

ZERO TOLERANCE!

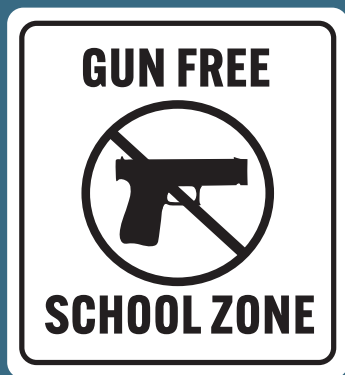
A DIFFERENT APPROACH TO PREVENTING SCHOOL SHOOTINGS



**A HIGHLY VULNERABLE SITUATION....
AND ALL TOO COMMON.**

HOW WOULD YOUR SCHOOL ANSWER THESE QUESTIONS?

- **Social Work/Mental Health:** Is our school able to identify and assist all troubled students?
- **Intelligence:** Does our school have a process/protocol for collecting/evaluating all relevant threats to student safety?
- **School Administration:** Are our school administrators able to address vulnerabilities and take corrective action?
- **Law Enforcement and Security:** Do our school's security measures address all the physical vulnerabilities at our school?



ZERO TOLERANCE does not challenge or compete with existing school security programs.

- Seeks to supplement ongoing school security efforts
- Uses self-assessment methodology
- Places responsibility and accountability in the hands of those with the administrators, teachers, students, and their parents of individual schools

STOP SCHOOL SHOOTINGS NOW!

A collaborative initiative undertaken by the Research Institute for Public Management and Governance, the Jack H. Brown College of Business and Public Administration at Cal State San Bernardino and the James R. Watson and Judy Rodriguez Watson College of Education and Human Development at George Mason University.

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Dr. McWeeney came to CSUSB in 2013 at the culmination of a long and noteworthy career as a government executive and the CEO of a very successful small consulting business. He currently serves on the faculty of CSUSB's public administration department and is the director of the Jack H. Brown College's Institute of Public Management and Governance. His specialty is strategic planning and he has helped many organizations plan and implement sound prevention practices.



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Dr. Dailey is a licensed professional counselor whose research and clinical work is directed at better understanding community-based disasters of mass violence and appropriate response and recovery strategies for survivors and impacted communities. Recent initiatives include trauma-informed active school shooter mitigation protocols, officer wellness programs aimed at improving use of force decision-making, and stress inoculation training to increase resilience in military and civilian first responders.

School Shootings in America

- In 2022, there were 46 school shootings; the highest number of shootings on record since 1999.
- Between 1999 and 2022, 331 active shooter events occurred at K-12 schools in the United States.
- In this timeframe, these events resulted in 192 fatalities and 413 injuries; directly exposing 383,289 students and 20,886 school staff to an act of mass violence.
- Direct exposure to a school shooting places individuals and communities at high risk for posttraumatic stress, depression, and anxiety disorders and are associated with significant socioemotional disruptions.

Common Characteristics of School Shootings

While each incident has its own unique characteristics, certain common factors are evident:

- Active shooters are predominantly male (96%), between 18-25 years of age (median age 16).
- 76% of school shooters are current or former students.
- 93% of shooters display signs of intent or early warning behaviors, and more than 75% of individuals communicate their intent to peers or on social media.
- Over 92% of school shooters exhibit signs of mental illness or suicidal ideation prior to or during the shooting.
- The U.S. Secret Service found 81% of shooters had told another individual they were thinking of or planning an attack, yet only 4% attempted to dissuade the shooter due to disbelief in the credibility or urgency of the report.
- 80% of the firearms used in K-12 school shootings were stolen from a family member.

These findings, and many others, strongly suggest that most of these events could have been prevented. Society's response has been significant, but not sufficient.

PREPAREDNESS: Low-Probability; High-Consequence

Successfully addressing the school shooting problem will require extraordinary leadership because the nature of the threat is that it is unseen, not well understood, and unexpected. Although approximately 331 schools have been victimized since 1997, these horrific incidents represent only 0.3% of 115,576 K thru 12 schools in the United States. To maintain vigilance in the face of the extremely low likelihood that a shooting will occur at YOUR school is a most difficult leadership challenge.

The most significant management challenge faced by every school in the country is how to effectively address a threat that is seen as highly unlikely, yet if it occurred, would result in unimaginable devastation.

PREPAREDNESS		
	CONSEQUENCE	
PROBABILITY	LOW	HIGH
LOW	Low Probability Low Consequence Adequate Preparedness	Low Probability High Consequence Not Prepared
HIGH	High Probability Low Consequence Adequate Preparedness	High Probability High Consequence Well Prepared

Far too often, protective systems do not prioritize “low probability, high consequence” concerns on their list of priorities. And yet, it is these very issues that generally surface in the post action reviews of the tragedy.

Facilitated Self-Assessment

Differing from a traditional threat assessment, the key to the approach herein suggested is that it is driven by in-depth and candid self-assessments. Traditional threat assessments and safety programs are certainly needed and quite valuable, but they often do not provide the insight and personal commitment associated with a self-assessment. **CONSIDER:**

- Self-assessments are performed by those who work on-site at the school and have a direct exposure of both the issues and the environment.
- Self-assessments are made known to the highest authority in the organization.
- Self-assessments lead directly to definitive self-correction.
- Self-assessments leave an undisputable record of accountability.

Categories of School Vulnerabilities

Ongoing self-assessments provide a tool that gauges a school's readiness to intervene prior to an act of violence. Our research team has reviewed every school shooting incident in the U.S. since 1999 and has identified five categories of vulnerabilities that have played a significant part in each.

In conducting a candid self-assessment, school personnel should focus specifically on the five areas of vulnerability noted below. When completed, the self-assessment should provide answers to the following questions:

- **Social Work/Mental Health:** Is our school able to identify and assist all troubled students?
- **Intelligence:** Does our school have a process/protocol for collecting/evaluating all relevant information?
- **School Administration:** Are our school administrators able to address the vulnerabilities and take corrective action?
- **External Environment and Community Climate:** Does our school encourage reporting and dialogue from the surrounding community?
- **Security:** Do our school's security measures address all the physical vulnerabilities at our school?

Vulnerability	Assessment	Comments
Security	Yellow	Limited relationship with police
Intelligence	Red	No formal protocol in place
Mental Health	Red	Limited ability to identify students
School Administration	Yellow	Not sufficiently proactive
Community Engagement	Green	Meet frequently with community partners

Not a Replacement, but a Supplement to Security/Law Enforcement

Among the things that differentiate ZERO TOLERANCE from other school safety programs is our focus on directly encouraging those with the greatest stake in preventing school violence to play an active role in the safety of their own school.

The logic model below identifies the critical components of our program and places them in a framework that illustrates the contribution that we believe the ZERO TOLERANCE program can make:

- The model emphasizes the long-term **IMPACT** that we share with all school safety programs.
- The **OUTCOMES** that are directly attributed to the ZERO TOLERANCE program emphasize the elimination of reduction of existing **VULNERABILITIES**.
- The five areas that our research has identified as **VULNERABILITIES** have accounted for nearly every school shooting in America.
- The model includes a listing of our aggressive **PROGRAM**, which includes a national database, self-assessment training, workshops, focus groups and conferences, along with long-term support from information technology.

IMPACT

- reduction of school shooting, saving lives
- schools and communities feel safer
- reduced emotional trauma

OUTCOMES

- reduction in school vulnerabilities throughout the U.S.
- implementation of ZERO TOLERANCE in K-12 schools throughout the U.S.
- shift paradigm of school safety programs from primarily reactive to proactive / prevention
- innovative approaches and solutions discovered by schools to address complex problems

AREAS OF SCHOOL VULNERABILITIES



- mental health / social work
- intelligence
- school administration
- external environment / community climate
- security

CONCERNS

- emphasis on law enforcement as THE solution
- level of effort / commitment required of leadership
- fear of criticism by superiors / public
- candor and courage in identifying vulnerabilities and corrective action
- ongoing sustained implementation

ZERO TOLERANCE PROGRAM

- database development / assessment validation
- marketing
- on-site self-assessment assistance
- information technology
- self-assessment training
- conferences / information sessions / focus groups

Our Products

The “self-assessment” – conducted by school teachers, administrators, and staff – is the core activity of the ZERO TOLERANCE program and drives the following activities:

- **Research** - The primary research objective of this project is to identify the extent to which the specific categories of vulnerabilities provided shooters with opportunities that may not otherwise have been available with a more aggressive review and monitoring process.
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- **Workshop, Focus Groups, and Conferences** - A series of information sessions, focus groups, and conferences will be conducted where there is interest. These events will provide the visibility required to publicize all aspects of the project and will provide the feedback needed to ensure the validity of the approach and the accuracy of the data.
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- **Facilitated Self-Assessment Training** - Throughout the calendar year 2023, the ZERO-TOLERANCE team will assist select schools in the conduct of on-site self-assessments by providing online training for schools and school districts desiring to initiate the program.
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- **On-Site Facilitated Self-Assessments** - The ZERO TOLERANCE Program will provide guidance to schools in that express interest.

The ZERO TOLERANCE Team



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