistakenly believing he was a police officer. The gunman entered her car and demanded she drive him to Santa Monica College—or he would kill her. During that short drive, he trained his rifle and fired upon cars and pedestrians and, at one point, got out of the commandeered vehicle to shoot at a city bus.

Upon arrival at the campus, he told the driver her job was done, and he let her drive away as he walked through campus, firing his gun indiscriminately. He took aim at an SUV, killing the driver instantly; the vehicle's passenger died later at the hospital from a gunshot wound to the head. His next victim was a woman who was a fixture on campus. She was regularly seen collecting cans and other recyclables. The gunman killed her instantly with one round to the chest.

In the chaotic minutes that passed from the time the gunman left his home in flames and arrived at the college library, Santa Monica police flooded the area. In the confusion and pandemonium of the rapidly evolving incident, the first officers on the scene, SMPD officers Jason Salas and Robert Sparks, along with off-duty SMCPD Sergeant Raymond Bottenfield, quickly formulated a plan, and without delay or hesitation, headed to the college library to confront the very real threat posed by the gunman.

The officers entered the library's open area, which afforded no cover. The two SMPD officers knew their body armor was likely insufficient to protect them from rounds fired from the gunman's assault rifle, and Sergeant Bottenfield was particularly vulnerable as he was in plainclothes and was not wearing any form of ballistic protection. Once inside, the officers found themselves several feet from the gunman, who was taking aim at a student. The officers commanded him to drop his weapon. As the gunman turned toward the officers, the aim of his assault rifle moved from the student to them. All three officers fired, and the gunman returned fire. None of the officers were hit; the gunman died at the scene. Because the three officers relied on sound judgment, tactics, and their previous training, they were able to permanently end the threat.⁵

Despite the imminent danger and the true likelihood of serious injury, these officers stopped the murderous rampage 13 minutes after it began and approximately 4 minutes after the gunman arrived on the college campus.⁶

"Given the intensity of what they were addressing, the information that we did not have, and what was evolving on the fly at seven-plus crime scenes..." says Chief Seabrooks, "The officers did exactly what they were trained to do. They were able to address the significance of the threat as they moved in, even as that threat was focusing on them."⁷

"When we were faced with the ultimate test of our training and working relationships, there was no hesitation or doubt as we worked as a team to address the terror that visited our campus on June 7, 2013," reflects Sergeant Bottenfield.⁸

The heroic teamwork of the SMPD and SMCPD officers neutralized the immediate threat of the active shooter, but the day's work was far from over. The information gathering was hindered by the large scope of the crime scene, which stretched over a mile and a half, and multiple reports of additional shooters, which later proved to be erroneous. A clear and accurate overview of the event was difficult to develop even after the actual threat was eliminated. The difficulty in gathering accurate information during the initial response phase of an event is common, and the fact that this incident concluded on a large college campus that was fully populated added to the challenge.

An unexpected element that worked in the favor of the SMPD was the presidential visit. Although, at first, concerns arose about the possibility of the shooting being a diversion for an assassination attempt, once the incident was validated, key SMPD personnel, who were in town and on duty, were able to provide specialized tactical resources in close proximity to the event, which may not have otherwise been as readily available.

"This active shooter incident happened against the backdrop of the presidential visit," Chief Seabrooks says. "We had the Secret Service here; every law enforcement agency knew that the president was going to be in Santa Monica, so when the shooting happened, everyone descended on us to provide assistance."⁹

THE SANTA MONICA JUNE 7, 2013, ACTIVE SHOOTER INCIDENT: BY THE NUMBERS



RESPONDING OFFICERS HONORED FOR VALOR

SMPD Officer Jason Salas

- » California Governor's Medal of Valor Award
- » California Attorney General's Medal of Valor
- » California Police Officers Association's Award of Valor
- » Santa Monica Police Department Medal of Valor

SMPD Officer Robert Sparks

- » California Governor's Medal of Valor Award
- » California Attorney General's Medal of Valor
- » California Police Officers Association's Award of Valor
- » Santa Monica Police Department Medal of Valor

SMCPD Captain Raymond Bottenfield

- » California College & University Police Chiefs Association's Award of Valor
- » SMCPD's Medal of Valor
- » Certificate of Recognition from Los Angeles, California, County
- » Santa Monica College's Outstanding Manager Award 2014
- » International Association of Campus Law Enforcement Administrators' Award for Valor
- » California Attorney General's Award of Valor
- » Certificate of Recognition from California State Assembly
- » Certificate of Recognition from California State Senate
- » California Governor's Public Safety Officer's Medal of Valor

Communication with Schools

As events unfolded that day, SMPD instructed the Santa Monica-Malibu Unified School District to place all of the Santa Monica schools on lockdown status. Exemplary communications within the school district led to the fast lockdown and securing of district facilities. This was implemented in an abundance of caution and proved to be an important decision. Several schools were located in close proximity to the mile-and-a-half long crime scene. As the gunman traveled through Santa Monica, schools were potentially placed in harm's way. Additionally, the gunman fired multiple rounds next to Virginia Avenue Park, where dozens of school events were being held.

Management section staff were in constant contact with the Santa Monica-Malibu Unified School District throughout the event, and the district superintendent was in regular contact with the Emergency Operations Center (EOC) director to facilitate releasing the schools from lockdown. The district's communication with the EOC director was instrumental in releasing the students at Santa Monica High School early enough that day to enable their graduation activities to proceed that evening, as planned, which was an important step in the community's overall recovery and return to a sense of normalcy. A family assistance center was also set up at the

school district's headquarters, and many students were evacuated to that location.

There was a conscious decision made to ensure that this incident didn't have more of an impact on the community than it already had. Press conferences were held throughout the weekend to calm the community members and assure them that Santa Monica was safe.

Community Resiliency after the Crisis

In the aftermath of the shooting, the Santa Monica community banded together to support each other and recover. At Santa Monica College, a special memorial was held for students and staff to remember lives lost, comfort each other, and share a moment of silence. Mental health counseling was provided to students, faculty, staff, and the surrounding community. More than 300 "mental health encounters" were provided on campus following the incident. The college hired crime scene clean-up crews that began cleaning and making repairs on Sunday so that most of the campus was able to re-open on Monday morning.¹⁰

Drop-in counseling services were also provided at nearby Virginia Avenue Park so that community members who needed help processing what had happened would have access to resources. City staff, community partners, and many service providers, as well as the Santa Monica-Malibu Unified School District, put together additional services to assist in the healing of the community in the days and weeks following the incident.

The officers and support staff who were involved in the incident also got the help they needed. "In any critical incident involving multiple deaths or an officer-involved shooting, the department mandates therapeutic counseling to mitigate the potential for post-trauma stress and to facilitate employee health and well-being," says Chief Seabrooks.¹¹

Lessons Learned and Best Practices

Training

It is clear to the agencies and officers involved that prior joint training was responsible for the quick conclusion of this violent incident and limited the number of potential victims. Additionally, the training of the support roles from all disciplines involved in this response, including law enforcement, fire and emergency medical services, emergency operations center personnel, and others, were a determining factor in the overall response. The SMPD and SMCPD clearly benefited from participating in recent active shooter training.¹²

"There were many heroes on that day, and we learned that the active shooter training we had put into place for our employees actually saved many lives in the library. We also learned that the training and collaborative efforts between our campus police department and the City of Santa Monica Police Department was extremely valuable, and it has become a model for other college and university police departments with their municipal counterparts," says SMCPD Chief Albert Vasquez.¹³

Additional active shooter trainings have been a priority for the SMPD since the June 7, 2013, incident. In February 2014, SMPD, the Santa Monica Fire Department, Office of Emergency Management, Macerich Corporation, members of the Santa Monica Community Emergency Response Team (CERT), and Allied Barton (mall security) all teamed up for a realistic anti-terrorism exercise. The realism of the drill was unparalleled, from a sound-diversion device leading officers to a car that appeared to have blown up to volunteers acting as victims with movie-caliber special effects makeup used to create realistic-looking wounds. Two "active shooters" moved through the Santa Monica Place shopping mall, allowing officers and SWAT team members to test tactics such as traversing large areas safely and quickly and promptly locating and responding to ongoing and mobile threats while facilitating enhanced coordination and communication with other assisting agencies.¹⁴

"If another law enforcement agency asked me for advice on how to prepare for an active shooter situation..." says Seabrooks. "I would say train. Train ... and then train some more."¹⁵

This advice echoes what the Federal Bureau of Investigation found in a recent study on active shooter incidents. Recognizing the increased active shooter threat and the swiftness with which active shooter incidents unfold, the study supports the importance of training and exercises—not only for law enforcement officers, but also for citizens. It is important, too, that training and exercises include an understanding of not only the threats faced, but also the risks and options available in active shooter incidents.¹⁶

Another change in Santa Monica that has been implemented since this incident is joint training between paramedics and the SMPD SWAT team. The shooting demonstrated that there was no plan in place should the officers conducting a search of the college campus come across an injured civilian.¹⁷ Now, there is a specially trained team, known as Santa Monica's Tactical Emergency Medical Support (TEMS) team. They currently are training with and will be embedded with the SMPD SWAT team.

Equipment

The incident also revealed the need for resources to both protect officers during an active shooter situation and save any victims of shootings. As a result of the post-incident after action report, enhancements to the police mobile command unit were effectuated to ensure that all resources needed to handle critical incidents would be readily available.

The fire department and paramedics have also updated their equipment to be prepared for active shooter incidents. "We'll be equipped with the same protective gear as SWAT and trained to work in the midst of the crime scene, which will allow us to render care a lot sooner," says Justin Crosson, a Santa Monica Fire Engineer and one of the founding TEMS members. "We want to provide the best care possible and save lives. And we can do that by being on the scene with victims rather than waiting for them to be brought to us."¹⁸

Collaboration & Partnerships

Following the incident, two significant responses occurred. First, elected officials at regional, state, and local levels began addressing gun violence and working together to identify ways that they could reduce the likelihood and impacts of mass shootings. In the weeks following June 7, 2013, a gun safety summit was convened in Santa Monica by U.S. Congressman Henry Waxman.¹⁹ This event was attended by local officials, as well as state and federal experts. The result of this summit was a bill sponsored by the congressman to reduce access to the types of weapons used by the Santa Monica gunman.²⁰

Secondly, the City of Santa Monica's Office of Emergency Management took the lead in authoring a review of the city's response to the incident. The observations in this review provide an understanding of the incident and help in preparations for possible future events, both locally and in other jurisdictions. The findings are grouped into four categories: (1) Communications and Notifications; (2) Incident Command Systems Protocols and Trainings; (3) Response and Recovery Logistics; and (4) Community Recovery.²¹

Summary

There is no way to predict when or where random acts of violence are going to occur, but chances are that most departments may face the same sort of senseless episode that gripped the Santa Monica community on June 7, 2013. Through proper preparation, training, and collaboration with community partners, the magnitude of such an incident can be drastically lessened, and the foundation will be in place for effective response and recovery. ♦

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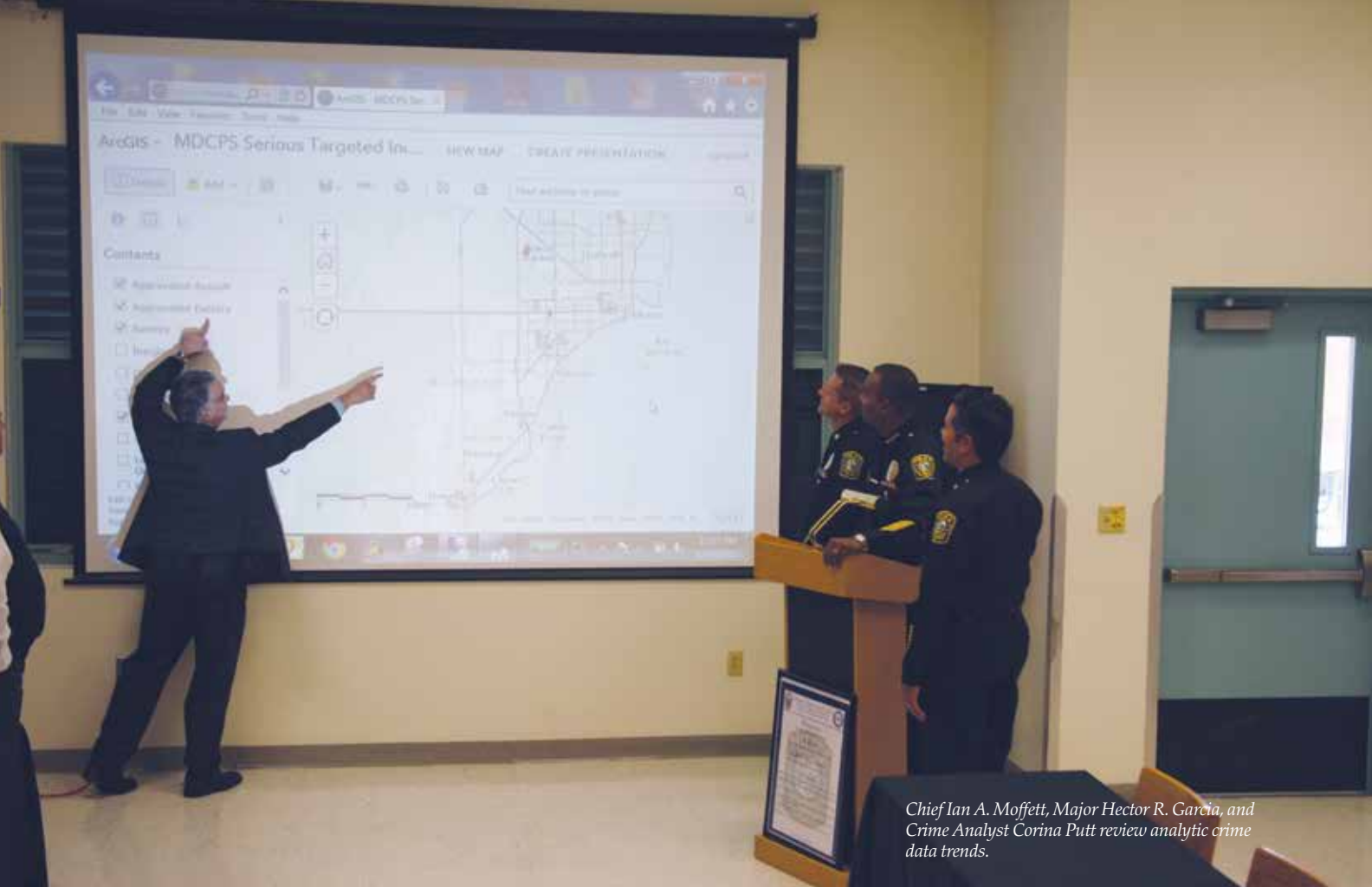
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Chief Ian A. Moffett, Major Hector R. Garcia, and Crime Analyst Corina Putt review analytic crime data trends.

Enhancing School Safety Through Digital Intelligence: The Campus Shield Initiative

Miami-Dade County, with a population of 2,617,176, is the most populous county in Florida, ranking seventh overall in the United States.¹ Miami-Dade County Public Schools (M-DCPS) is the fourth largest school district in the United States with a student population exceeding 348,000.² The Miami-Dade Schools Police Department (M-DSPD), the fourth largest school district law enforcement agency in the United States, provides comprehensive police services to this highly diverse school community.³

The Proactive Approach

As with many urban areas, Miami-Dade County faces significant challenges from a wide range of threats including gangs, Part 1 Uniform Crime Reporting (UCR) crimes, bullying, and drugs.⁴ With the index for total crimes in Florida down by nearly 5 percent in 2013, the National Institute of Justice (NIJ) released a grant solicitation in 2014 entitled "Developing Knowledge about What Works to Make Schools Safe," based on a proactive approach to school safety to continue the efforts to reduce crime and criminality in the United States.⁵ This grant solicitation, "part of NIJ's Comprehensive School Safety Initiative, marries the school safety needs of America's public schools



Above: Miami-Dade Schools Police Department Command Staff members examine GIS data during a CompStat meeting. *Top right:* Miami-Dade Schools Police Department Command Staff members discuss Campus Shield data trends. *Bottom right:* Major Hector R. Garcia, Chief Ian A. Moffett, and Deputy Chief Gerald Kitchell facilitate a Campus Shield Advisory Board meeting.

By Ian A. Moffett, Chief of Police,
and Hector R. Garcia, PhD, Major,
Miami-Dade County, Florida, Schools
Police Department



with strong, independent research that assesses the potential solutions to those needs and builds evidence on what works in enhancing school safety.⁶

One of the objectives of the Comprehensive School Safety Initiative is to utilize wide-ranging research and data to discern which personnel, programs, policies, and practices either individually or in concert are effective in making schools safer. The ultimate goal is to significantly advance the development of knowledge regarding approaches to school safety.⁷

School Safety Intelligence Information Gaps

The increasing need to protect U.S. students has led law enforcement agencies to consider innovative strategies for collecting and consolidating information, including data from publicly available sources, in their crime prevention efforts. One major recent development in preventative policing efforts is the use of social media by police to circumvent threats. The use of social media in school crime prevention is particularly relevant, considering the rise of Internet threats as precursors to school violence.⁸ With little effort, police are able to access information posted on Facebook, Twitter, YouTube, or other social media sites. As users voluntarily post this information for public consumption, it becomes immediately visible, stored, searchable, and usable as intelligence, providing a new data source for monitoring potential safety threats.⁹ Virtual environments are considered to be fertile sources of actionable intelligence for school safety stakeholders regarding threats, school safety, and security-related issues.¹⁰ The challenge to intelligence efforts, however, is that the explosion of social media sites and the high rate of use by youth to post threats or other concerning material results in too much information to sort through and connect to other extant data.

The Campus Shield Initiative

In consideration of the above challenges, the M-DSPD management team identified two factors supporting the need for a unified, data-driven system of proactive approaches to school safety: (1) the current magnitude of school safety threats, and (2) the inability to develop actionable information in time to prevent such threats. This approach to the prevention of crime and security-related incidents on M-DCPS campuses led to the development of the Campus Shield concept application to the NIJ for their school safety grant. M-DSPD partnered with WestEd, a nationally recognized nonprofit research firm, and the Police Foundation to implement, test, and experimentally evaluate the effects of the innovative “intelligence fusion center”—Campus Shield—for proactively identifying and addressing school safety threats and issues to serve the dual purpose of prevention and planning and resource allocation.¹¹

NIJ evaluated the grant proposal and awarded \$4.3 million to the Enhancing School Safety Through Digital Intelligence: Evaluating Campus Shield initiative.¹²

A major aspect of the Campus Shield initiative involves a linkage to mental health services through access to mental health specialists. This multi-component approach that links law enforcement analysis and mental health services represents an innovative strategy for addressing urban school safety. In order to evaluate the effectiveness of the Campus Shield package, experimental testing will be conducted, which will also contribute knowledge to the field about the impact of such complex interventions.

The M-DSPD Campus Shield program was developed with the most effective police strategies in mind. First, the program represents a major advancement in how the agency collects, stores, and uses information relevant to school safety—an innovation that is the very embodiment of intelligence-led policing. Second,

by disseminating information on threats and trends to school site personnel such as school resource officers (SROs) and principals, Campus Shield provides opportunities for problem-oriented policing strategies (e.g., getting a troubled student to mental health services via the mental health specialists) and focused patrol (e.g., increased presence in areas of campus deemed unsafe by students or redirecting surveillance cameras to these areas).

The primary goal of Campus Shield is to improve school safety and climate through the deployment of a specific data collection, analysis, and dissemination system that permits proactive responses to potential threats, both immediate (as in the case of gang activity) and those that emerge over time (such as deteriorating school climate or escalations in bullying). Success is contingent on the completion of the following objectives:

1. developing a data system that aggregates information from several sources, including school incident reports, tips from concerned citizens, and local jurisdiction police data;
2. developing tools to analyze that data to provide a comprehensive assessment of internal and external threats to schools;
3. developing a reporting mechanism that provides rapid, real-time information to schools concerning the nature of any threats and potential response options;
4. conducting a pilot assessment of the data system, analytic tools, information disseminated, and response, and using the results to fine-tune Campus Shield;
5. conducting a rigorous evaluation of Campus Shield to determine its effectiveness in reducing criminal and school offense incidents and improving school climate; and
6. disseminating findings broadly, through academic and mainstream publications and web media, including a website with videos demonstrating Campus Shield in action.

The Campus Shield Plan

Campus Shield supports the school district's safety efforts and provides additional vision and resources needed to combat a broad array of threats to school safety. Campus Shield itself is a fusion center—a centralized location for receiving, managing, and disseminating intelligence on school safety threats. Three additional resources are also included to supplement and enhance the Campus Shield fusion center: access card entry (information on entries and exits from the school building to be recorded and fed into Campus Shield); surveillance cameras (will also feed into Campus Shield); and the linkage of Campus Shield to mental health specialists who provide direct services and are

responsible for acting as a liaison between school-based student services professionals and community-based providers.

Campus Shield functions as the intelligence umbrella for M-DSPD. Campus Shield personnel collect, store, and analyze criminal intelligence information while also disseminating actionable information that supports school safety in and around Miami-Dade schools. Through this platform, M-DSPD gathers intelligence identifying criminal patterns or trends, suspects, criminal enterprises, and other safety issues for M-DCPS via continuous, real-time, comprehensive analysis of the collected intelligence from a variety of systems. By integrating key intelligence systems with those already deployed in M-DCPS, Campus Shield personnel have the ability to collate and disseminate information to improve safety and the educational climate. These data facilitate the identification of potential threats and also lead to the sharing of important information with schools and other agencies. This information sharing network includes fusion centers that focus on the southeast Florida region, including the M-DSPD's Homeland Security Bureau, the Florida Fusion Center, and the South Florida Virtual Fusion Center.

Like most law enforcement agencies, M-DSPD has systems that collect information, such as a records management system (RMS), computer-aided dispatch (CAD), and the Mobile Field Reporting (MFR) system. While these are effective systems for facilitating response to emerging situations, the lack of links between them and other safety systems reduces the potential for proactive policing. Furthermore, these systems are not currently capable of disseminating actionable intelligence back to SROs, principals, or outside fusion centers. Campus Shield, however, effectively integrates data from RMS, CAD, and MFR, along with data from other law enforcement agencies (including local, county, federal, and state); visitor access and video surveillance records; the M-DCPS Blackboard Connect system; M-DCPS student records; Miami-Dade Crime Stoppers; and social media. This integration of data from multiple information sources presents a major departure from "business as usual" for police agencies and many school districts.

The Campus Shield data team, including a network administrator and analysts, mine the incoming data. Analytical tools examine coded information to search for patterns and indicators of potential safety threats. These analyses present a major improvement over current practice; the system can examine and process information from multiple data sources simultaneously. This permits M-DSPD to develop and disseminate intelligence that will proactively address school safety threats.

For instance, Campus Shield will

- identify or corroborate potential trouble spots;
- identify patterns of behaviors, to increase awareness of SROs and officers responding to an incident;
- develop early warning signals of trouble, including individual students facing mental health issues that may need services;
- forecast potential victimization based on an assessment of limited information of past experiences; and
- examine patterns of school access (i.e., who is coming onto campuses) and how those patterns correspond with school safety concerns.

The coding and mining processes will be continuous, with Campus Shield staff reviewing output and delving deeper with additional queries when warranted. Dissemination to local building staff and other law enforcement agencies will rely on the nature of that information: who is most likely to best use that information to improve school safety and climate and who may be impacted by any potential issues. Reports will also be sent to other fusion centers in Miami-Dade County so they can review them, provide input and feedback, and use that information to craft their own responses. Any feedback received will then be used to further modify Campus Shield's data collection, processing, and reporting routines.

Another important by-product of Campus Shield is that it accommodates the dissemination to and receipt of intelligence from local personnel, such as principals and SROs, as well as the various municipalities throughout Miami-Dade County. For example, reports may be sent to M-DCPS district offices to review and respond to or to collect and provide more information. In some instances, principals and SROs may be called upon to provide Campus Shield with more information about certain threats. In this case, information will flow to schools and then back to Campus Shield for the purposes of disrupting, dismantling, or eliminating threats.

Campus Shield facilitates proactive policing, as it is anticipated that threats will be identified *before* they advance to incidents. In addition, it should encourage proactive policing by other agencies, as intelligence from Campus Shield is disseminated to fusion centers in the area. It should be noted that Campus Shield will function not only as a centralized location for receiving, distributing, and analyzing intelligence information, but also as a collective decision-making tool through which school principals and SROs can use the data generated to work in partnership to identify threats and to prevent them from escalating. Once trends or patterns are shared with the principal and the SRO at a

particular school, a collaborative process involving the schools and the police should be undertaken to resolve the threat or address the underlying problem.

An equally important component of Campus Shield is the mental health specialists. Student mental health concerns are considerable, particularly in larger school districts. When implemented, Campus Shield will likely unearth situations in which students are expressing thoughts of suicide or self-harm or threats against others (perhaps by posting something on a social media website or telling a friend). Thus, access to mental health specialists will be provided before more serious conditions or circumstances can develop. These specialists will be licensed mental health clinicians who specialize in youth and adolescent issues. They will assist SROs and principals by proactively addressing mental health crises before they escalate and, when an incident does occur, helping school staff address the consequences effectively in a timely manner. By providing this connection to mental health specialists, Campus Shield enables SROs and principals to have direct access to psychological support services that can help avert crises or prevent more critical incidents from developing on campus.

Program Evaluation

WestEd will conduct a formative and summative evaluation of the Campus Shield project. The formative stage will be comprised of a pilot test conducted at three middle schools and three high schools. The summative evaluation will employ a controlled trial that relies on 12 experimental sites and 12 control sites to examine how the implementation of Campus Shield improves student behavior and school climate. The impact portion of the study will be guided by key research questions. The formative and summative portions of the evaluation will focus on key implementation issues to aid with program improvement and inform the field about how to effectively deploy similar interventions.

To assess the impact of Campus Shield on criminal and school offenses, a monthly data extract will be provided for each school over the 24-month study implementation period from the M-DSPD data system. These data will identify the types of the offenses, the location, and the date of the incidents. Further analyses will examine the impact of Campus Shield on violence and safety-related offenses (including bullying) and nonviolent offenses (e.g., drug possession or use and property theft).

The dissemination of findings related to the Campus Shield initiative and outcomes is another key goal of the project. A program website, conference presentations, book chapters, journal articles, and research reports will be developed in order to communicate information to a variety of audiences and stakeholders. The website will help to educate the public about the program and communicate findings, alerts, and other pertinent information, and it will host a series of videos that explain the project and provide scenarios that demonstrate the Campus Shield process to add to the body of knowledge of evidence-based school safety model practices. ♦

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Dear Officer,

My daddy is not drunk. He has Huntington's disease. It is a fatal brain disorder that causes involuntary movements, slurred speech and mood changes. There is no cure.

Please order a free HDSA Law Enforcement Toolkit today so you can learn more about Huntington's disease in your community.

Thank you for keeping my daddy safe.

Love,

Every child in an HD family



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The Impact of School Resource Officers on Community-Based Policing

By Mo Canady, Executive Director, National Association of School Resource Officers

Effective school resource officer (SRO) programs recognize and utilize the special training and expertise law enforcement officers possess that is well suited to effectively protect and serve the school community.

The School Resource Officer (SRO) Triad Concept

SROs contribute to the school safety teams in three specific ways: (1) ensuring a safe and secure campus, (2) educating students about law-related topics, and (3) mentoring students as informal counselors and role models. To be highly effective, as is expected of them, SROs should be trained in the foundation of this concept of three roles (SRO Triad), which includes law enforcement, informal counseling, and education.

Just as it would be difficult to describe all of the ways an experienced, caring teacher or administrator contributes to his or her school, it is difficult to inventory all that an SRO can do for a campus and its surrounding community. Law enforcement officers' specialized knowledge of the law, local and national crime trends and safety threats, people and places in the community, and the local juvenile justice system make them critical members of schools' policy-making teams when it comes to environmental safety planning and facilities management, school safety policies, and emergency response preparedness.

A veteran law enforcement officer's knowledge and skill combined with specialized training in the SRO Triad concept will prepare SROs for their duties in the education setting. This training focuses on the special nature of school campuses and student needs. SROs, as a result, possess a skill set unique among both law enforcement and education personnel that enables them to protect the community and campus while supporting the educational mission. In addition to traditional law enforcement tasks, such as searching a student suspected of carrying a weapon or the investigation of a trespassing incident on campus, SROs can provide a wide range of supportive activities and programs, depending upon the type of school to which they are assigned, including the following:

- Meeting with principals to exchange information gathered from parents, community members, and social media to detect potential spillover of threats, drug activity, and other criminal behavior onto campus.
- Listening to students' concerns about bullying by other students and taking those problems to school administrators to help develop solutions.
- Providing counseling and referrals when sex abuse victims turn to them for help because of the relationship of trust officers have built with the students.
- Coordinating additional law enforcement resources to assist with large public events on school campuses such as athletic events, dances, and community functions.
- Working with school administrators to keep the school's emergency management plan updated.
- Scheduling emergency drills in conjunction with school administration and other local agencies.
- Coordinating a crime scene investigator to speak to biology classes.
- Instructing students on technology awareness, domestic violence, and traffic stop education.
- Developing healthy lifestyle programs for elementary and middle-school students so they are prepared to succeed in high school.
- Helping students with their homework, playing basketball, and sharing dinner together during extended school day programs.
- Creating and conducting a distracted driving course for students in the school district.
- Hosting summer "bike rodeos" for students that include the donation of bicycles by local merchants and the police department.
- Implementing a Do the Right Thing program where educators select one

student each month for lunch with the SRO and a photo in the local paper in recognition of students' leadership skills.

- Hosting "junior police academies"—free programs that provide positive, safe activities for students to do after the school day and during their summer vacation, such as camping, archery, baseball, life skills development, and musical theater.
- Conducting intervention programs for the purpose of counseling victims of campus violence and friends of victims.
- Providing unique classroom instruction to students in programs such as the Eddie Eagle GunSafe Program, the Too Good for Drugs & Violence Program, and the Protecting Kids Online Program.
- Coordinating and securing funding for programs for students in need that provide rides to school, school uniforms, school lunches, and supplies for the home such as food and holiday gifts.
- Coordinating a variety of community service activities with students that include spending time with the elderly at local nursing homes, running soup kitchens for the hungry, hosting dances with student groups, and attending weekend field trips.

At its core, the SRO program is truly community-based policing at its best. When the program is conducted properly, positive relationships between youth and law enforcement are certain to occur, and the relationship building continues with educators, as well as parents and guardians of students. The benefits of a successful SRO program can extend into the wider community through the positive relationships that develop between SROs and parents and guardians.

Is it possible that the strategies used in a successful SRO program could also be used by law enforcement officers in other areas of a given community? The answer is most certainly yes. However, it is necessary to examine the three foundational elements that are a part of every successful SRO program. The three elements essential to success are

- interagency collaboration,
- recruitment and selection of high-quality personnel, and
- proper training of personnel for the given assignment.

Interagency Collaboration

Schools which utilize properly trained SROs are certainly safer; however, SROs, in and of themselves, do not create a safe school environment. Creating safe environments requires the collaboration of school personnel, emergency services, students, and parents and guardians. There must be a true partnership that occurs between the law enforcement agency and the school district. This partnership begins with a positive working relationship between the police chief and the school superintendent.

The most successful school-based programs are those that have an open line of communication, as well as a positive working relationship with law enforcement. There must be a willingness on the part of both agencies to understand and accept the core principles that are necessary for each entity to function effectively. The collaborative effort between school districts and law enforcement agencies is reinforced through well-thought-out, written agreements or memorandums of understanding (MOUs). These agreements spell out the generalities and, in some instances, the specifics of how law enforcement officers will function in the school environment. Any agreement would, of course, have to remain within the confines of the law and could not interfere with an officer's ability to enforce criminal laws. However, the agreement could include strategies such as law-related education for students, training for the SRO(s), and the role of SROs in student discipline. The point regarding school discipline can be made quite simply—SROs should not involve themselves in school-related discipline, especially relative to suspensions or expulsions. The SRO should be involved only if criminal activity has occurred alongside the school discipline issue.

The National Association of School Resource Officers (NASRO)

NASRO, the world's leader in school-based policing, is a not-for-profit association founded in 1991 with a solid commitment to U.S. youth. Improving relationships with youth, thereby leading to safer schools, has been the primary focus of the organization since it was founded 25 years ago. NASRO is comprised of school-based law enforcement officers, school administrators, and school security and safety professionals working as partners to protect students, faculty, and staff in their school communities. "School resource officer" (SRO) refers to commissioned law enforcement officers carefully selected, specially trained, and assigned to protect and serve the education environment. SRO programs grew rapidly during the 1990s. For some school officials, this expansion was prompted by the 15 deadly, highly publicized campus shootings that occurred from 1993–1999, and the Sandy Hook tragedy in 2012 prompted further growth of these programs. Today, SROs have become vital components in school safety planning, and SROs are seen as effective resources in efforts to reduce campus disruptions and enhance educators' and students' feelings of safety while on school grounds.

As positive relationships are built between schools and law enforcement agencies, this will naturally open the door for police-led programs that will benefit youth. These types of programs are something that SROs have been engaged in at the school-based level for decades and include programs that provide the opportunity for excellent relationship building between youth and law enforcement and could certainly be effective outside of the school environment. For example, organizations such as the National Police Athletic League have laid a solid foundation for sports-related programs that unite law enforcement and adolescents.



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Recruitment and Selection of High-Quality Personnel

School-based policing is a unique assignment in law enforcement. Those who supervise SROs will find the task of selecting officers for this role to be a challenge. The SRO position is a high-profile assignment, and it can be quite detrimental to the law enforcement agency if the wrong officer is selected for the job. Officers who become candidates for this position should have, at a minimum, an excellent work record with the department, impeccable character, and a sincere desire to work with youth. It is helpful if the officer has had experience working with youth in roles such as law enforcement explorer advisor or youth athletic coach. SROs must also have the ability and the maturity to work independently with little supervision for the majority of their shifts.

The number one goal of an SRO should be to bridge the gap between law enforcement and youth. In other words, the main goal is to build positive relationships. In order to build positive relationships between law enforcement and youth, the department must place officers in schools who are high-quality individuals and are trained and motivated to fulfill the role of relationship building. When students and staff are comfortable sharing critical information with SROs, it builds a foundation for school safety. There is no better way to deal with an act of school violence than to prevent it before it ever happens. Good relationships lead to good intelligence.

SROs are also involved daily in the introduction of law enforcement careers to the students whom they serve. SROs are specifically trained on the topic of law-related education, and they present this topic in the classroom at all grade levels. Within this topic, they are educating students on careers in law enforcement, which can become an excellent recruiting tool that can be used at all levels of law enforcement and can also be edited for use with adult groups such as citizen coalitions and civic clubs. Many SROs also serve as advisors for law enforcement explorer programs, which are excellent training and recruiting tools that help serve the goal of "bridging the gap."

Proper Training of SROs

SRO programs cannot be successful without properly trained officers. For almost 25 years, the National Association of School Resource Officers (NASRO) has conducted training around the world teaching curriculum that is based on a community-based policing strategy to be applied in the school environment with the number one goal of "bridging the gap" between law enforcement and youth. The foundational course offered by NASRO is the Basic SRO Course, which includes topics such as the following:

- **Adolescent Emotional Issues**—This block of instruction provides the attendee with knowledge to recognize possible indicators for suicidal youth. In addition, the participant develops a working knowledge of key strategies for assisting youth with a variety of emotional issues to include appropriate referrals regarding health and safety issues. Understanding these issues should increase the officer's empathy for youth, thereby leading to greater opportunities for relationship building.
- **Effective Communication in Schools**— Course participants learn how to provide informal counseling based on their expertise as law enforcement officers, and they also learn how to make referrals to social workers or counselors. This provides the officer with a better understanding of how to effectively communicate with adolescents in different settings and scenarios, whether in a school or in their community.
- **Children with Special Needs**—It is the goal of this block of instruction to educate the SRO on the legal issues and rights of children with special needs and help the SRO to understand their role of assisting the administration with any safety issues that might arise in the classroom. This training has made a sizeable difference in the manner in which SROs conduct

themselves. For example, when law enforcement officers have some understanding of how certain mental health issues can affect an individual's behavior, it can have a unique impact on the officer's response, resulting in a more positive outcome.

One of the more important decisions made by a school community will be whether or not to establish an SRO program. A critical aspect of this decision is the thorough discussion of the three elements necessary for a successful program: (1) collaboration between the school district and law enforcement agency; (2) the selection of the proper officers for the role; and (3) the best possible training for officers assigned to work in the school environment. ♦



Visit NASRO online at <http://nasro.org> to access training resources, news, and other SRO-related information.

Mo Canady serves as the Executive Director for the National Association of School Resource Officers (NASRO). He has testified on the matter of school safety before the U.S. House Committee on Education and the Workforce. He is also a co-author of the national report *To Protect and Educate—The School Resource Officer and the Prevention of Violence in Schools*.



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By Dorothy Edwards, Executive Director,
Green Dot, etc.

Bystander Intervention:

Options for Campus Involvement in Crime Prevention

In order to effectively and consistently reduce crime within any given community, a culture of intolerance of crime must be created among community members. While there are multiple components necessary to create this culture—including strong laws and policies, effective enforcement, and victim support, for example—a primary, often-overlooked resource is the non-offending members of the community. The umbrella term of “bystander” is used to describe all individuals who are aware that crime is happening in their communities and are, therefore, in a position to take action to reduce crime. In most communities, there are more individuals who are not committing crimes than those who are; thus, an effective strategy to mobilize these non-offending community members to action can ultimately shift community norms to active intolerance of crime and affect an ultimate reduction.

College and university campuses serve as a microcosm of the surrounding community, with their own sub-groups, law enforcement, politics, and citizens (in the form of students, faculty, and staff). Law enforcement is integrated into the entire campus community, often more so than in the general population. The exposure to the campus population via student orientations, educational sessions in residence halls, security for sporting events, and new employee sessions places law enforcement in a powerful position to shape campus norms. Bystander intervention has provided a framework

for law enforcement officers that allows them to interact proactively and positively with their communities in joint efforts to reduce crime. Around the United States, law enforcement is increasingly partnering with on-campus and off-campus agencies to capitalize on the reach of their voices. Collaborating to ensure consistency of messages allows for greater impact and more entry points for law enforcement to connect to the campus community around prevention, rather than an exclusive focus on enforcement and response.

For example, at the University of Kentucky, the campus police chief, Joe Monroe, and Dorothy Edwards, the executive director of the on-campus intervention and prevention center, partnered to maximize their respective impacts. For example, educators from the prevention office were paired with officers, and each dyad worked with a specific residence hall to build relationships with the students. Through formal presentations and informal interactions the dyads were able to talk about bystander intervention, prevention, and small daily choices students could make to make their community safer. The result was not only more momentum created around prevention, but also an increase in reporting of assaults to law enforcement because of the increased trust and exposure. Another example at the university was the development of quarterly lunches with both educators and officers. This allowed for genuine relationship building, as well as careful co-branding of prevention and bystander messages.

At the core of these collaborations was a shared understanding of what was keeping the campus community members from being more engaged in prevention and agreement on course corrections that would allow community members to reconsider their involvement and role in crime prevention.

Engaging Community Members: Challenges and Solutions

Everyone is impacted by crime. So why isn't everyone partnered with law enforcement toward prevention? What keeps people inactive on an issue that they clearly align with? These questions and the challenges associated with building partnerships, earning trust, and engaging and mobilizing our communities must be proactively addressed in order for prevention efforts to be effective. Historical efforts to engage communities have been fraught with common mistakes that can be proactively corrected moving forward.

Mistake #1: Failing to give community members a realistic way to get involved.

Often when people think about getting involved in prevention, they think only of the "big things," like starting a neighborhood watch or interrupting a dangerous

situation on the spot. These default perceptions can be intimidating and can discourage involvement. People either think they don't have a role to play because the "police will take care of it" or they are reluctant to get involved because they believe that to do so would require taking a lead role in their community watch group or some other visible, time-intensive commitment. In reality, people who are uninterested in being heavily involved in civic matters or publically displaying their role can still step in and prevent crimes. Communicating that there are smaller, more manageable options for getting involved is a key strategy law enforcement can apply to encourage community engagement.

A Better Option: Communicate that there are many simple ways to help that will make a significant difference.

When reaching out to community members and students, it is essential to provide a broad continuum of access points for people who "barely care" to those who want to be actively involved in law enforcement as a future career. For example, offer a range of options available, from an anonymous crime tip hotline all the way up to opportunities to organize neighborhood safety groups and everything in between. Try to provide simple prevention tips such as

- When you plan your next trip downtown, designate someone to ensure you all come home together.
- If you see someone trying to isolate an intoxicated student, and you feel like you can't directly intervene, consider creating a distraction like spilling a drink or asking her to come to the bathroom with you so you can check in and get her back to her friends.

As students may not want to contact the police directly, it's a good idea for law enforcement to partner with residence advisors (RAs) who can serve as liaisons to law enforcement, allowing concerned students to talk to their RA rather than having to call the police.

Mistake #2: Focusing primarily on the potential perpetrator and the potential victim.

When the primary lens of law enforcement is focused on victims and perpetrators, these are the two access points that are communicated to the general public in brochures, websites, talking points, and education programs. With an historical emphasis on risk reduction (targeting potential victims) and enforcement (focused on perpetrators), many community members who do not consider themselves part of either group conclude that there is not a role for



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them in crime prevention. Therefore, they remain uninvolved. Though response and enforcement must continue to focus on victims and perpetrators, the goal of prevention allows law enforcement to focus on a third vital role for community members—bystanders.

A Better Option: Communicate to all community members and students as potential allies through the lens of their role as bystanders.

The bystander approach allows law enforcement to give all community subgroups the same message: “You have a positive role to play in keeping others from getting hurt.” Rather than messages focused on what not to do, effective bystander messages are positive, proactive, and engaging.

Mistake #3: Communicating that something is wrong with people if they don't always intervene.

Messaging that asks “What kind of a person could just stand there while someone was getting hurt?” communicates that there is something wrong with people who are passive bystanders. However, research clearly proves that there are a myriad of reasons that keep bystanders from intervening. Encountering barriers to intervening as a

bystander doesn't make someone apathetic or bad, it just makes them human.

There are a number of potential intervention obstacles that can be sorted into the following categories:

- Universal obstacles
 - ▶ Diffusion of responsibility—the assumption that someone else will take care of the situation, so there is no need for the bystander to intervene
 - ▶ Pluralistic ignorance—if no one else is reacting, the bystander mistrusts his or her “gut” and doesn't intervene in the situation
 - ▶ Evaluation apprehension—concern about looking foolish or escalating a situation if one gets involved
- Social obstacles
 - ▶ Social cost—concern that friends or family members will be angry
 - ▶ Concern about getting friends or family members in trouble
 - ▶ Fear of retaliation or harm if one gets involved
- Personal/Cultural obstacles
 - ▶ Shyness
 - ▶ Conflict avoidance
 - ▶ Safety concerns
 - ▶ Distrust of law enforcement
 - ▶ View that “It's none of my business”

A Better Option: Change the message to communicate that most people are fundamentally good and don't want anyone to get hurt, but that it can be hard to do the right thing.

Acknowledging one's own inability to intervene sometimes and avoiding judgment of others may encourage more members of the community to consider solutions. Acknowledging the reality of obstacles changes the entire tone of the conversation. It creates the opportunity for community members and students to feel accepted and to join prevention efforts. In reality, no one will intervene every single time, but if the community trends in the right direction, rates of violence can come down.

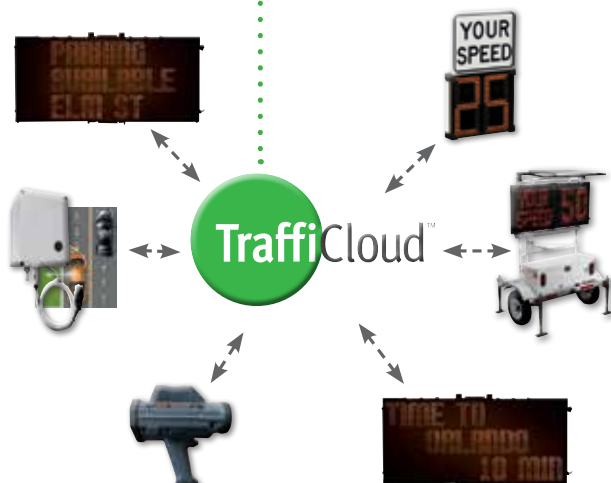
Mistake #4: Being unrealistic about how to handle these obstacles to bystander action.

It can be easy to shift from pathologizing bystander inaction to minimizing it and just trying to pep-talk people out of it. Historically, messages like “just do the right thing,” “be strong,” “be a good citizen,” or “a person of character speaks out” have been used. Unfortunately, a social marketing campaign or catchy slogan cannot make peer pressure, shyness, fear, or distrust disappear.

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A Better Option: Assume that people will not get over their obstacles and instead help them to generate solutions to get around their obstacles.

When the legitimacy of obstacles is acknowledged, it leads to an honest conversation about solutions. The message is that no matter what makes it difficult for a bystander to act, there are always solutions that would avoid those obstacles.

Below are some examples of solutions to suggest to community members and students. These should be tailored to the unique considerations of different communities. At all times, safety considerations should be primary. If there are safety concerns for the bystanders in a given situation, the focus should be on solutions that keep them out of harm's way (e.g., make an anonymous call, or get a group together to create a loud distraction from a distance).

Solutions: The 3 Ds

Direct: This involves directly interacting with the people involved in the high-risk situation. Direct options are for bystanders in situations that feel safe and who feel comfortable checking in or addressing the potential victim or perpetrator. Direct actions might include the following:

- Check in and express your concern.
- Confront the person who is crossing the line.
- Offer to give someone a ride home.
- Let them know your *specific* concerns.
- Let the perpetrator know that if they don't back off, you will call the police.

Delegate: There are some situations that will make a person feel uncomfortable addressing them directly. The good thing, however, is that it can be just as effective delegating someone else to get involved. It is less important who intervenes, and more important that someone does. Delegating is simply an option that involves asking someone else for help.

- Ask a friend, bartender, or family member.
- Get a group together.
- Call 9-1-1.

Distract: Sometimes "ideal" options are not possible due to the circumstances or someone's obstacles. But, sometimes, a diversion can settle a situation, minimize harm, or create a delay until law enforcement can arrive. Bystanders can create diversions in various ways, including the following examples:

- Tell someone their car is being towed.
- Ask to borrow their phone because you locked your keys in your car.
- Tell them you aren't feeling well and need a ride home.
- Knock on the door and ask to borrow some sugar or for help finding your dog that got out.
- Invite one of them to get some pizza.

The point here is to help community members and students know that there are many options for bystanders to help prevent a crime. People often assume that, to be a positive bystander, they have to pull someone out of a burning building. The discussion of the 3 Ds can make intervention seem much more realistic and manageable. Even subtle bystander interventions (e.g., a disapproving look by a friend or neighbor) can have a profound impact.

Mistake #5: Assuming that the current rates of violence and crime are inevitable.

A sense of hopelessness or a belief that it will be generations before change occurs can be apparent to the individuals in the community. Why would they bother to get involved if it wasn't going to make a difference? Since "crime" is such a ubiquitous term and will be around for a long time in some form, many do not act simply because they don't think it can be any better. In order for people to act, they need to believe their contributions make a difference, and they need to feel equipped to respond in a way that feels manageable and realistic.

A Better Option: Lead with the belief that the vision of a safer community can become a reality.

It is not unrealistic to believe that, in a short period of time, communities can be mobilized, and a culture that is intolerant of violence can be established. This can be done. There is strong research clearly outlining the capacity and the means to change human behavior. There is a compelling history that documents the human ability to create large-scale change from the American Revolution to the women's and civil rights movements. Of course this can be done. If law enforcement personnel believe they can lead the way to a safer world, their communities *will* follow.

Putting It in Action: What Can Chiefs Do?

Police chiefs set the tone and culture for the entire agency. Value will be placed on positive, collaborative relationships and partnering with community members or students for prevention only if it is a core value modeled and endorsed at the highest levels.

Action Items for Law Enforcement Leaders

- Model the behavior that agency leaders and officers should emulate.
- Be intentional about the climate set by leadership. Are efforts in prevention and community engagement being recognized in promotions, evaluations, and other forms of recognition?

- Educate agency leaders so that they are well poised to lead on these issues (e.g., bystander intervention and prevention). Contact a national or local agency that oversees prevention and arrange a consultation.
- Express clear expectations about the urgency and priority of community engagement in prevention.
- Be intentional about messaging, formal and informal, that could increase buy-in and attention to building positive, open relationships with community partners.
 - ▶ Understanding the barriers to involvement that impact community members and students is key to creating solutions and intervention options that are realistic and actionable.
 - ▶ Make it clear that the agency's commitment to work in partnership with community members, students, and organizations is taken seriously, and understand that the community's effectiveness in prevention is a direct reflection of the agency's effectiveness in community engagement.
- Integrate talking points into public speeches, weekly meetings, and any publications to which the agency or law enforcement leaders contribute.
 - ▶ "Creating a community of pro-active, engaged citizens and students is a priority of this department."
 - ▶ "It's normal to have barriers to getting involved. It doesn't mean you don't care."
 - ▶ "Common barriers include peer pressure, distrust of law enforcement, fear, community norms of inaction, uncertainty about what actions to take, and feeling shy or intimidated."
 - ▶ "No matter what makes it hard to step in, there is a solution in the 3 Ds—direct, delegate, distract."
 - ▶ "No one has to do everything—but if everyone does something, we can reduce crime in this area." ♦

Dr. **Dorothy J. Edwards**, author of the Green Dot Violence Prevention Strategy, holds a PhD in Counseling Psychology from Texas Woman's University. She is currently serving as the executive director of Green Dot, etc., a center dedicated to effective intervention and prevention of power-based personal violence. With a specialty in primary prevention, Dr. Edwards provides training and consultation in the areas of power-based personal violence, organizational capacity building, program implementation, strategic planning, and community mobilization.

Preparing for the Worst:

Active Shooters in Our Schools— An International Perspective

By Celia Imrey, Principal,
RAFT Architects

Of the primary human threats to safety in schools—vandalism, bullying, fighting, sexual abuse, and rampage violence—rampage violence is by far the most deadly and the rarest. Yet over the past 15 years, the world has witnessed a significant increase of rampage violence in schools. In such countries as Brazil; Finland; Germany; Azerbaijan; and, most recently, Pakistan, schools and municipalities have been grappling with how to marry their current safety policies with increasing demands, new technology, minimal budgets, and old buildings. Ensuring safe schools has become a global priority, and, as any superintendent or police chief knows, it is an ever-evolving challenge.

"The Peshawar attack has proved to be a game changer in Pakistan's war to root out terrorism and extremism that has plagued our country for over 35 years," says Ihsan Ghani, director of the DG National Police Bureau in Pakistan, referring to the December 2014 massacre that claimed 145 lives, most of them children. He says that while the new safety protocols will probably not be sufficient to counter terrorist attacks, knee-jerk reactions like arming teachers or hiring more police as security guards won't respond to the actual threat. "To provide security to schools (for example) or any other installation, you first have to have a good, hard look at the threat. Are you protecting the schools against a thief, a robber, a disgruntled employee, a dissatisfied

parent, or a determined gang of hardened and trained terrorists? Your walk-through X-ray gates would be useful only when someone is inclined or made to pass through these and when there is electric power available...threats to both hard and soft targets will only be eliminated by eliminating intolerance, extremism, and terrorism from the society."¹ Clearly, the demands of the parents to "step up" security have complex ramifications, including the potential for ineffective expenses and dangerous gaps in safety planning.

Ghani brings to light the deep conflict schools and municipalities face when making decisions about how to keep schools safe. It can cost a fortune to arm schools against potential intruders, and it can be a dangerous decision as well. Many teachers are not trained in handling weapons, and accidents would be unavoidable. Having weapons at a school may invite misuse and abuse, not to mention the danger of those weapons getting into the hands of perpetrators. Without a careful examination of potential threats, schools and municipalities can make costly and dangerous decisions. And, without intending it, they can erode the sense of community and connectivity that ultimately makes schools safer.

International responses to rampage violence vary greatly. In 2007, in southern Finland, an 18-year-old student killed eight people at his high school before turning the gun on himself. Less than a year later,

also in Finland, a 20-year-old masked student opened fire in his trade school, killing 10 people before taking his own life. Many similarities existed between the two incidents and the "double tragedy" resulted in numerous studies. A 2010 study on Finnish community reactions to the shootings suggests that the majority of the local residents "thought that the school shootings could not have been prevented."² In other words, trust in Finland toward the prevention of school shootings was low. However, both schools knew the perpetrators and had received threats from them, so prevention does indeed seem like it was possible. The Finnish Ministry of Justice issued a report recommending increased vigilance for mental health and its effects, while the police adopted a zero-tolerance approach that appears to have increased the number of threats, the opposite of the intended effect.³

In response to a 2009 stabbing attack in a Belgian daycare center, on the other hand, school-specific modifications were not made. Instead, Belgian police changed policy options and instituted a new kind of "active shooter" training, though it was not uniquely oriented to schools.⁴ Adding this training seems to be a prudent decision; rather than escalating threats, active shooter training for police typically increases a community's security.

These incidents lead one to ask if there are any international standards for active

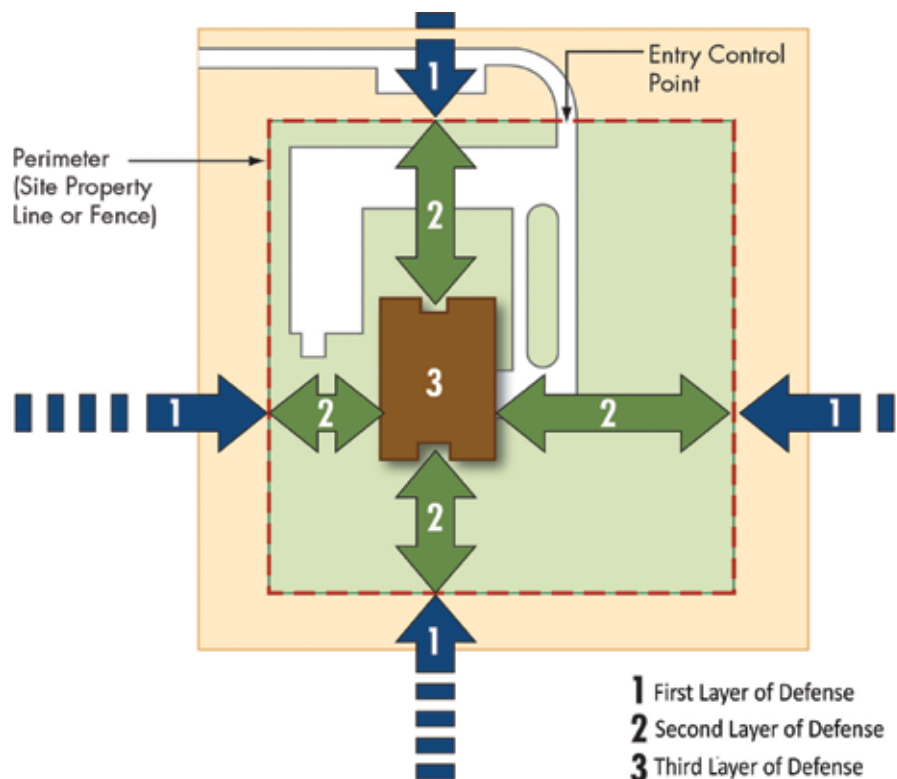
shooters in schools being developed—and, if not, should there be? Currently, individual countries set their own school safety standards, which vary worldwide. Anti-bullying programs are more common in Europe, the United States, and in Australia; programs of restorative justice are more common in Australia and New Zealand; and more reactive, zero-tolerance policies and the use of electronic security, metal detectors, and professional guards are more common in the United States.⁵

Plan International, founded in 1937 and based in the United Kingdom, is hosting its 6th International Conference on Violence in Schools in May 2015 in Japan. Plan International's report, *The Economic Impact of School Violence*, points to the mounting costs of violence to communities, from the loss of social capital to the burden of costly devices and services in the name of school safety.⁶ Plan's CEO Nigel Chapman says, "The progress is very encouraging but... We must accelerate our efforts to ensure that governments and authorities are doing their best to make schools safe and productive environments."⁷ In other words, a school needs to have a healthy environment, as well as safety, to succeed.

Rami Benbenishty and Ron Avi Astor, professors at the Bar-Ilan School of Social Work in Jerusalem and co-authors of "School Violence in an International Context: A Call for Global Collaboration in Research and Prevention," call for globally unified efforts to respond to the threat of school violence by using a proposed international database. Their ecological theory of school violence, developed from consultation with educational systems around the world, is being used on the national level in Israel. The ecological model posits that family-school-peer relationships impact mental health and substance abuse, which, in turn, affect conditions of violence in a school.⁸

Outside the United States, global reactions to addressing school violence do not include tactics such as installing metal detectors, locking classrooms, and teaching combat. Philip Poinelli, an architect on the International Board of Directors of the Council of Educational Facility Planners International (CEFPI), strongly disputes the effectiveness of spending money and resources on reactive strategies, stating "Prevention, not reaction, is where we should be investing more money and more thought; we need to address the human side of violence and acknowledge that most school violence comes from a member or former member of a school community. Districts and society need to address the mental health side of safety and security."⁹ Research in the global community tends to agree. In anticipation of a global discussion on the topic of active shooters, the following concepts are some of the messages

Figure 1: Secured Perimeter and Centralized Entrance



Source: U.S. Department of Homeland Security. Used with permission. Originally published in *Primer to Design Safe School Projects in Case of Terrorist Attacks and School Shootings*, 2nd Edition (2012)

emerging from the international arena regarding school design and school safety.

Evaluation

Properly evaluating the school community, potential threats, and possible response is a priority. Active shooters represent a tiny fraction of violence in schools and may well be born from the same conditions that foster more minor violence. Schools should conduct an annual safety, security, climate, culture, and emergency preparedness assessment in cooperation with local law enforcement, fire service, and emergency management personnel. Ideally, schools should hire outside consultants that provide school safety assessment training. It's important that local public safety officials participate in these assessments, as they have knowledge of the local risks, resources, and response capabilities.

Well-Lit and Well-Managed Entry/Exit Sequence

The role of architecture in school safety is much higher than one might expect. Architecture has the capacity to significantly impact how people will act and how people circulate and use spaces. How a school building presents itself in its environment—its distance from the street, its

entrance/exit sequence, and interior circulation, for example—strongly impact safety conditions in a school.

Anyone contemplating committing a crime on school grounds must consider how they will penetrate the school. Emphasis on lighting, well-designed fencing, and managed access points are three main considerations that present an outward message of the level of surveillance and security a school projects to its surroundings. The design of the perimeter of a site or a building is an important point of deterrence, the first of "concentric circles of protection"—a tenet of Crime Prevention Through Environmental Design (CPTED).¹⁰

A secure perimeter and centralized entrances that have a high level of natural supervision are ideal. "Virtually all of the international schools we work with create the security zone at the perimeter of their property, usually with a 3-meter high fence and a guardhouse at the entry points. It is recommended that buildings be placed a minimum of 100 feet from a public way," says David Epstein of Truex-Cullins, a Vermont architecture firm that has designed schools abroad.¹¹ At the Anglo-American School in Sofia, Bulgaria, the broad and windowed entrance to the school provides a high degree of passive supervision and



Anglo-American School, Sofia Bulgaria.



Melrose High School, Melrose, Massachusetts

the ability to see visitors from a distance as they enter the grounds past the gatehouse. It is important for public safety officials to make themselves familiar with the grounds and entry protocols of their local schools.

The point of entry, the front door, is also of critical importance. Schools should ensure a secure entrance sequence with clear identification protocols, extensive passive supervision, and adequate communications technology.

Welcoming Buildings, Grounds, and Community

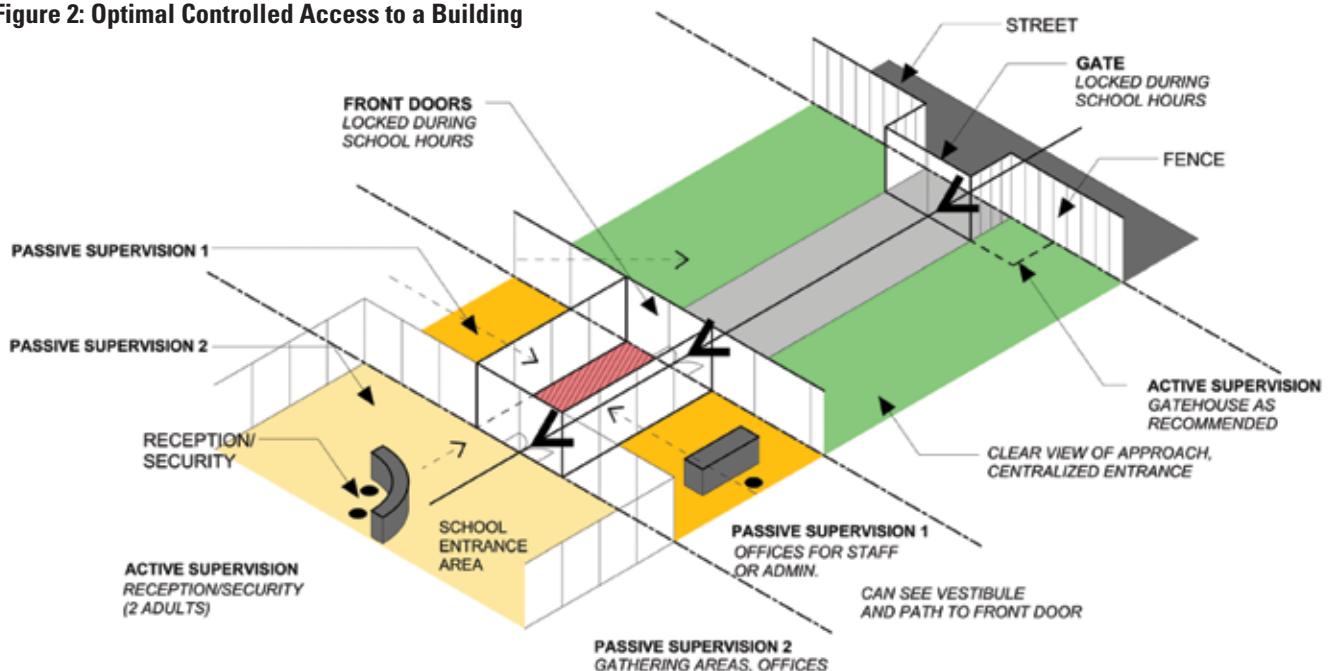
Somewhat surprisingly, one thing a school can do to protect itself is to look great. The image of any school, both in its design and in how it is maintained, can have

a major impact on whether it will become victimized because a good image and upkeep indicate that its owners care and are watching over it. A school's guardhouse doesn't need to look like it was taken from the state prison. For example, the designs for Desertcreat, a tri-force public safety academy in Northern Ireland, by architects Perkins + Will, imagine a planted roof and mirrored facade that reflects the garden surroundings. In lieu of a tall fence, the design includes landscaped trenches (ha-has) that prevent the "invisible" trespass of vehicles or pedestrians. Though the academy is unbuilt, the design sets a precedent. Anthony Fieldman, lead designer of the project, now at RAFT, warns against the negative psychological impact of visible high security, "The client expressed a deep interest in having

this building not appear like a fortress, that it integrate visually and symbolically within the community. The roof and walls [will be able to] withstand major incursive forces, but someone approaching the building will be hard-pressed to see that."¹²

"Territoriality" in a school, a CPTED concept, is a way for a community to create a sense of ownership. This can be achieved by good signage and clear boundaries, along with active participation of school décor like murals and artwork by the students and staff. Positive territoriality in stairwells, hallways, restrooms, and dining areas serves to legitimize a building's occupants. A welcoming school community extends to law enforcement: When local public safety officials participate in their school communities, by giving talks and demonstrations and helping to build positive relationships in their schools, they demonstrate their commitment to their school community—building trust, confidence, and security in those communities.

Figure 2: Optimal Controlled Access to a Building



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Reduced Opportunities for Conflict

The vast majority of school violence takes place in noisy, transitional spaces that are under minimal supervision. Corridors, locker areas, bathrooms, and grounds should be managed for conflict situations. The goal is to enable quick and free movement, manage sound (noise can indicate tension), and enable lockdowns. Passive supervision is probably the most important element in achieving these goals. At School Year Abroad high school in Spain, designed by Imrey Studio together with the client, the lockers are located on the perimeter of a brightly lit student gathering space adjacent to classrooms. Thus, interactions between students are passively monitored by peers and adults in a positive atmosphere.

Local law enforcement leaders should participate in school security audits and school designs. The expertise of public safety officials can help schools evaluate the feasibility of responding to violent scenarios. Knowledge of CPTED and other safe school design strategies can strengthen public safety officials' contribution to their local schools.

Community

More than any other soft target group, such as shoppers or travelers, school occupants are the most vulnerable to rampage



Copyright School Year Abroad

School Year Abroad, Zaragoza, Spain.

attacks. That's because schools house communities. Understanding the social health of a community is a paramount tenet of providing school safety.

The best policies involve nurturing and keeping track of one's community. Ensure that every student is part of the school

community by developing positive connections between staff and students; nurturing employee empowerment; creating environments that complement interests; and, most importantly, identifying and supporting at-risk students, especially those with mental health or substance abuse issues. If

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schools and local law enforcement leaders jointly keep track of what students do after they graduate, their awareness of potential threats is higher.

Communication and Response

Though many people assume school employees will know what to do or that an administrator will be able to direct staff to perform life-saving actions, actual incidents have proven these to be deadly assumptions. In many situations, the untrained actions or inaction by the first staff member to become aware of a life-threatening emergency has resulted in both lives lost and lives saved. Plans, training, and drills that are structured to prepare all employees to take immediate action to protect themselves and others, as well as to communicate the presence of danger to others, are of vital importance. Training teachers and staff in basic first aid, protection, and emergency communications should take precedence over training them for combat.

Establishing a clear plan of response for the first three to five minutes of an incident, the average response time of police, is critical. For example, roll-down gates that separate classrooms from off-hour spaces like gyms and auditoriums can be automated to close during a lockdown. Responses should be developed for the most common types of violence first and focus on active shooters second. Active shooter training for first responders, however, is emerging as an important investment in law enforcement. Internationally, police training for active shooters is increasing, but it is still not nearly as extensive in many countries as it is in the United States.

Summary

Designing schools for the potential threat of rampage violence, it turns out, is less about spending a fortune on locking classrooms and training teachers for combat than it is about addressing the factors that can prevent more minor forms of violence. The three core investments every school should make to protect its community from violence are (1) investment in human relationships within the school community, (2) investment in the physical environment, and (3) investment of time to carefully plan and train for emergency situations. Of these three, architecture is the most obvious, regardless of the school size or population. The simple, cost-effective ways to improve the security of existing and proposed school buildings are timeless and a great investment. Police chiefs interested in evaluating their response capacity within their existing and planned school facilities can contact their local architects and school planners.

INDEX OF SAFETY DESIGN GUIDELINES

Emergency Alert Systems

- » Provide dependable two-way radio and cellphone access.
- » Install a security alarm system throughout all hallways, administrative offices, and rooms containing computers, shop equipment, and other high-value property.
- » Allow a law enforcement officer to live on campus, if appropriate. (In some school districts, an officer is allowed to move his or her own trailer to a strategic location on campus and receive free utilities in exchange for responsibilities.)

Safer Campuses

- » Protect the campus using landscaped trenches or enclose the campus inside an attractive fence or wall.
- » Manage views from the outside community using natural vegetation.
- » Where possible, set buildings and playgrounds back from public streets, driveways, and parking areas by at least 50 feet.
- » Avoid secluded hiding places inside and outside the building.
- » Provide ample exterior lighting.
- » Provide attractive, well-maintained exterior facades and landscaping.

Safer Driveways and Parking Lots

- » Provide a drop-off/pickup lane for buses only.
- » Minimize the number of driveways or parking lots that students will need to cross to reach the school.
- » Restrict access while school is in session.

Safer Doorways

- » Limit the number of entrances.
- » Provide locking, double glass vestibules, visible by at least two adults at all times.
- » Locate offices at the front of the school, where staff will have a clear view of the entrance and grounds.
- » Provide adequate communications and surveillance at the entry.

Safer Buildings

- » Limit the number of buildings.
- » Provide locking barriers such as roll-down fences between classrooms and off-hour facilities such as the gym.
- » Make ground-floor windows difficult to reach from the exterior in lieu of bars or grills.
- » Clear corridors of obstructions and hidden alcoves.
- » Provide large, wide hallways and common areas.
- » Consider building single-stall bathrooms.
- » Install student lockers where passive supervision is possible.

RESOURCES

» U.S. Army Corps of Engineers

<https://pdc.usace.army.mil>

U.S. citizens employed by a U.S. government agency or U.S. government contractor can access the website and download documents on building security analysis.

» U.S. Department of Homeland Security (DHS): *Primer to Design Safe School Projects in Case of Terrorist Attacks and School Shootings*

www.dhs.gov/xlibrary/assets/st/bips07_428_schools.pdf

DHS offers funding, training, and resources to enhance school safety.

» National Crime Prevention Council

www.ncpc.org/training/training-topics/crime-prevention-through-environmental-design-cpted/school-cpted-training-basic-overview-and-agenda/?searchterm=cpted%20for%20schools

School CPTED training course includes design guidelines.

» U.S. Department of Education: *2008 Guide to School Vulnerability Assessments*

http://rem.s.ed.gov/docs/va_report_2008.pdf

Action Items for Law Enforcement Leadership

To improve the safety of the schools under their watch, law enforcement leaders should consider the following actions:

- Participate in school security audits and school designs.
- Increase knowledge of Crime Prevention Through Environmental Design (CPTED) and other safe school design strategies.
- Make local public safety responders familiar with the grounds and entry protocols of their local schools.
- Regularly review emergency response plans together with schools.
- Provide schools with a checklist to accommodate police or fire response requirements.
- Capitalize on opportunities to connect with schools by giving talks and demonstrations to help build positive relationships, demonstrate commitment, and build trust and confidence.
- Communicate and collaborate with schools to keep track of at-risk members or former members of a school community. ❖

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Notes:

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⁵National Association of School Psychologists, "Research on School Security: The Impact of Security Measures on Students," *Research on School Security* (2013), <http://www.nasponline.org/advocacy/schoolsecurity.pdf> (accessed January 26, 2015).

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⁷Plan International, "Learn Without Fear: Three Years On," <http://plan-international.org/learnwithoutfear/resources/stories/learn-without-fear-three-years-on> (accessed January 29, 2015).

⁸Rami Benbenishty and Ron Avi Astor, "School Violence in an International Context: A Call for Global Collaboration in Research and Prevention," *International Journal of Violence and School* 7 (December 2008): 59–80, <http://www.ijvs.org/files/Revue-07/04-Benbenishty-Ijvs-7.pdf> (accessed January 28, 2015).

⁹Philip J. Poinelli (educational facility planner), email to author, January 28, 2015.

¹⁰Laura Fisher Kaiser, "Tackling School Safety Through Design," *Architectural Record*, February 14, 2013, http://archrecord.construction.com/news/2013/02/130214-Tackling-Safety-Through-Design.asp?WT.mc_id=rss_archrecord (accessed January 26, 2015).

¹¹David Epstein, "Digital Crayon: Article 9—School Safety and Security," *Truex Cullins Blog*, Truex Cullins, January 4, 2013, <http://truexcullins.com/digital-crayon-article-9-safety-and-security> (accessed January 26, 2015).

¹²Anthony Fieldman (president, RAFT Architects), email to author, January 30, 2015.

Electronic Stakeouts Used to Address Pattern Crime Trends

By Michael Grajewski, 3SI Security Systems
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Police Departments are increasingly using technology to increase efficiency with duties like stakeouts. Here are examples of how electronic stakeouts helped Law Enforcement target, track, and arrest criminals.

Coronado Beach, California was experiencing an increase in bike thefts. Residents and business owners complained to the Police Chief who challenged his commanders to solve the problem. After learning about electronic stakeouts from other Police Departments, they decided to try out the specialized GPS units. In the first three months of deployment, authorities made 16 arrests and significantly reduced the community's bike thefts.

Delray Beach, Florida registered a spike in scooter theft, which adversely impacted the part 1 crime statistics for the agency. Using intelligence led policing principles, the agency predicted locations where future thefts were likely to occur. They partnered with local motorsport dealers to deploy scooters containing GPS devices. In the first week, the agency had two activations. The first resulted in a quick recovery, but didn't address the question of where the stolen scooters were going.

The operation that started as a simple track and recovery resulted in the take down of a major international stolen vehicle smuggling ring. Since the arrests, scooter theft has virtually stopped in the City of Delray Beach.

For the second deployment, the agency modified its strategy and allowed the unit to leave the city. The track data provided Officers the tactical high ground so they could shadow the subject. The device went stationary at a residence in Miami-Dade County. Officers watched the residence and processed the information gained from the surveillance. Soon after, they were notified that the unit was on the move to a warehouse district near the Port of Miami. Several agencies were involved in the apprehension which recovered several

stolen scooters destined for the Caribbean. The operation that started as a simple track and recovery resulted in the take down of a major international stolen vehicle smuggling ring. Since the arrests, scooter theft has virtually stopped in the City of Delray Beach.

Analysis: Crime analysts noted trends and used predictive policing models to determine hot spots where "bait" items could be deployed. These agencies deployed specialized GPS technology optimized for Police operations to directly engage offenders committing crime. Setting up electronic stakeouts is not difficult and can easily be replicated by agencies when they identify a crime pattern. With minimal effort, a small team can manage device deployment. Upon movement, event data is automatically sent to Police Dispatch who then communicate event data (direction, speed, heading and nearest street address) to responding patrol units to track and arrest the criminal.

3SI Security Systems' tracking program is actively supported by over 5,000 agencies. Our Law Enforcement Division trains agencies to be proficient in using track data to make arrests. The ESO® Program has proven to be effective in Police Departments across the nation leading to arrests for armed robbery, commercial and vehicle burglary, bike, laptop, metal, and UPS parcel theft. One department even attached a device to a credit card skimmer and arrested the suspects when they returned for the device.

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THE EFFECTS OF ACTIVE SHOOTER RESILIENCE TRAINING PROGRAMS ON COLLEGE STUDENTS' PERCEPTIONS OF PERSONAL SAFETY

Public safety and higher education leaders have implemented a variety of strategies to develop more resilient communities to prevent or mitigate the harm that comes from targeted violence. These strategies include student educational programs, threat identification and assessment programs, and active shooter response training exercises for public safety officers. The federal government, the private sector, and academia have historically recognized a need to raise awareness of active shooter threats and suggest strategies to better prepare and protect potential victims from harm. Interest in these educational programs has grown with each incident of hybrid and conventional targeted violence.¹ Research into the actual and perceived effectiveness of these safety education strategies is emerging and in its infancy. The

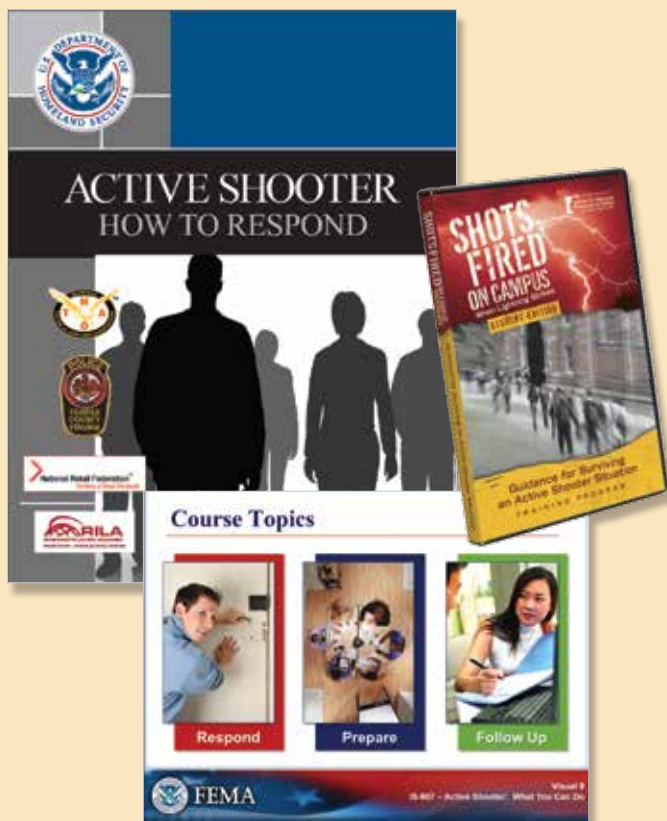
absence of such research was a motivating factor in the identification and analysis of programs that are currently available.

In January 2014, a quantitative research study was conducted to measure the influence of two of the most widely diffused self-paced active shooter awareness training programs designed primarily for civilian audiences.² The Department of Homeland Security's (DHS's) Active Shooter: What You Can Do training program and the Center for Personal Protection and Safety's (CPPS's) *Shots Fired on Campus: When Lightning Strikes* (Student Edition) were studied independently and in combination.³ These types of training approaches were recommended by Commissioner Raymond Kelly in the New York City Police Department's *Active Shooter: Recommendations and Analysis for Risk Mitigation* report.⁴ In the same manner that fire

safety education is provided to children at very young ages, public safety leaders recognize that civilians can benefit from training that prepares them to identify, avoid, and respond to incidents of active violence. Therefore, the DHS and CPPS programs were considered relevant and contemporary examples worthy of study.

The DHS and CPPS training programs examined in this study were developed to fill gaps in the education and training of civilian populations at risk of targeted violence, thus attempting to build resilience. Educational leaders have directed students to participate in these free and subscription-based programs under the assumption that they are effective. Prior to this research study, the two most prominent active shooter resilience training programs in the United States had not been assessed for

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their impact on the perceptions and self-preservation skills of the target audience.

The desire to protect students, staff, and faculty at institutions of higher learning is of paramount concern to educational leaders and public safety professionals. Investments in targeted violence-related training, technology, and policies consume considerable resources and have increased for many universities following the 2007 Virginia Tech massacre.⁵ In a period of constrained fiscal resources, evidence-based analysis of training strategies can facilitate informed decisions for higher education administrators and public safety officials.

Practitioners and researchers have suggested that the Columbine, Colorado, High School and Virginia Tech massacres represent tragedies in which victims overwhelmed by no-notice near-proximity targeted violence lacked the basis of knowledge to formulate effective response strategies.⁶ Well-trained and well-intentioned law enforcement professionals faced with an active shooter in a school environment have also been subjected to scrutiny for not matching their immediate response capability to an imminent threat. The same resilience-building suggestions apply

to broader civilian populations. Recommendations from the 2013 National Summit on Multiple Casualty Shootings specifically called for an "easily consumable awareness piece on immediate steps individuals should take if confronted with an active shooter situation."⁷

The speed and surprise factors of hybrid and conventional targeted violence attacks require that potential victims, especially civilians, be more adequately prepared to protect themselves and those to whom they can offer protection. A 2013 analysis of active shooter events in the United States from 2000 to 2012 found that 49 percent of the attacks studied were over before police arrived to intervene. Further, 17 of the 104 attacks studied ended when victims took action to subdue the attacker.⁸ Educational and public policy thought leaders often focus on the capabilities of first responders to thwart an active shooter type of event; however meta-research on such incidents consistently suggests that most targeted violence attacks begin and end without direct intervention by law enforcement. Most often the attacker, not a forceful response by a victim or first responder, dictates the terms of when an attack ends.⁹

The need to educate potential victims and responsible parties to identify the indicators of an attack before it happens; to react immediately when an attack happens in the general area; and to appropriately take action when directly confronted by an attacker requires well-formulated adult learning strategies. The "when-then" and "if-then" methods of thinking about dangers are commonly used in law enforcement training to abbreviate the reaction process.¹⁰ Rather than freezing when confronted with a lethal threat, civilians may be educated and trained to have a recognition and response tool set that can be rapidly employed, thus limiting personal exposure to harm. Put quite simply, when a student, faculty, or staff member hears something that sounds like a gunshot, he or she should be conditioned to immediately take defensive measures rather than second guess, ignore, or depend on others to interpret a potential threat.

The public may assume that the effectiveness of civilian response strategies and training programs have been well documented before investments are made by institutions of higher learning. Many students and professional educators would be surprised to find that investments and policies can be influenced by a desire to do "something" rather than an ability to do the "right thing." The elusive "right thing" requires evidence-based research that follows a scientific path of continuous refinement and improvement. Building resilience among at-risk student populations, the faculty that educate them, and the staffs that support them is a moral imperative in a world in which evildoers continue to prey on those who appear unprepared to react. Hardening "soft targets" through proven educational strategies is a desirable course of action.

Research Design

A quasi-experimental post-test-only study with control-group design was used to determine the influence of various active shooter resilience training programs on college students' perceptions of safety and resilience. The purpose of the study was to determine if there are statistically significant differences in the attitudes of college students regarding their personal safety after participating in widely diffused active shooter resilience training programs. The underlying hypothesis scrutinized the independent and combined influences of two active shooter awareness training programs on university students' senses of personal safety and on their knowledge-based resilience.

The research approach involved four randomly assigned groups of university students identified through a convenience sampling method. A total of 136 students agreed to participate in the study, and 5 students declined to participate. The students were randomly assigned to one of four groups. The three treatment groups (DHS training, CPPS training, and DHS+CPPS training) were exposed to training before completing the Student Perception of Personal

Table 1: Training Program Influence on College Students' Perceptions of Fear, Safety, and Resilience.

	Safety	Fear	Resilience
DHS	✓	✗	✗
CPPS	✓	✗	✓
DHS & CPPS	✓	✗	✓

Note: The decision to reject or accept the null hypothesis in this study was based on the $p < .05$ level of significance. The .05 significance level indicates the probability of the results being arrived at by chance to less than 5 percent.

Safety Survey (SPSS) post-test. Thirty of the participants were assigned to a control group that received no training before completing the SPSS post-test.

Research Findings

The research questions that framed this study intended to quantify the influence of each active shooter awareness training program on university students' senses of safety, fear, and resilience. The findings of the research suggested that active shooter awareness training programs do positively influence students in a way that better prepares them to identify, report, react to, and recover from an active shooter incident (see Table 1).

The rational design and analysis associated with this study provides a more evidence-based foundation upon which to make decisions associated with student, faculty, and staff safety training. A common theme detected across the three treatment groups and control group was a near universal agreement that some form of training is needed. A significant number of the 136 participants, 97 percent, agreed or strongly agreed with the statement "training is needed to prepare students for emergency events on campus (fire, active shooter, etc.)." Not taking advantage of this significant appetite for learning not only misses an opportunity to teach skills that may foster self-preservation, but also deprives students of skills that may allow them to help their fellow students, co-workers, family members, and strangers when encountering targeted violence.

The analysis of each treatment revealed statistically significant influences on select measured variables. The DHS Active Shooter: What Can You Do? computer-based training course positively influenced a student's sense of safety; a statistically significant influence on the sense of fear and resilience, however, could not be achieved. The CPPS *Shots Fired on Campus: When Lightning Strikes* (Student Edition) active shooter awareness DVD and program were indicated to have a significant influence over students' perceptions of safety and resilience, but not fear. Participants seemed drawn to the CPPS video training that was based in a college environment that was similar to the

environment in which the participants lived, studied, and socialized.

The combined influence of the DHS and CPPS training programs revealed a statistically significant influence on safety and resilience but not on fear. It should be noted that the largest effect on both safety and resilience, in contrast with the control group, was achieved with the combined DHS and CPPS treatment exposure. Advancing the knowledge of how to identify, report, and react to incidents of targeted violence should reduce the lethality of an attack, should one occur.

The perceptions and measured resilience of the control group are important, not only in comparison with treatment groups, but also as an indicator of college students' perceptions in general. The lower safety, fear, and resilience scores of the control group suggest an area of potential improvement through awareness training, practical exercise, and a meaningful dialogue that values safety on campus and off. The control group's tendencies in comparison to the treatment groups were deficient and potentially inhibiting in the event of an actual exposure to targeted violence.

Limitations

Active shooter events and incidents of targeted violence are both rare and real. This narrowly focused study underscored the potential benefit effective training programs may have on potential victims of seemingly unpredictable events. Accurate predictions of when and where the next active shooter event will occur are virtually impossible. However, predictions can be made with absolute certainty that active shooter and hybrid targeted violence events will continue to occur in schools, workplaces, shopping centers, and other public gathering places due to their unprotected "soft target" status.

The findings of this study may not be representative of the findings from other universities. While every effort was made to draw a broad sample and randomly assign participants to treatment groups, there are inherent limitations in quasi-experimental research. The group size selected was sufficient to make evidenced-based empirical

conclusions based on prevailing quantitative research methods. However, there are numerous variables that may influence individuals or student populations. The most significant factor may be a student's direct or indirect exposure to violence in the past. An extreme example would be a survey population drawn from a university that had just experienced an incident of targeted violence, which was not the case in this study. Receptivity to the training, opinions concerning fear of crime, and personal safety may all lead to different results with the same treatment programs and research design used in this study.

Law Enforcement Recommendations

Most university and municipal law enforcement agencies have implemented regular active shooter response training and exercise programs. These initiatives have been based on actual events of targeted violence and the lessons derived from them. Rapid response and engagement by law enforcement personnel has been the exclusive focus of most active shooter education programs. These investments in time and resources are justified and commendable, and they are likely to realize positive effects in the 51 percent of active shooter events that end once police arrive on the scene. They are, unfortunately, not relevant in the significant number of events (49 percent) that begin and end prior to arrival of law enforcement.¹¹ The expertise of law enforcement professionals can and should be leveraged to build more resilient faculty, staff, students, and non-law enforcement first responders.

Active shooter training resources are commonly directed towards the first responder community rather than civilian populations. Training generally focuses on tactics and mass casualty incident management. The importance of coordinated public safety responses to incidents of targeted violence that may involve the use of firearms, edged weapons, improvised explosive devices, barricading tactics, ambush tactics, and fire as a weapon, requires new levels of cooperation. Furthermore, the simultaneous or parallel ability to neutralize a threat and stop the loss of life requires paradigm-shifting vision.¹² Law enforcement practitioners are uniquely positioned to share knowledge across public safety domains and with civilians who may contribute to limiting the loss of life during a time of crisis. The "whole of community" concept of response and resilience building advanced by the Federal Emergency Management Agency (FEMA) should drive strategies associated with targeted violence and mass casualty events.¹³

The skill, influence, and legitimacy of law enforcement agencies should be leveraged when developing training strategies to

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educate higher education communities on active shooter and targeted violence resilience protocols. Law enforcement officers can build trust, confidence, and knowledge among faculty, staff, and students through targeted violence resilience training. Strengthening lines of communication between law enforcement and the communities they serve can mitigate fear and maximize the sharing of information before an attack occurs.

The conduct of exercises and drills associated with active shooter events in education settings are usually limited to law enforcement responders at times when students, faculty, and staff are not present. These exercise scenarios usually assess the law enforcement response, not the response of faculty, staff, and students. It is recommended that the inclusion, in training scenarios, of those likely to be victimized by targeted violence attacks will yield a better impression of capabilities and areas in need of improvement. Training and exercise scenarios should also examine the neutralization of a threat with mass casualties present prior to a law enforcement response. Many active shooter exercises do not resemble conditions observed

in actual events; an attacker neutralized by victims or by suicide is a common scenario that is rarely tested by first responders. The application of emergency medical interventions is also rarely a component of scenario-based exercises.

Law enforcement, fire, and emergency medical services (EMS) personnel and agencies must be conditioned to work together to limit the loss of life in both “hot” and “warm” zones. Leveraging trained and untrained civilians to provide emergency medical aid to victims is a lifesaving force multiplier. The civilian response to the Boston Marathon bombing is a remarkable example of civilians taking decisive action in concert with first responders to aid and evacuate critically wounded victims.¹⁴ University law enforcement leaders must broaden their approach to training for active shooter events. Campus resilience is a weight that should be borne by the entire community, not just the community of first responders. In reality, the true “first responders” are the individuals present on the scene when an attack occurs.

Law enforcement executives are the natural point of focus to develop and apply response strategies for active shooter events on college campuses. They must look beyond their individual armed response function to contemplate community-wide strategies that build resilience. Campus safety education campaigns that include active shooter awareness training may reap benefits that extend beyond the campus environment. Preparing faculty, staff, and students to identify and respond to threats from all hazards on campus will better prepare them to deal with similar hazards off campus.

Higher Education Public Safety Recommendations

Administrators and public safety officials in higher education are empowered to set policy, direct resources, and facilitate conditions that develop resilient learning communities. The optimization of learning and safety are not mutually exclusive goals. Instead, these goals must be interwoven pursuits that influence short-, mid-, and long-term campus resilience strategies. Higher education communities are potential “soft targets” for those who seek to cause harm with minimal risk of an immediate forceful response. Identifying threats before they manifest and preparing potential victims to respond to the myriad of life-threatening circumstances on campus can be achieved without instilling fear. Targeted violence resilience education efforts led by higher education administrators should be similar to those used by the commercial airline industry and fire safety community to reinforce lifesaving lessons in a meaningful and effective way.

Based on the findings of this research, it is recommended that higher education administrators and public safety officials include targeted violence in their all-hazards emergency management plans. The inclusion of mandatory active shooter awareness training programs in new student orientations and annual faculty and staff assemblies is highly encouraged. General active shooter awareness training principles and campus response protocols should be reinforced on an annual basis with students. Effective and affordable online and self-paced training, such as the no-cost DHS and low-cost CPPS programs examined in this study, can reduce barriers to conducting initial and refresher training. Impediments to implementing these resilience solutions in the past appear to be more philosophical than practical. A “do nothing” philosophy cannot be defended.

Conclusion

In a perfect world, everyone would enjoy higher levels of knowledge and resilience associated with active shooter events. In the real world, it is expected that receptivity to these lessons will vary. Research shows that, during critical events, it takes only a small number of people to lead and help others who lack the knowledge, skills, and abilities to help themselves. One person in a classroom who immediately recognizes and articulates to the class that the noise they just heard may have been a gunshot could be the person

that removes that class from the crosshairs of a shooter. It is difficult to not return to the analogy of fire safety drills and fire safety education. Educators have inculcated fire detection and fire alarm responses in children since the first day they begin their formal education. Educators should be offering similar, age-appropriate active shooter resilience lessons. The lessons should be crafted to instill a heightened sense of awareness, rather than an unnecessary and counterproductive sense of fear. Fear is not necessarily bad when paired with lessons that bolster an individual's sense of safety and knowledge of how to react. Substantial study is needed to determine how to strike this balance in a meaningful and lasting way.

All men, women, and children deserve a safe environment in which to learn and work. However, persons who are criminally motivated or mentally ill are present in urban, suburban, and rural communities. Those who seek to harm others through targeted violence often seek the most vulnerable victim populations. Unarmed, unsuspecting, and accessible victims are usually the targets of these attacks. Building a shield of resilience that mitigates the lethality of these events should be an objective shared by all, and closing the reactionary gap between hearing an attack begin and taking effective protective action can be instilled only through effective training. Developing policies and exercises to test these resilience skills is necessary. Failure to train, failure to educate, and failure to prepare for these catastrophic events will only favor the success of the attacker. A resilient campus may not be able to avoid an attack, but it will certainly be a harder target. A university environment should be one of openness, comfort, and intellectual freedom. Locks on doors, alert and warning systems, armed police officers, and resilient students do not detract from the educational experience. Instead, they contribute to lifelong lessons that rationally harmonize personal safety and success. ♦

Notes:

¹Tracy L. Frazzano and G. Matthew Snyder, "Hybrid Targeted Violence: Challenging Conventional 'Active Shooter' Response Strategies," *Homeland Security Affairs* 10, 3 (February 2014), <http://www.hsaj.org/articles/253> (accessed February 2, 2015). Hybrid Targeted Violence (HTV) is defined as an intentional use of force to cause physical injury or death to a specifically identified population using multifaceted conventional weapons and tactics.

²George Snyder, "The Effects of Active Shooter Resilience Training Programs on College Students' Perceptions of Personal Safety" (EdD dissertation, Liberty University, 2014), <http://digitalcommons.liberty.edu/doctoral/826> (accessed February 2, 2015).

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³U.S. Department of Homeland Security, FEMA Emergency Management Institute, "IS-907: Active Shooter, What You Can Do," October 31, 2013, <http://www.training.fema.gov/EMIWeb/IS/is907.asp> (accessed February 2, 2015); Center for Personal Protection and Safety, *Shots Fired on Campus: When Lightning Strikes*, Student Edition (2008), DVD, <http://shotsfiredvdoncampus.cpps.com> (accessed February 2, 2015).

⁴Raymond W. Kelly, *Active Shooter: Recommendations and Analysis for Risk Mitigation* (New York, NY: New York City Police Department, 2012), 3, <http://www.nypdshield.org/public/SiteFiles/documents/Activeshooter.pdf> (accessed February 3, 2015).

⁵Chris Rasmussen and Gena Johnson, *The Ripple Effect of Virginia Tech: Assessing the Nationwide Impact on Campus Safety and Security Policy and Practice* (Midwestern Higher Education Compact, May 2008), http://www.mhec.org/sites/mhec.org/files/052308mhecasafetyppt_hr.pdf (accessed February 3, 2015).

⁶Dan Carson, "To Survive A Shooting, Students Learn To Fight Back," *All Things Considered*, National Public Radio, October 11, 2014, <http://www.npr.org/2012/10/11/162712905/to-survive-a-shooting-students-learn-to-fight-back> (accessed February 2, 2015).

⁷John Paparazzo, Christine Eith, and Jennifer Tocco, *Strategic Approaches to Preventing Multiple Casualty Violence: Report on the National Summit on Multiple Casualty Shootings* (Washington, D.C.: U.S. Department of Justice, 2013), https://www.fletc.gov/sites/default/files/imported_files/publications/summits-on-preventing-multiple-causality-violence/e021311546_MultiCasualty-Violence_v508_05APR13.pdf (accessed February 3, 2015).

⁸J. Pete Blair, M. Hunter Martaindale, and Terry Nichols, "Active Shooter Events from 2000 to 2012," *FBI Law Enforcement Bulletin*, <http://leb.fbi.gov/2014/january/active-shooter-events-from-2000-to-2012> (accessed February 2, 2015).

⁹J. Pete Blair et al., *Active Shooter Events and Response* (Boca Raton, FL: CRC Press, 2013).

¹⁰*Ibid.*, 82–83.

¹¹*Ibid.*

¹²Tracy L. Frazzano and G. Matthew Snyder, "A Paradigm Shift for First Responders: Preparing the Emergency Response Community for Hybrid Targeted Violence," *The Police Chief* 80, no. 5 (May 2013): 36–38, http://www.policechiefmagazine.org/magazine/index.cfm?fuseaction=display_arch&article_id=2936&issue_id=52013 (accessed February 2, 2015).

¹³Federal Emergency Management Agency, *A Whole Community Approach to Emergency Management: Principles, Themes, and Pathways for Action* (December 2011), http://www.fema.gov/media-library-data/20130726-1813-25045-0649/whole_community_dec2011__2_.pdf (accessed February 2, 2015).

¹⁴Herman B. Leonard et al., *Why Was Boston Strong? Lessons From the Boston Marathon Bombing* (Cambridge, MA: John F. Kennedy School of Government, Harvard University, April 2014), http://www.ash.harvard.edu/extension/ash/docs/Why_Was_Boston_Strong.pdf (accessed February 2, 2015).

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Product Feature:

Mobile Goes Beyond the Phone

By Scott Harris, Freelance Writer

Note: *Police Chief* magazine, from time-to-time, offers feature-length articles on products and services that are useful to law enforcement administrators. This article features various mobile devices.

The advent of smartphones has led to many benefits for savvy law enforcement and public safety professionals, just as it has in many other fields and areas of life. The ability to do more things automatically, in the field and in the moment, allows for more effective protection of the public and more efficient completion of day-to-day tasks.

However, the realm of mobile devices can be defined by more than just the smartphone. Items from cameras to loud speakers are smaller, easier than ever to set up and use, wireless, and connected with computer networks. These innovations in mobility help officers and departments get more done in real time.

Body Camera Interest Spiking

Perhaps the most salient example of an alternative mobile device for law enforcement is the body-worn camera, a video device that is attached to an officer's uniform or accessories (such as sunglasses). Typically, these cameras record police interactions with the public and are later docked to a computer, which uploads the video files to a database or cloud storage.

Advocates for body-worn cameras say that these videos, made available upon request to the public, increase transparency and create more openness between police officers and the communities they serve, while also improving officer performance

and the behavior of community members being recorded.

In the wake of the controversies centered in Ferguson, Missouri, and New York City, body cameras are being viewed by some as a potential way to smooth friction between police and the civilian population and to provide a clear video record of police actions.

In December 2014, U.S. President Barack Obama proposed designating \$263 million in federal matching funds for public safety equipment and training, including the purchase of an estimated 50,000 body cameras over three years. In addition, some states are moving to make cameras, either mounted on the body or in the patrol car, a requirement for police agencies.¹

Though the devices themselves are not without controversy, they are undoubtedly a major part of an ongoing conversation. As such, perhaps not surprisingly, companies that sell body-worn cameras are reporting greater interest in these items.

"Lots of customers are asking," said Bob Davieau, president of Northeast Communications, a New Jersey reseller of Motorola electronics and various other communications products. "Given what happened in Ferguson and New York City, we have involved ourselves more in body cameras. It enables officers to record an encounter, and it keeps people on their best behavior."²

Northeast Communications offers two different body cameras designed for public safety use: the Viewu LE3, created by Seattle firm Viewu, and the Prima Facie Body Camera, manufactured by Texas-based Safety Vision. Both, Davieau said, have their advantages. "The Viewu is easy to use and it's lightweight," Davieau said. "With all [the items] that officers already need to carry around on their person, it's

important for these things to be as lightweight as possible."³

Several security features ensure that footage from the Viewu LE3 is difficult to improperly access or alter. The downloading process is password-protected and only pre-approved administrators may delete a video. When a video is deleted, the administrator responsible must provide a reason for the action.

According to Davieau, the LE3 has a wider field of vision than other body cameras, allowing greater visibility and avoiding the "fish-eye" view of other models. Using the camera takes literally seconds, as recording is turned on and off simply by sliding the small door that covers the lens up or down.

In contrast to the Viewu model, the Prima Facie camera contains more features—including a "night mode" that includes infrared illuminators, and it is slightly heavier than the Viewu.

Several other manufacturers and resellers offer body cameras with a wide range of options and capabilities. A California company, Wolfcom, offers a camera that can be attached both inside a car and on the officer's person, and can record up to 36 hours of video. In addition, TASER International,

...new, easy-to-use mobile devices can shave valuable minutes off of the tedious process of writing a parking ticket or a routine traffic stop.

based in Arizona, sells the AXON, an on-officer camera, for \$399.

A Quicker Ticket

More than a few police departments are automating all or part of their parking enforcement, while many others still use the old reliable paper-and-ink version. However, regardless of where a department is in the continuum, new, easy-to-use mobile devices can shave valuable minutes off of the tedious process of writing a parking ticket or a routine traffic stop.

Cardinal Tracking has introduced TickeTrak Mobile, a special software program designed for mobile devices. According to Troy Swift, a regional account manager for Cardinal, the software—which can be added to various handheld units, including some smartphones—allows users to issue citations, reference vehicle information, alert officers of habitual offenders, and even capture images.

Designed specifically for parking tickets, Cardinal data estimates TickeTrak Mobile can reduce the time it takes to issue a citation by as much as 30 percent. The key to that efficiency has to do with eliminating not only the pen, but also the middleman.

"When someone has to read handwriting and type it into some kind of system, that takes a lot of time," Swift noted. "Now all the keypunching is with the officer himself. You don't have to key it in later. [Y]ou're going to have a fully legible ticket for the violator, and that makes them more likely to pay because it makes more sense."⁴

The ticket is also instantly in the system once it is completely keyed in, meaning that violators who show up at a station to pay the fine will have the information waiting for them, which also increases the likelihood of payment, Swift said.

MobileCite is an automated citation issuance system designed for city ordinance or moving violations. Like TickeTrak Mobile, MobileCite can reduce encounter times by nearly one-third. In this instance, the secret lies in the device's scanning feature, which reads a driver's license, captures important information, and automatically feeds the relevant data into the corresponding field on the ticket.

In Texas, where Cardinal Tracking is located, Swift said MobileCite captures 23 separate fields of data for use in a ticket. "That dramatically speeds things up," Swift said. "One of the most challenging things for an officer is safety. You want to get the stop over with, get them on their way, and get yourself back into your vehicle."⁵

According to Swift, training on the device is simple, and a Cardinal expert spends a week with each new client, setting up the device, offering training, and ensuring everything is operational.

Make Your Voice Heard

Another item that has gained visibility recently, particularly as part of the Ferguson incident, are mobile loudspeakers used by police to communicate with large gatherings.

Though primarily a military tool, speakers and automatic hailing devices, or AHDs, also are used in a law enforcement context. The models provided for public safety by Indiana-based company HyperSpike (a subsidiary of British conglomerate Ultra Electronics) weigh as little as 17 pounds while producing a volume output of up to 151 decibels.

"It's a communication device that you can use to let people know they are doing unlawful things," said James Martzall, sales application manager for HyperSpike. "It's like a bullhorn on steroids, and it can reach people from a quarter of a mile up to two miles away.... It's a hand-portable unit that can be up and running in 30 seconds."⁶

According to company information, the HS-Micro, HS-14, and HyperShield weigh 18, 37, and 17 pounds, respectively. The HyperShield is able to create an acoustic deterrent, which causes a standoff in a crowd of 50 meters or greater.

Several other companies also tailor different mobile solutions and devices for

public safety and law enforcement needs. SunGard Public Sector, a technology company headquartered in Florida, provides "digital dispatching" services, including car-to-car messaging and NCIC queries.

New World Systems, based in Michigan, developed Aegis, a mobile software platform that makes data reporting, records management, and other common tasks easier and more interoperable among those in the office and in the field. ♦

Notes:

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²Bob Davieau (president, Northeast Communications), telephone interview, January 13, 2015.

³Ibid.

⁴Troy Swift (regional account manager, Cardinal Tracking), telephone interview, January 14, 2015.

⁵Ibid.

⁶James Martzall (sales application manager, HyperSpike), telephone interview, January 15, 2015.

Product Feature:

Source List for Mobile Devices

For contact information, view this article in the March 2015 issue online at www.policechiefmagazine.org.

AAEON Electronics Inc.

Attobus Ltd.

Cardinal Tracking Inc.

Cellcrypt Inc.

Communications Applied Technology

CrimePad by Visionations

Datalux Mobile Computers

David Clark Co. Inc.

Duratech USA Inc.

Forensic Telecommunications Services Ltd.

GammaTech Computer Corp.

Global Technology Systems Inc.

IMLCorp LLC

L-3 Mobile-Vision Inc.

Logistic Systems Inc.

Mentor Engineering

MissionCritical Communications

Mobile Desk

Mobile Mark Inc.

Motorola Solutions Inc.

New World Systems

Northeast Communications

Royal Communications Inc.

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Safety Vision

Schedule Express by Informer Systems

Setcom Corp.

SunGard Public Sector

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3-D Printing:



The Potential **IMPLICATIONS** and **CHALLENGES** for Law Enforcement

By Craig Schwartz, Captain, Santa Rosa, California, Police Department

Gene Roddenberry introduced Star Trek fans to a device called a replicator in *Star Trek: The Next Generation* in 1987. Many will remember Captain Picard walking to a wall in his stateroom on the starship *Enterprise* and asking for “Tea, Earl Grey, hot.” The replicator would miraculously produce a steaming mug of tea out of thin air for the captain’s enjoyment.¹ As the replicator was engaging the imaginations of science fiction fans in the late 1980s and early 1990s, scientists had already developed what could be a precursor to Starfleet’s replicator—the 3-D printer.

3-D printing, also referred to as additive manufacturing, is a rapidly evolving field of technology that allows users to take digital data from the web and turn it into complex physical objects with relatively

inexpensive machines available for purchase at mainstream stores across the United States. The ability for the average person to easily manufacture a wide variety of objects at home, based on plans available over the Internet, could lead the world into a new industrial revolution, one that U.S. President Obama has said could “change the way we make everything.”² This new technology can provide numerous benefits to society, including medical advances that could revolutionize wound care and organ transplants; reduction of food and medicine shortages around the world; more efficient production of everything from spare parts to houses and ships; and a reduced reliance on foreign labor and products.

There is a potential dark side, however, to 3-D printing technology. Law

enforcement professionals must consider its potential to be used for criminal applications in the future. It has already been used to produce functional firearms made almost entirely of plastics, and researchers are looking for ways to use 3-D printers to manufacture drugs for pharmaceutical companies.³ These functions can lead to potential dangers that force the question of how additive manufacturing might be used to commit crimes—and what steps law enforcement leaders can take to mitigate the threats posed by the criminal use of 3-D printing technology.

What Is 3-D Printing?

To answer how 3-D printing might be used to commit crimes, as well as how law enforcement leaders can mitigate that criminal

use, one needs a basic understanding of 3-D printing: how it works; how it differs from standard manufacturing processes; the technology's current state; and where it could be headed. In the additive manufacturing process, computers construct a digital image of a 3-D object. That image is then sent to a 3-D printer in numerous 2-D slices, which build upon one another to create the final, 3-D product. By using computerized design software to slice 3-D objects into 2-D layers, the 3-D printing process allows for the creation of highly complex shapes that would be difficult, if not impossible, to construct using traditional methods.⁴

One benefit often called out in articles about 3-D printing is that it is complexity free.⁵ With a 3-D printer, it is no more difficult or expensive to create a complex object with curves, holes, notches, and other complicated features, than it is to make a simple block.⁶ If it can be digitally imaged, the printer can create it.

Today's 3-D printers vary in complexity, size, and cost. High-end industrial machines that use lasers or electron beams to fuse metallic, ceramic, or plastic powder into strong, lightweight parts can cost hundreds of thousands of dollars. There are also lower-cost models, known as deposition printers, that use a heating element in a print head to liquefy plastic, which is then precisely deposited on a platform to create the 2-D slices that form the basis of a 3-D object.

There are many potential uses and misuses for 3-D printers and additive manufacturing technology. Those uses are limited only by the technological capabilities of the devices, the cost of the printers, and the cost and availability of raw materials. The most significant concerns for policing in the near term are three capabilities of additive manufacturing that are either in research and development, or are already here: (1) weapons production, (2) drug manufacturing, and (3) chemical weapons production.

The Neighborhood Arms Factory?

One of the most obvious implications of 3-D printing related to crime and law enforcement is in the area of weapons production. Anyone who walks into a U.S. gun store will see that there are numerous types of conventionally manufactured handguns, rifles, and shotguns one can purchase with relative ease, depending on local gun laws. The challenge presented by manufacture of firearms on 3-D printers is not that a society bereft of firearms will suddenly be flooded with guns; instead, the hazard comes from who may choose to use 3-D printers to create guns. For example, in California, people with felony convictions and some misdemeanor convictions, drug offenders, and people institutionalized for mental illness are prohibited from buying and possessing firearms. In the case of additive



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Photo by Michael/Thad Carter, Forbes Collection

The Liberator Pistol.

manufacturing technology, there is a threat that anyone with a 3-D printer, computer, and an Internet connection could turn his or her home into a weapons production facility and bypass local, state, and federal regulations designed to prevent gun violence.

Legislative calls to criminalize or limit 3-D printing will do little to slow the technological advances that will result in more widespread use of the devices by both industry and private citizens. There are about 50 companies making 3-D printers now, and the sales for the devices have grown by 7.2 percent each year since 2007. IBIS World, a corporation that tracks the 3-D printing industry, reported that sales are projected to increase from approximately \$1.7 billion in 2011 to \$3.7 billion in 2015. Staples became the first major retailer to sell 3-D printers in the summer of 2013 with their introduction of the Cube, a printer that retails for \$1,299.⁷ Restrictions of raw material availability are more likely to have an impact, as well as restrictions on producing certain types of materials that serve as precursors to weapons or drugs.

The specter of homemade firearms produced with inexpensive 3-D printers and plans downloaded via the Internet became very real in May 2013, when Cody Wilson used a commercially available 3-D printer to produce a small plastic handgun called the Liberator.⁸ Wilson's firearm was made almost entirely of plastic on a deposition-style printer and could be smuggled past common security devices like metal detectors. Wilson posted the design for the weapon online and successfully test-fired his creation. Although he removed the design from his website at the direction of the U.S. State Department, it had been downloaded more than 100,000 times, and the design can still be found on file-sharing websites like The Pirate Bay.⁹ After successfully printing his firearm, Wilson also test-fired rifles using high-capacity magazines he printed at home.¹⁰

Certainly, 3-D printed firearms like the Liberator increase the risk of violent crimes in "secure" locations because metal detectors cannot easily detect them. In the case of the Liberator, the entire gun was made of plastic, with the exception of a spring and the firing pin. To prove the dangers of this printed handgun, British journalists reported that they had printed one of the pistols and successfully smuggled it onto a Eurostar train, undetected by metal detectors through which all passengers must pass.¹¹ A weapon that is virtually invisible to traditional security protocols poses new threats to courthouses and other secure facilities.

The ability of 3-D printers to produce weapons that don't look like typical firearms can also affect officer safety. The products can be printed in various colors and shapes, increasing the risk that officers and members of the public who encounter these new weapons may not recognize them as "real" weapons, delaying their response to a very real threat.

Shortly after Cody Wilson introduced his 3-D printed plastic pistol, U.S. Congressman Steve Israel (D-NY) proposed banning 3-D-printed firearms and ammunition magazines that could evade metal detectors as part of the renewal of the Undetectable Firearms Act.¹² The U.S. House and Senate passed the law, but without the additional restrictions designed to impact 3-D printing.¹³ Even if it were possible to prevent the creation of firearms through additive manufacturing, that would only forestall one of the many items criminal enterprises could create.

The Drug Lab of the Future

The field of "chemputing" is another area of 3-D printing technology with the potential for multiple implications for the law enforcement field. Professor Lee Cronin and a staff of 45 researchers at Glasgow University are working on additive manufacturing technology that would allow 3-D printers to produce drugs. Cronin and his team of chemists discovered that a 3-D printer was able to use bathroom sealant as "ink" to create precise reaction chambers. The printer could then inject "chemical inks" that would create more complex molecules through a series of sequenced reactions. Cronin noted that almost all drugs are made of the elements carbon, hydrogen, and oxygen, along with readily available ingredients like paraffin and vegetable oils. He sees a point in the future when people will be able to download drug recipes and use 3-D printers at their homes to produce their own medicines.¹⁴ During a 2012 interview, Professor Cronin said that he wants to do for prescription drugs what Apple did for music.¹⁵

The technology to print drugs using chemical elements as building blocks is still in the science fiction stage, according to Professor Cronin. He does note, though, in five to ten years, people may be able to manufacture drugs with 3-D printers in their own homes.¹⁶ It seems logical that this capability will extend to the production of

This article is based on research conducted as a part of the CA POST Command College. It is a futures study of a particular emerging issue of relevance to law enforcement. Its purpose is not to predict the future; rather, to project a variety of possible scenarios useful for planning and action in anticipation of the emerging landscape facing policing organizations.

This journal article was created using the futures forecasting process of Command College and its outcomes. Managing the future means influencing it—creating, constraining, and adapting to emerging trends and events in a way that optimizes the opportunities and minimizes the threats of relevance to the profession.

The views and conclusions expressed in the Command College Futures Project and journal article are those of the author, and are not necessarily those of the CA Commission on Peace Officer Standards and Training (POST).

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illicit or designer drugs, as well as the spread of recipes for these drugs over the Internet. Law enforcement will have to dramatically alter how it investigates drug crimes if a do-it-yourself chemist can access the chemical building blocks to use as inks; download or create a recipe for drugs like LSD, Ecstasy, or ketamine; and use his or her computer and printer to “cook up” a batch.

A related, but frightening implication comes from the use of additive manufacturing technology to create designer drugs that produce similar effects, but are chemically different from today’s controlled substances. These new drugs will not necessarily be covered by current laws based on the drugs’ distinct chemical compositions and would therefore be technically legal. They might also be even more dangerous than today’s drugs because they will be less understood. Additionally, problems like product mislabeling in the online recipes or inconsistencies in the chemical ingredients used in their manufacture will also be more likely with new drugs. Technologies that could be used to “print” drugs may also be a precursor to creating even more troubling substances.

A New Terror Threat?

The field of chemical printing using additive manufacturing technology also

has potential implications in the arena of explosives and weaponized chemicals. If the technology to print drug molecules using elements and chemical ingredients may be only five to ten years away, that same technology could likely be utilized to print other types of chemical compounds. Those compounds could include explosives, gunpowder, and even chemical weapons. The U.S. military is already investing heavily in additive manufacturing to explore the potential to print their own ammunition and propellants (gun powder, rocket fuel) aboard ships or in a combat theater.¹⁷ Some researchers, including Connor McNulty, who co-authored a paper on security concerns associated with 3-D printing, predict that the technology will increase the capacity for individuals or organizations to produce biological or chemical weaponry.¹⁸

Recommendations

There is little that law enforcement can do to slow the spread of 3-D printing or its use by criminals as they look for new and innovative ways to make money and build power. Like other forms of technology, capabilities in the field of additive manufacturing are advancing rapidly and costs are falling. Instead, law enforcement leaders should look for ways to positively influence

the futures of their agencies and communities as 3-D printing changes the opportunities and threats they will encounter. A panel of senior law enforcement managers, assisted by the work of a separate panel of 3-D printing, scientific, and law enforcement experts, convened in Santa Rosa, California, in December 2013, to review research on the topic. The outcome of their work was to create two primary recommendations for the police as they prepare for a “printed” future.

The first recommendation to help law enforcement agencies prepare for the impacts of 3-D printing on their investigations and operations is to designate a position in their agencies to serve as a technology coordinator. This person could serve many functions, including that of a futurist. One duty of the position would be to regularly scan appropriate publications and monitor advances in 3-D printing technology and other technological advances that could have criminal uses. By doing so, the technology coordinator would be able to identify how these new technologies are being used and misused. This person would be responsible for providing regular updates to agency leaders on this and other technologies they will need to prepare for as they lead law enforcement into the future.

A banner for the LEIM 2015 conference. The background is a black and white photograph of a city skyline (San Diego) across a body of water. Overlaid on the image is the large, semi-transparent seal of the International Association of Chiefs of Police (IACP). The text "LEIM 2015" is prominently displayed in large, bold, white and blue letters. Below it, in smaller white text, is "May 18-20, 2015 | San Diego, CA". At the bottom, in a large, white, italicized font, is "Registration Now Open!". At the very bottom, in a smaller white font, is "Learn more about the 39th Annual IACP Law Enforcement Information Management Training Conference and Technology Exposition at www.theiacp.org/leim-conference".

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The second recommendation is to create a liaison with local, state, and federal legislators. This could be a new position, but is more likely to be a duty of the agency head. One of the two main tasks for this person would be to educate legislators about 3-D printing and how it could impact law enforcement and the public. The second primary function would be to work with lawmakers and advocacy groups like state police chief's associations, the International Association of Chiefs of Police, and trade groups to draft sensible laws that would benefit society. These groups often have strong legislative agendas and contacts and are well positioned to influence broad governmental reaction to the implications of additive manufacturing.

Conclusion

3-D printing has been called a technology that will bring the world to the next industrial revolution, where manufacturing is decentralized and everyone has the ability to be a "maker." Although still in its infancy, the day is coming when 3D printers and the widespread dissemination of plans on the Internet will likely change the types of goods and services available to the public. These changes are also likely to alter the face of crime as both individuals and criminal enterprises subvert the new technology. Law enforcement agencies cannot hope to stop or even slow the advances and spread of new technology, including 3-D printing. However, this does not mean that law enforcement leaders should ignore the implications. Informed and engaged law enforcement leaders can and should be proactive in adapting to the potential changes. These leaders will have to create adaptable, forward-looking organizations capable of changing how they operate to keep pace with changing environments and technologies. They must use their available budgetary resources and personnel to forecast how 3-D printing is likely to impact their operations and plan how they will adapt to those impacts. To do less is to fail in their work to lead their agencies into the future. ♦

Notes:

- ¹Star Trek: The Next Generation, Paramount Television (1987–1984).
- ²Ben Schreckinger, "Yes, Obama Did Mention '3-D Printing' at the State of the Union," *National Journal*, February 13, 2013, <http://www.nationaljournal.com/whitehouse/yes-obama-did-mention-3-d-printing-at-the-state-of-the-union-20130213> (accessed February 4, 2015).
- ³Nick Bilton, "The Rise of 3-D Printed Guns," *Disruptions* (blog), *The New York Times*, August 13, 2014, http://www.nytimes.com/2014/08/14/fashion/the-rise-of-3-d-printed-guns.html?_r=0 (accessed February 3, 2015).
- ⁴Thomas A. Easton, "The 3D Trainwreck: How 3D Printing Will Shake Up Manufacturing," *Analog Science Fiction & Fact* 128 (November 2008): 50–63.
- ⁵Conner M. McNulty, Neyla Arnas, and Thomas A. Campbell, "Toward the Printed World: Additive Manufacturing and Implications for National Security," *Defense Horizons* 73 (September 2012), <http://ctnsp.dodlive.mil/files/2013/07/DH-073.pdf> (accessed February 4, 2015); Rachel Ehrenberg, "The 3-D Printing Revolution," *Science News* 183 (February 2013): 20–25.
- ⁶Hod Lipson, "Design in the Age of 3-D Printing," *Mechanical Engineering* (September 2012): 30–35, <http://creativemachines.cornell.edu/sites/default/files/3-D%20printing%20%28ME%29.pdf> (accessed February 4, 2015).
- ⁷Martha Mendoza, "3-D Printing Goes From Sci-Fi Fantasy to Reality," *Phys Org*, June 2, 2013, <http://phys.org/news/2013-06-d-sci-fi-fantasy-reality.html>; Julianne Pepitone, "Staples Starts Selling 3-D Printers," *CNNMoney*, May 6, 2013, <http://money.cnn.com/2013/05/03/technology/innovation/staples-3d-printer> (accessed February 5, 2014).
- ⁸Uwe Buse, "The Rapid Spread of 3-D Printable Pistols," *Spiegel Online*, ABC News, June 9, 2013, <http://abcnews.go.com/International/danger-rapid-spread-printable-pistols/story?id=19348773> (accessed February 4, 2015).

⁹Ibid.

¹⁰Schreckinger, "Yes, Obama Did Mention '3-D Printing' at the State of the Union."

¹¹Buse, "The Rapid Spread of 3-D Printable Pistols."

¹²Schreckinger, "Yes, Obama Did Mention '3-D Printing' at the State of the Union."

¹³Kasie Hunt and Carrie Dann, "Senate Extends Ban on Undetectable Guns but Nixes Tighter Restrictions," *NBC News*, December 9, 2013

¹⁴Tim Adams, "The 'Chemputer' That Could Print Out Any Drug," *The Guardian*, July 21, 2012, <http://www.theguardian.com/science/2012/jul/21/chemputer-that-prints-out-drugs> (accessed March 16, 2014).

¹⁵Ibid.

¹⁶Chris Gayomali, "Can You 3D Print Drugs?" *The Week*, June 26, 2013, <http://theweek.com/articles/462825/3d-print-drugs> (accessed February 4, 2015).Ibid.

¹⁷Michael Llenza, "Print when Ready, Gridley," *Armed Forces Journal* 22 (May 1, 2013), <http://www.armedforcesjournal.com/print-when-ready-gridley> (accessed February 4, 2015).

¹⁸Esther Tanquintic-Misa, "Terrorism Scare Highly Possible with 3D Printing," *International Business Times*, May 27, 2013, <http://au.ibtimes.com/terrorism-scare-highly-possible-3d-printing-1309577> (accessed February 4, 2015).

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The IACP notes the passing of the following association members with deepest regret and extends its sympathy to the families and coworkers left to carry on without them.

Maureen W. Chisholm, Chief of Police, Fairport, New York

John F. Ivancic, Chief of Police (ret.), Tonawanda, New York

Charles H. McPherson Sr., Regional Security Manager (ret.), United Parcel Service, Gig Harbor, Washington

Bernard P. Novak MD, Surgeon, Los Angeles, California, Police Department

Frank D. Slocum, Special Agent in Charge (ret.), United States Secret Service, Honolulu, Hawaii (life member)

Earl R. Smith, Chief of Police (ret.), Middletown, Ohio (life member)

James R. Weist Jr., Chief of Police (ret.), Camden County, New Jersey, Park Police; Mount Ephraim, New Jersey (life member)



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Electric motorcycle

Zero Motorcycles offers the Zero SP, Zero DSP, and all-new Zero FXP models to meet the specific requirements of law enforcement and security agencies. Powered by the 100 percent electric Z-Force motor, the Zero DSP motorcycle is stealthy and versatile. The dual-sport capability of the Zero DSP is particularly valuable in patrolling areas that have extreme fire danger, allowing officers quick and silent access where previously only helicopters may have operated. Zero police motorcycles are fully electric and designed exclusively for police and security departments as a cost-effective means to patrol a wide variety of terrain and excel in areas with noise and pollution limitations, including indoors. Patrol models are fully equipped with pursuit emergency lighting and sirens, safety components, and functional storage options to carry gear, patrol items, and emergency medical equipment.

For more information, visit www.zeromotorcycles.com/fleet.

IP-based packet microwave radio network

Alcatel-Lucent is to enhance the responsiveness of emergency services and other municipal departments of the City of Dallas, Texas, by deploying an IP-based packet microwave radio network. The new network will provide highly resilient and secure data transmission capabilities to support critical services. The network will support the existing land mobile radio (LMR) communications system used by personnel in the city's police and fire departments, as well as municipal public works employees. The network will also provide high-speed, high-capacity data connections between various city facilities, enabling enhanced voice and data communications for applications such as unified communications, video surveillance, and supervisory control and data acquisition (SCADA).

For more information, visit www.alcatel-lucent.com.

Radio frequency identification proximity reader

Farpointe Data announces its P-900 proximity reader that lets customers easily access a variety of up to 20-inch (508 mm) read range applications, from the parking lot to an inside door. With the reader, users can deploy Farpointe's Pyramid Series proximity cards and tags, as well as certain legacy HID and/or AWID 125-KHz proximity cards and tags. The reader is engineered to comply to an IP67 rating and is ETL listed to comply with the UL294 standard. It works in temperature extremes from -40°F to 149°F (-40°C to 65°C) and is vandal resistant. The P-900 mounts directly to a standard North American single gang/double gang wall box, any flat surface such as a metal or plastic box, or parking bollard.

For more information, visit www.farpointedata.com.



Helicopter

Bell Helicopter announces the delivery of two Bell 429s configured for Helicopter Emergency Services (HEMS), Search and Rescue (SAR), and Airborne Law Enforcement (ALE) to the Delaware State Police aviation section. The milestone aircraft will join the Delaware State Police's current fleet of Bell helicopters and be used throughout the state for a variety of para-public missions. The Bell 429 is the only light twin-engine helicopter currently on the market with true two-litter capability, featuring enough cabin space for two medical attendants and two crew members. It also offers exceptional flight performance with a fully integrated glass cockpit, advanced drive system, and best-in-class WAAS navigation and IFR capability. It is the first helicopter certified through the MSG-3 process, resulting in reduced maintenance costs for operators. The Bell 429 also features a spacious cabin and extra-large 60-inch side doors, as well as Instrument Flight Rules (IFR) capability certified for single or dual pilot operations.

For more information, visit www.bellhelicopter.com.

Training mannequins

Dummies Unlimited, Inc., offers Cuff-Man Arrest and Control Dummy training dummies. The Cuff-Man is a heavy-duty training dummy that makes handcuff training simple and accessible. Cuff-Man's features include fully articulating joints and locking elbows to perform arm bar techniques and realistic, flexible, and durable hands for hand cuff application. It is free-standing (no hindering ropes or cables necessary to suspend it) and can be placed prone or in an "airplane position." Its perfect for trainings on pat downs and contraband searches. Can be purchased with an optional Taser vest and takedown kit for teaching "cuffing under load."

For more information, visit www.DummiesUnlimited.com.



Rugged tablet

The GammaTech DURABOOK R11 is the lightest (2.73 pounds, including battery) rugged tablet PC in its class. It comes with a powerful 4th generation Intel Haswell Core processor for superb visual and graphic performance. It has an 11.6" HD (1366 x 768) LCD anti-reflective display with a capacitive multi-touch panel and a water-tolerant design, meaning it can be used even in wet environments or while the user is wearing latex gloves. Features include built-in G-sensor, gyroscope sensors, and a light-ambient sensor; M2-SATA SSD 64GB/128GB/256GB storage; a MicroSD card slot that supports SDHC and SDXC; and a front-side, full HD camera, as well as an integrated rear-facing 5 MP camera. Security features include computrace support BIOS, administrator password, TPM 1.2, Kensington lock, and boot password protection.

For more information, visit www.GammaTechUSA.com.



Magnetic microphone holder

Adamson Industries Corp. announces a product from Innovative Products, Inc., the Magnetic Mic. Help your officers keep their eyes on the road during the critical moments when they pick up the microphone and return it to its holder. The Magnetic Mic replaces the conventional hang-up clip with an easy-to-install, universally compatible magnetic holder for your microphone. Simply replace your microphone's hang-up clip with the magnetic base piece that easily retrofits into most standard mounting locations, then slide the slotted metal disc onto the back of the microphone. Installation is quick and easy; each Magnetic Mic comes with the necessary hardware and directions.

For more information, visit www.adamsonindustries.com.

Web-based court scheduling software

My Court Calendar was developed by Florida chiefs of police in an effort to reduce overtime costs and increase the efficiency of officer appearances at court proceedings. In the past, attorneys would randomly assign court dates without verifying officer availability. My Court Calendar is a web-based law enforcement software program that can be accessed via the MDTs in the patrol car, smartphone, iPad, laptop, or any other Internet-compatible device. It is a revolutionary way to capture, store, and manage subpoenas for court, off-duty jobs, training classes, squad parties, and any other law enforcement-related events. The state attorney and public defender can view officers' work calendars to ascertain their on-duty status and assign a court date when the officer is actually on-duty.

For more information, visit www.mycourtcalendar.com.



New school of public safety

Valencia College (Florida) trustees approved a resolution that will allow for a major expansion of the criminal justice, safety and security, and fire service programs, with the creation of a new School of Public Safety. Valencia's Criminal Justice Institute campus will be renamed the School of Public Safety, and will combine the college's current education and training programs for law enforcement officers, corrections officers, and firefighters, with programs planned for students interested in careers in homeland security, emergency management, and private security. Plans call for an outdoor public safety lab where students will get the latest in hands-on training, including law enforcement tactics and enhanced K-9 training through a partnership with the Orange County Sheriff's Office. ♦

For more information, visit www.valenciacollege.edu/news.

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The membership of the IACP encompasses a diverse and exceptionally professional group from all aspects of the law enforcement profession. All of our efforts, training, research, model policies, smart policing strategies, best practices, and advocacy are directed at making our members successful and enhancing the role of the law enforcement profession worldwide.

The IACP vision is to *Serve the Leaders of Today and Develop the Leaders of Tomorrow*. In order to ensure that everyone involved in and associated with law enforcement has a place in the IACP, membership categories have been expanded in 2015. **As always Active Membership is open to all command-level officers serving in all levels of law enforcement. New Associate Membership categories have been created to encourage non-command level officers, students, university academics & researchers, and service providers to join the IACP.** Membership in the IACP has many educational, networking, and mentoring opportunities to prepare all law enforcement leaders for the challenges and opportunities they will face.

ACTIVE MEMBERSHIP

Active membership in the IACP is open to chiefs and superintendents of police, as well as command-level police officers in public law enforcement agencies. Active members have the right to vote to determine official IACP policy and to elect association officers at the annual conference. **Active Member Dues are \$150.**

ASSOCIATE MEMBERSHIP

Associate membership is available to non-command level officers and civilians in law enforcement agencies and those involved in practicing or teaching law enforcement and/or security and other areas working with the law enforcement profession. Associate members enjoy the same benefits as active members, except they do not have the right to vote on the election of association officers or the right to run for office.

Associate Leaders of Tomorrow: Sworn Officers—\$75

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» *Every member who sponsors at least one new member will receive an official IACP gift.*

» *Sponsor 4 new members and receive a free registration to the 2015 IACP Annual Conference & Expo being held October 24 – 27, 2015, in Chicago, Illinois, USA. (A \$350 Value!)*

» *In order to qualify for prizes and incentives, the specially coded 2015 President's Membership Drive application MUST be used.*



Richard Beary, IACP President

2015 President's Membership Drive Rules and Information:

1. The new members you sponsor must use the 2015 President's Membership Drive application to qualify for prizes. Photocopies are acceptable.
2. Applications must be received at IACP Headquarters by the **close of business July 31, 2015.**
3. Renewing members do not qualify for this drive.
4. Prizes are non-transferable.
5. The 2015 IACP Annual Conference & Expo will be held in Chicago, Illinois, USA October 24 – 27, 2015.
6. Members will be notified of all prizes and incentives following the conclusion of the drive.
7. The first 250 members to sponsor a new member in the drive will receive the official IACP gift. The item sent will be at the discretion of the IACP.



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☐ d. 26 - 49 ☐ e. 50 - 99 ☐ f. 100 - 249 ☐ g. 250 - 499 ☐ h. 500 - 999 ☐ i. 1000+

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A Kodak Moment for Law Enforcement: Using DNA Blueprints to Build Facial Composites

By David J. Roberts, Senior Program Manager, IACP Technology Center

The use of Deoxyribonucleic acid, better known as DNA, recently crossed a new threshold in suspect and victim identification. Its use as a crime-fighting tool is likely to increase exponentially by providing detectives with a ready-to-post composite image, fit for a wanted or missing poster. The DNA within each human cell carries a genetic description of its host; by unlocking this genetic code, evidentiary DNA can provide a paint-by-numbers rendering that bears a striking resemblance to its source.

Developed over the past four years, this DNA decoding technology, known as *DNA phenotyping*, has been partially funded by the U.S. Department of Defense (DOD). In addition to aiding its own forensic investigations, the DOD recognized that the technology could help with identification of unknown remains, which is paramount in accounting for personnel missing in action (MIA) or prisoners of war (POW).

The Fall and Rise of DNA Analysis

Television crime dramas have falsely led the public to believe that DNA analysis is as accessible to police as a telephone or photocopier. As officers know, reality falls far short of this public misconception. Paradoxically, DNA's utility and popularity within the law enforcement community has led to a decline in its use as an investigative tool. Underfunded and understaffed crime labs struggle to keep pace with the demand for DNA testing. The ever-lengthening queues of unprocessed DNA evidence often result in lengthy turnaround times. As a result, police departments now increasingly relegate DNA analysis to the tail end of most investigations, authorizing it on a "must do" basis only.

Jason Chute, DNA Technical Leader at the Marshall University Forensic Science Center, explains: "Today, DNA testing is typically performed when a suspect has been identified, and a case is about to go to court. DNA is not nearly the investigative tool that it could be."¹

While especially useful for John and Jane Doe identifications and unsolved cases, DNA phenotyping has the potential to help DNA analysis become an investigation priority. "A good DNA sample contains a wealth of investigative information, much more than has

previously been utilized in criminal investigations," explains Parabon NanoLabs CEO Steve Armentrout, whose company has developed a DNA phenotyping service called Snapshot. "This extra information has the potential to help investigators exclude the not guilty with high confidence and begin building an accurate composite of a DNA source." He adds, "[Phenotyping] could move DNA analysis to the front of the investigation process because the efficiency gains from having this type of information at the outset are game-changing."²

DNA phenotyping is the science of predicting the ancestry or appearance of a person by decoding their DNA. With the use of complex software algorithms that mine data from thousands of reference samples, the genetic information in DNA is associated with physical traits. This knowledge can then be codified in computer software and used to make accurate predictions of physical appearance from new, unknown DNA samples.

How a Snapshot Composite is Derived from DNA

As high school science teaches, one of the easiest things to determine from a DNA sample is the sex of an individual. If both X and Y chromosomes are present, the source is male; if both chromosomes are X, then the source is female. Genetics research has also shown that many other phenotypes (i.e., traits) can also be reliably determined.

Since DNA maps people's physical destinies, telling their bodies how to grow and develop, it determines, along with environmental factors such as nutrition, one's physical appearance. DNA encodes the design of a person's physical characteristics in a genetic blueprint.

In addition to physical appearance, researchers can also use such blueprints to identify distant familial relationships between two DNA samples, such as second or third cousins, which is significantly more powerful than traditional DNA profiling based on short tandem repeat (STR) analysis. Genetic ancestry, which can be thought of as extremely distant kinship, allows for a prediction of a subject's race or ethnicity.

Dr. Ellen McRae Greytak, Director of Bioinformatics at Parabon, provides the following example: "Based on Snapshot analysis of a particular unknown test subject's genotype data, we were able to determine the origin of

the subject's ancestors, that is, the proportion of biogeographic ancestry that can be attributed to each continent. This particular subject was found to be 54 percent East Asian, 39 percent Native American, and 7 percent European. From there, we performed detailed regional ancestry and mitochondrial DNA analysis, which established that the individual had a Japanese father and a Latino mother. These conclusions were confirmed as correct by the testing agency."³

Determining ancestry is just a starting point for producing a physical composite for use by criminal investigators. Just as scientists have been able to determine sex and ancestry from reading the genetic ladder of life, they can also accurately determine hair and eye color, facial shape, skin tone, and many other distinguishing features, including more unique traits such as freckling, and, soon, hair texture.

Does It Work?

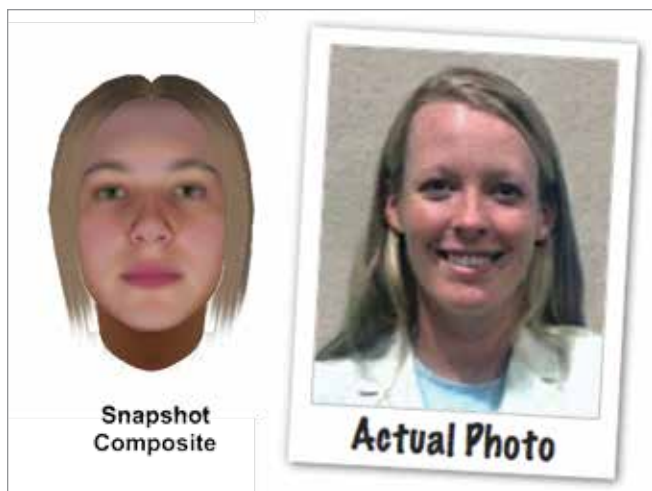
While plausible in theory, the real question is whether DNA phenotyping actually works. Early versions of Snapshot have undergone and passed several blinded validation studies with major metropolitan police departments and federal agencies.

For traits such as skin, eye, and hair color, the predictions are typically reported at greater than 80 percent confidence. At first glance, especially for a forensic community accustomed to DNA identity tests with 99.99 percent accuracy, lower levels of confidence may seem impractical. Parabon researchers, however, have cleverly figured out how to stand the problem on its head with an innovation that highlights what may be the greatest forensic potential for DNA phenotyping—*excluding* phenotypes.

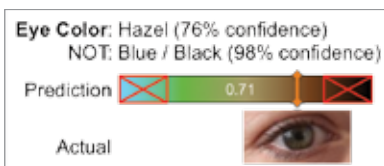
Tell Me Who It's Not

When investigators first reviewed beta versions of Snapshot reports, they noted that trait predictions of modest confidence would be of little practical value. The researchers soon realized, however, that phenotyping could also reliably rule out a subject.

Using eye color as an example, a prediction of "hazel" often has less than desirable confidence, simply because the observable differences between green, hazel, and light brown eyes are subtle. The possibility that an unknown subject receives a trait prediction of "hazel" when he or she actually has green or light brown eyes is



sufficiently high to dampen confidence in the prediction. Instead, phenotyping can be more useful in determining what characteristics are extremely unlikely, i.e., the *excluded phenotypes*. For instance, a prediction of hazel eyes might come with an associated prediction of “not blue and not black at 98 percent confidence.”



Distant Kinship Inference

One of the less-publicized capabilities of the technology could ultimately prove to be as forensically useful as phenotyping: determining

kinship between any two DNA sources. This type of analysis could be indispensable for identification of unknown remains. According to Dr. Greytak, her team's kinship algorithm determined parent-offspring, full siblings, and second-degree relatives with 100 percent accuracy on a validation test of samples representing 1,282 known relationships, and distinguished sixth-degree relatives (second cousins once-removed) from unrelated pairs with 97.5 percent accuracy. Conventional DNA analysis does not have access to this content and is thus limited to parent-offspring determinations.

While still a relatively new technology, DNA phenotyping has the potential to become a useful investigative tool when DNA evidence exists. It can narrow the suspect list or help generate leads in cases where database searches return negative results. It's already proven useful for Police Chief Skip Holbrook of Columbia, South Carolina, who recently released what is believed to be the first published composite image in forensic history to be derived with DNA phenotyping. Detective Mark Vinson, who is investigating the four-year-old unsolved double homicide for which the image was developed, said, “We're very hopeful this composite could be the thing that prompts someone to come forward.”⁴ ♦

Notes:

¹Jason Chute (DNA Technical Leader, Marshall University Forensic Science Center), email, January 23, 2015.

²Steve Armentrout (CEO, Parabon NanoLabs), email, February 2, 2015.

³Ellen McRae Greytak (Director of Bioinformatics, Parabon NanoLabs), email, February 2, 2015.

⁴Cristina Corbin, “New DNA Technique May Reveal Face of Killer in Unsolved Double-Murder,” FOX News, Crime & Courts, January 19, 2015, <http://www.foxnews.com/us/2015/01/19/new-dna-technique-could-put-face-on-unsolved-double-murder> (accessed February 19, 2015).



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This project was supported by a grant awarded by the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

Driving While Impaired by Cannabis—New Challenges for Law Enforcement

By Robert L. Ticer, Chief, Avon, Colorado, Police Department; Chair, IACP Technical Advisory Panel to the Drug Evaluation and Classification Program; Chair, Colorado Task Force on Drunk and Impaired Driving

Driving while impaired (DWI) by cannabis is not new. In fact, this crime has been occurring since the invention of the automobile. The legalization of marijuana in some U.S. states, however, means that communities are discussing this topic at a frequency never before seen. In Colorado, where marijuana has been legalized for medical and recreational use, law enforcement leaders routinely field many questions from community members and politicians about how law enforcement is addressing the crime of DWI-cannabis. The answer is the same as it has been for more than 20 years: DUI enforcement, standardized field sobriety tests (SFST), Drug Recognition Expert (DRE) evaluations, and toxicology testing. The crime of DWI has not changed just because the substance is now legal.

The legalization of marijuana at the state level has given law enforcement an opportunity to reduce incidences of DWI-cannabis through education, enforcement, and involvement in the formation of policy and new legislation. This is an opportunity law enforcement has never had before because the community is actively talking about marijuana and advocates for legalization indicate openly that they are opposed to DWI-cannabis. A window of opportunity is now available to educate the public about the deadliness of DWI. With marijuana use and availability no longer hidden behind closed doors, ensuring that communities are aware of the dangers of DWI-cannabis is paramount, especially when it comes to prosecuting this crime and the current state of diminished jury appeal.

One of the first steps to re-engaging the Colorado community in efforts to reduce impaired driving was to rename the state's task force from the Colorado Interagency Task Force on Drunk Driving to the Colorado Task Force on Drunk and Impaired Driving. This was accomplished

The legalization of marijuana at the state level has given law enforcement an opportunity to reduce incidences of DWI-cannabis through education, enforcement, and involvement in the formation of policy and new legislation.

through HB 14-1321, during the 2014 Colorado Legislative Session.¹ In addition to changing its name to encompass all impaired driving, additional seats were added to the state-mandated task force, including a representative from the marijuana industry. At first, this was a controversial change; however, with members from the liquor industry on the task force, it made sense to bring a member from the marijuana industry to the table.

The task force meets monthly to investigate methods of reducing incidents of drunk and impaired driving and to develop recommendations for Colorado regarding the enhancement of government services, education, and intervention to prevent drunk and impaired driving.² A simple change to the state task force brought new focus from legislators and community and opened dialogue about the problem of DWI-cannabis.

In addition to changing statutes, the Colorado Department of Transportation (CDOT) began the Drive High, Get a DUI public awareness campaign in 2014. Prior to the campaign, CDOT conducted an attitudinal phone survey and found that "21 percent of respondents who said they used marijuana in the past year had driven a motor vehicle after consuming marijuana within the past month. Those who drove within two hours of using marijuana did so 17 times a month, on average."³ This campaign focused on a series of television media messaging targeted at males, ages 18 to 34, who are the predominant users of cannabis in Colorado. In addition to television spots, the campaign was emphasized at marijuana dispensaries, rental car companies, and through social messaging. The campaign was neutral on the legalization of marijuana and focused instead on DWI awareness specific to marijuana-impaired driving. The campaign officially kicked off in March 2014, and included representatives from the

Colorado Task Force on Drunk and Impaired Driving, Colorado State Patrol, CDOT, and members of the marijuana industry at the press conference.⁴

In November of 2012, Colorado voters passed Amendment 64 by a majority, which legalized marijuana use for persons 21 years of age and older. In fact, the passage of this amendment altered the Colorado constitution to give people the "right" to possess and use marijuana in the state. The passage of this amendment mandated the state to regulate marijuana, similar to alcohol, and allow for the taxation of the substance.⁵ These new taxes created millions of new monies for the state and communities that have dispensaries—an outcome which created a philosophical discussion among many police chiefs and community leaders about how to utilize these funds.

In early 2014, members of the Colorado Association of Chiefs of Police met with the governor's staff to discuss opportunities to fund training for Colorado law enforcement officers to more effectively address crime associated with marijuana, reduce impaired driving, and provide legal updates. The meeting was well received, and the governor secured funding through the Colorado Peace Officer Standards and Training (POST) and CDOT.

Prior to the governor's new budget, CDOT funded one DRE school per year. With the increase of funding, CDOT now funds two DRE schools per year, as well as two instructor schools. Additionally, hundreds of Colorado officers are attending the 16-hour Advanced Roadside Impaired Driving Enforcement (ARIDE) course to improve their impaired driving enforcement skills. In addition to the training funds for impaired driving enforcement, POST developed a four-hour course titled, "Introduction to Marijuana for Law Enforcement,"

designed to introduce different scenarios and provide clarification on marijuana laws.

These media campaigns and trainings have been successful at bringing the DWI message to communities, which is expected to reduce incidences of impaired driving. Secondly, by discussing and bringing attention to DWI-cannabis, opportunities abound to discuss DWI-alcohol, DWI-other drugs, and DWI in general.

This social experiment has created another opportunity to reduce impaired driving: engaging and re-engaging law enforcement officers about the dangers of DWI and the need for enforcement. Marijuana is a topic of discussion every day in Colorado law enforcement, and this provides a means for law enforcement leaders to communicate effectively with officers the critical need for DWI enforcement.

As a police chief, the author is asked almost daily whether or not more impaired drivers under the influence of marijuana are on the highways and surface streets. Based on an examination of data, incidences of DWI-cannabis have been increasing in Colorado since medical marijuana laws were passed and Colorado entered into the era of legalized recreational marijuana. Between 2007 and 2012, Colorado traffic fatalities involving drivers testing positive for marijuana increased 100 percent. In 2007, fatalities involving operators testing positive for marijuana represented 7.04 percent of the total fatalities. By 2012, that number more than doubled to 16.53 percent.⁶ In 2014, of the Colorado State Patrol's overall DWI arrests, 12.2 percent were for DWI-cannabis.⁷ In 2014, the Avon Police Department doubled their DWI-cannabis arrests from 8 to 16, which, when compared to 2013, was 10.60 percent of the overall 150 DWI arrests made by the department in 2014.⁸ Are there more impaired drivers on the roadways from marijuana? Looking at just the arrest numbers, it seems as though the answer is "yes;" the fatality numbers also appear to support an affirmative. However, by increasing impaired driving enforcement training for officers, it also appears that the better trained officers are identifying and arresting these drivers more than before.

As law enforcement leaders in other states prepare for the potential changes in marijuana laws (to include legalization), it is important to focus on several other areas of interest relating to DWI-cannabis. Similar to the .08 blood alcohol concentration per se laws that all states have, many states are evaluating per se limits for DWI-cannabis, which vary vastly from state to state. Some states have a strict zero per se limit of Delta 9 tetrahydrocannabinol (THC), while some allow 15 nanograms of THC in the blood. At the International Association of Chiefs of Police DRE Technical Advisory Panel meeting in October 2014, the committee recommended that officers arresting subjects for DWI-cannabis secure blood evidence as close to driving as possible to reduce the rapid reduction of THC nanogram levels from the driver's blood. This may require the arresting officer to secure the blood before a DRE evaluation is conducted.

Additionally, states should consider the use of oral fluid testing devices to determine drug usage at the roadside stops, similar to how the preliminary breath testing devices are utilized for DWI-alcohol. Lastly, data collection is paramount now more than ever. The use of search warrants for blood draws when DWI drivers refuse to consent to chemical testing should be used to secure evidence.

Now is the time and the opportunity to significantly reduce incidences of DWI through community engagement; high-level law enforcement training, such as the DRE Program and ARIDE; involvement in the legislative process; and sound public policy. ♦

Notes:

¹H.B. 14-1321, 69th General Assembly, State of Colorado (2014), [http://www.leg.state.co.us/clics/clics2014a/csl.nsf/fsbillcont2/08F431088FD24A3487257C940059C454/\\$FILE/1321_01.pdf](http://www.leg.state.co.us/clics/clics2014a/csl.nsf/fsbillcont2/08F431088FD24A3487257C940059C454/$FILE/1321_01.pdf) (accessed January 29, 2015).

²Colorado Department of Transportation (CDOT), "Colorado Task Force on Drunk and Impaired Driving," About CDOT – Committees, <https://www.codot.gov/about/committees/DUI-taskforce> (accessed January 29, 2015).

³CDOT, "CDOT Launches New Campaign to Target Marijuana Impaired Driving," news release, March 6, 2014, <https://www.codot.gov/news/2014-news-releases/03-2014/cdot-launches-new-campaign-to-target-marijuana-impaired-driving> (accessed January 29, 2015).

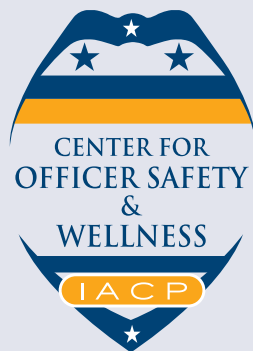
⁴Ibid.

⁵Colorado Const., art. XVIII, § 16, http://tornado.state.co.us/gov_dir/leg_dir/olls/constitution.htm#ARTICLE_XVIII_Section_16.

⁶Rocky Mountain High Intensity Drug Trafficking Area, *The Legalization of Marijuana in Colorado: The Impact*, vol. 2 (August 2014), <http://www.rmhidta.org/html/August%202014%20Legalization%20of%20MJ%20in%20Colorado%20the%20Impact.pdf> (accessed January 29, 2015).

⁷Steve Garcia, "Driving Stoned," (presentation, Colorado Association of Chiefs of Police Marijuana Impact on Public Health and Safety in Colorado Summit, January 15, 2015).

⁸Avon, Colorado, Police Department, *Annual Statistical Report*, 2014.



Line of Duty Deaths

"They will be remembered—not for the way they died, but for how they lived."

The IACP wishes to acknowledge the following officers, who made the ultimate sacrifice for their communities and the people they served. We extend our prayers and deepest sympathies to their families, friends and colleagues.

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Ball, Louisiana, Police Department
Date of Death: January 10, 2015
Length of Service: 23 years

Corrections Officer Christopher Davis
Texas Department of Criminal Justice
Date of Death: January 14, 2015
Length of Service: 17 years

Corrections Officer Eligio Garcia
Texas Department of Criminal Justice
Date of Death: January 14, 2015
Length of Service: 23 years

Deputy Chief Steven Bonano
New York City Police Department
Date of Death: January 17, 2015
Length of Service: 30 years

Officer Michael Kern
Olathe, Kansas, Police Department
Date of Death: January 20, 2015
Length of Service: 16 years

Director John Ballard Gorman
Mississippi Gaming Commission
Date of Death: January 21, 2015
Length of Service: 22 years

Detective John Scott Stevens
Ocean County, New Jersey,
Prosecutor's Office
Date of Death: January 21, 2015
Length of Service: 20 years

Sergeant Charles Kerry Mitchum
Loxley, Alabama, Police Department
Date of Death: January 26, 2015
Length of Service: 16 years (with agency)

Patrolman Roger O'Dell
Town Creek, Alabama, Police Department
Date of Death: January 28, 2015
Length of Service: 25 years

Detective Michael Starrett
Jacksboro, Tennessee, Police Department
Date of Death: January 30, 2015
Length of Service: 16 years

Trooper Nicholas Dees
Oklahoma Highway Patrol
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- ☐ Sheriff's dept.
- ☐ State agency
- ☐ Federal agency
- ☐ Campus police
- ☐ Military
- ☐ Police academy
- ☐ Security
- ☐ Univ./college library
- ☐ Other

Rank/Occupation

- ☐ Chief executive
- ☐ Sheriff
- ☐ Command staff
- ☐ Supervisory personnel
- ☐ Line officer
- ☐ Police civilian
- ☐ Crim. justice professor
- ☐ Police equipment dealer/distributor/manufacturer
- ☐ Other

Population of Jurisdiction

- ☐ Under 2,500
- ☐ 2,500 - 9,999
- ☐ 10,000 - 49,999
- ☐ 50,000 - 99,999
- ☐ 100,000+

DELIVER MAGAZINE TO: ☐ Home ☐ Business

Street address (include apt. no.) _____

City _____

State _____ Zip _____

Fax (_____) _____

PAYMENT MUST ACCOMPANY ORDER

☐ Purchase order enclosed

☐ Check/money order enclosed (make payable to IACP/
Police Chief Subscriptions)
U.S. dollars, drawn on U.S. banks only and mail full payment
(no cash) with completed form to: Subscription Department,
IACP, P.O. Box 62564, Baltimore, MD 21264.

Charge my: ☐ Visa ☐ MasterCard ☐ Discover ☐ American Express

Cardholder's name _____

Address _____

City _____

State _____ Zip _____

Phone _____

Card number _____

Exp. date _____

Signature _____

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UPCOMING SESSIONS

Supervision of Police Personnel

LAFAYETTE, INDIANA
July 27–August 7, 2015

EVANSTON, ILLINOIS
September 14–25, 2015

School of Police Staff & Command

KENNESAW, GEORGIA
May 18–August 14, 2015

WEYERS CAVE, VIRGINIA
July 6–November 6, 2015

LIVE OAK, TEXAS
August 10–October 23, 2015

EVANSTON, ILLINOIS
September 28–December 11, 2015

Executive Management Program

EVANSTON, ILLINOIS
August 3–August 21, 2015

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