Emerging Issues in K-12 Campus Security
Leading Lawyers and School Security Experts on Creating an Emergency Response Plan, Training Staff, and Observing Warning Signs
The Evolution of Campus Security Needs

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Introduction

This chapter is intended to discuss some of the challenges facing school safety and security professionals today and into the future, and to discuss the evolving roles and responsibilities of campus safety stakeholders. For nearly twenty years, I have dedicated my career to enhancing school safety and security.

Our firm has diverse practice areas, including physical security and emergency management assessments, plan development and training, organizational assessments, Clery Act and Title IX assessments, compliance, and training, as well as independent reviews, expert witness and litigation consultation, executive search and management support, staffing analysis, and more. We work with a diverse number of institutions representing K-12 and higher education. At Margolis Healy, we pride ourselves on becoming trusted advisors and building long-lasting partnerships with the schools we work with.

After starting my career in the private security field, I was quickly drawn to the education sector for one simple reason: students. While there are many rewarding careers in security and law enforcement, to me, the opportunity to protect our students, our children, our future, whether in elementary school or college, is one that provides both personal and professional satisfaction. And if nothing else, it is always interesting, as a school’s population is always changing.

As a practitioner, there are a number of challenges to providing safety and security in an educational setting, not the least of which is competing interest for resources, including funding for security related initiatives. Creating a culture that values safety and security is difficult. Competing for time to train and educate faculty and staff who are already over-burdened with academic and other work assignments, and, of course, the ever-changing world of technology and speed of information, can create further challenges.

It is my hope that some of these challenges and, most importantly, the strategies to address them will become clear in this chapter and will suggest ideas that promote dialogue among you, the reader, and the institutions with whom and for whom you work.

Changing Needs in Schools

One of the most significant changes in K-12 security over the past decade has been the evolution of emergency response training and emergency plans in the wake of extraordinary tragedies experienced at K-12s around the world. While schools once focused their attention on traditional preparedness measures, such as fire drills, required by some state laws, we now see many schools developing elaborate emergency plans, conducting drills based on all-hazard planning, and embracing emergency management practices, such as the Incident Command System. A great deal of credit for this should be given to the Department of Education and the work of the Readiness and Emergency Management for Schools Technical Assistance Center.

The Incident Command System is a great example of changing needs, and it has gained wide acceptance as the standardized incident management system that is both flexible and scalable and has the ability to address the requirements of a single, relatively simple incident up to a more complex, multi-agency or jurisdictional incident.

But there is still much work to do in training teachers and students in emergency response. Determining the appropriate amount of time and resources to dedicate to this training is a common issue raised by school administrators across the country.

*Change to All-Hazard Plans*

School administrators are now faced with the challenge of developing, or at least overseeing the development of, elaborate emergency operations plans. For years, a school might have had any number of written action guides or procedures for specific hazards, such as a snowstorm, a trespasser, or even an injured student. These procedures were often put together with a phone tree of school administrators and personnel and were considered the school’s crisis plan. While this was an acceptable practice that was largely unquestioned for many years, the need for more succinct, all-hazard plans has forced schools to reevaluate what they have been doing and to evolve.

Fortunately, a number of local, state, and federal resources are dedicated to helping schools transition from traditional crisis plans to contemporary all-hazard emergency operations plans that include threat- and hazard-specific
annexes. One of the greatest challenges is getting the process started. Like most large projects, selecting the planning team, goals and objectives, and timelines is critical. However, the most important thing is to get started.

*The Role of Electronic Media*

Though acts of violence in our schools are not a new phenomenon, what we do see is an increase in mental illness\(^3\), access to higher-caliber, larger-capacity weapons, and the unprecedented immediate access to information through the Internet and dissemination of that information through social media outlets.

It is important that we do not overlook the significance of the Internet and its role in bullying, cyber-bullying, harassment, stalking, bias incidents, and other crimes. Like no other time in history, children starting from five and six years of age now have the ability to not only communicate with one another, but to broadcast to an entire school district, city, or for that matter, the entire world.

In fact, in nearly every act or threat of violence—whether in our schools or in the greater community—electronic media, including cellular phones, laptops, tablets, etc., are one of the first, if not the first, piece(s) of evidence sought by law enforcement to establish investigative leads, such as motive and accomplices.

This is particularly challenging in middle and high schools, where nearly every student carries a cellular phone, and many have smartphones and/or tablets. While it used to take several days for “the grapevine” to spread information throughout the school, the same information can now be spread nearly instantaneously using e-mail or popular social networks, such as Facebook and Twitter, or other apps, such as Snapchat. For example, teasing, bullying, unflattering photos and other forms of information are sent with the click of a button.

Often, the seemingly instantaneous access to information—or, in many cases, misinformation—can leave the school in the position of playing “catch up.” Rather than being ahead of the information, school administrators are often

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left to learn about potential bad behavior, threats, or other issues of concern well after the opportunity to mitigate the problem has passed. As a result, we now see schools addressing this challenge by engaging in social media monitoring through third party partners or internal monitoring programs.

*The Need for Involvement and Support from Legislators and Staff*

While both public and private institutions have been affected by new legislation, public institutions have faced greater challenges for a number of reasons. By default, the overall number of students attending public institutions is a factor in driving new practices, mandates, and federal and state laws.

In addition, the ability of local and state governments to enact legislation affecting public institutions is greater, as we see a growing involvement from legislators concerning school safety.

Historically, there has been a struggle between balancing academic and non-academic activities in our schools, but not because one is more important than the other. We know teachers want to teach; they prefer to spend the majority of their time in the classroom working with students and struggle to find the time to devote to other activities. For example, performing fire drills is an important function, but it can be highly disruptive to the academic process and forces teachers to alter plans. For that reason, tightly coordinating exercises and drills with the academic and activity schedule can go a long way toward gaining support from teachers and others.

Likewise, school administrators, security staff, and first responders are responsible for engaging the school in reasonable planning, training, education, and awareness, which may detract from classroom activities. Finding a balance can prove a difficult task.

*The Role of the Campus Safety and Security Function*

Campus safety and security officers, which can be sworn or non-sworn, armed or unarmed and have varying degrees of training can play a critical role in providing necessary services to our schools. While the primary mission is to maintain a reasonably safe environment that might include patrolling the school grounds and providing visitor management services
and after-school care programs, school security staff have traditionally worn many hats that may include performing preventive maintenance services, providing escorts, and even providing transportation services.

Change in Responsibilities

We see the school security staff evolving from these more traditional roles into more professional, progressive organizations that have worked hard to focus the large majority of their time on safety and security efforts.

This includes increased training standards for security personnel, the inclusion in emergency response planning and training for school personnel, and proactiveness. Professionalizing security staff is one area that is evolving and should be encouraged. For many years, there have been few to no standards or regulations for security personnel in the United States, particularly proprietary security staff. While we continue to see this changing on a state-by-state basis, there are still significant deficiencies in the training and selection process of security personnel. In fact, it was common for schools to utilize custodial service employees as “security” simply because they held the keys to the school and were responsible for locking the building.

The Role of School Security Officers versus Law Enforcement Officers and School Administrators

The role of the school security officers differs greatly from that of law enforcement officers and should be clear to the school community. School security officers should serve in a role of protection services for the students, faculty, staff, visitors, and assets of the school. Their primary mission is to promote and support school policies, proactively address and report potentially hazardous conditions that may affect the school, and provide support to law enforcement and other first responders during an emergency. However, law enforcement officers not only provide protective services and programming for schools, they also carry out their duties to enforce laws, conduct criminal investigations, even make arrests.

The school should establish a clear line as part of a school security officer’s role that distinguishes the opportunity for discretion from other instances that require school administrators or law enforcement response. We often
see this when dealing with cases of suspected child abuse, mental illness, or substance abuse. School security personnel must understand that their role is to observe and report to proper authorities potential violations of law and always err to the side of caution during times of uncertainty. For this reason, it is vital that schools provide detailed, succinct post orders and job descriptions for security staff to remove opportunities for ambiguity or personal subjectivity.

 Responsibilities in Developing and Implementing School Safety Plans

Traditionally, school district administrators, in conjunction with local law enforcement, district policies, or key staff, have been the primary driver behind developing school emergency plans. However, increasingly, this is an opportunity for trained security personnel to participate in developing all-hazard school emergency plans and lead the training.

School security should be largely involved in the development of school or district-wide emergency operations plans. In fact, they are often the most qualified personnel at a school to lead the process. Working with the school’s key administrators, teachers, counselors, and local first responders through a collaborative approach, developing emergency plans and educating those responsible for carrying out the actions within the plans can be challenging. However, by including both internal and external stakeholders early and often, the difficult task of developing a plan can be much easier.

Too often, there is a dependence on security personnel to provide emergency response services. At many schools, security officers are not included in the planning process or the review process of plans, but there is often a belief or perception that security will carry out various duties during a crisis or emergency, despite their exclusion from the planning process.

This reliance can quickly become detrimental when we peel back the layers and realize the security staff were not adequately trained, informed of the plan, or empowered to carry out its execution. In some cases, this can be a change of culture from traditional practices, but it is emerging as a need for principals and superintendents to support as the complexity of emergency response, notification, and threat management continues to evolve and move beyond their daily capability.
The equally difficult task of implementing these plans through training and exercising must quickly follow. This, again, is an opportunity for school security staff to work collaboratively in implementing these plans and evaluating their effectiveness, documenting challenges, and making enhancements as necessary.

Responsibilities in Reporting Crimes

Security officers, like teachers, have a duty to report certain crimes and should receive annual training regarding school policy and procedures. To minimize the potential of not reporting criminal activity, security officer post orders should clearly define what crimes or violations are to be reported to school administrators and those that require immediate notification of law enforcement personnel or both.

For example, if a fistfight, without significant injury, occurs between two students, policy should state exactly what security personnel are required to do—i.e., report the incident to the principal and bring the parties to the office. However, change the scenario just a little, where one student, for example, uses a weapon and causes injury, and you are now faced with an aggravated assault versus a simple altercation.

Removing subjectivity and discretion allows security personnel to be confident in their actions and in the knowledge that school administrators will support their decisions. This does not mean the school does not have discretion or the ability to establish policy and evaluate circumstances on a case-by-case basis, but those decisions are best made at an appropriate level from within the administration and not left to the discretion of security staff.

Best Practices for Assisting Students While Supporting a Learning Environment

Security officers, unlike umpires in a baseball game, for example, should not only be seen, but they should also be heard. However, their role should not detract from the academic process, but rather foster and support an environment conducive to learning.

This may sound easier said than done, but it actually comes down to creating an environment of respect between security personnel and students
and between security personnel and faculty. Security should not be viewed as a “necessary evil” or a layer of inconvenience, but rather an integral part of the learning process. Like teachers, counselors, custodial staff, and kitchen aides, security officers should be part of the fabric of the school and the community.

We often see security staff included as part of multiple committees in schools; the same could not have been said a decade ago. This might include faculty meetings, school board meetings, parent groups, and school assemblies. Including security officers in meetings and making them part of the community can build trust and confidence.

Having security officers work with students during assemblies or in after school programs can also build trust and create an environment for students to feel comfortable with security staff. Rather than seeing or working with security only when they are in trouble or when they are ill, students have the opportunity to build positive relationships rooted in a cooperation and support.

Factors Influencing the Evolving Roles of Security Personnel

A number of factors have influenced this evolution, starting with the significant community policing efforts undertaken by law enforcement that have helped transform the relationships among students, teachers, and police. Many schools have school resource officers (SROs) who play a significant role in educating the community regarding safety plans, potential hazards, identifying at-risk youth, and providing students with an outlet they historically did not have.

Another influence is the growing professionalism of school security staff. While in the past, school administrators did not rely heavily on school security for much more than locking doors or signing in visitors, we now see the position evolving into one of a professional who can and should be integrated into the school.

Community policing is not a term reserved just for law enforcement officers; it is a culture, and there is a conscious effort to integrate the safety and security team and goals of the school into the community. Developing such
programs can provide a multitude of benefits to the school, not the least of which is good, old-fashioned information-sharing and analysis.

The best source of information in our schools is the students themselves. Establishing relationships can pay great dividends in threat management and threat reduction.

*Relationships and Collaboration with Law Enforcement*

Campus security has a unique opportunity to develop strategic partnerships with local law enforcement and other first responders, whether by employing SROs or assigning beat officers to work with the school on a number of issues. This is an interdependent relationship, as each party can provide significant value to the other. School security can significantly benefit from developing relationships with law enforcement in many areas, particularly in the areas of planning, resource allocation, and crime prevention.

Many law enforcement officers have received substantial training to help schools with physical security assessments, including specialized planning and assessment areas, such as Crime Prevention Through Environmental Design (CPTED). Likewise, law enforcement benefits from developing relationships with school security staff. These can include information-sharing, the scheduling of programs with teachers and staff, early identification of potential hazards, threat assessment, and much more.

The close relationship between a school’s campus security and law enforcement has continued to develop over the past decade or more. Understanding the mutual benefits and the realization of enhanced prevention, mitigation, and response efforts have fueled increased synergies between school security and law enforcement. While once a somewhat distant relationship that seemed to bring the two sides together only when an emergency occurred, we now see both law enforcement and security staff working side-by-side with administrators, counselors, and parents to create more healthful environments and safer communities.

A number of factors have contributed to this advancement, not the least of which are extraordinary acts of violence taking place in schools around the world. While police, security, and others are relentlessly working to prevent
the next tragedy, with each incident, we see the partnerships among local, state, and even federal law enforcement, security, and other first responders continue to grow.

We also see the reality of tightened, diminishing budgets influencing the need for greater relationships and shared resources. In some cases, local law enforcement and schools are competing for the same budget dollars, and the need to work together can create efficiencies that might not have been recognized otherwise.

**Essential Components of a School Safety Plan**

While there is no single accepted model for school safety plans, we often see schools incorporate both emergency operations plans and safety and security into a single document.

*Objectives in Establishing a Safety Plan*

There are a number of primary objectives in establishing school plans, including determining the framework in which the school plans for, mitigates, responds to, and recovers from emergencies. Other objectives include establishing authority, assigning roles and responsibilities, and creating mutual aid agreements.

In general, plans should be robust enough to address all-hazard planning. The all-hazards approach involves moving away from developing dozens of individual threat- or hazard-specific processes that become overwhelming for teachers and students to remember or follow, and, in reality, we are unable to foresee every conceivable hazard. Instead, schools can evaluate the commonalities of their responses to multiple threats or hazards and may develop a handful of responses, rather than dozens. This can lead to a much easier understanding of expectations and provide clarity when developing roles and responsibilities for teachers and staff.

Regardless of the type of plan, schools should have a basic plan that describes the planning process and the plan’s purpose, identifies known or potential threats and hazards to the school and community, establishes planning assumptions, and provides assignment of responsibilities and authorities.
Functional Annexes and Situational Awareness

Many schools—based on a number of factors, including geography—will develop or reduce the number of functional and hazard-specific annexes that are part of their plan. For example, it may be less important for a school in Iowa to have an annex that addresses hurricanes than it is to have one that addresses tornadoes. Likewise, a California school will surely have specific plans to address an earthquake, while many schools in the Midwest do not. What we do see is an increase in the number of functional annexes describing specific actions that members of the school are to take during emergencies. These actions are commonly known as things like lockdown, shelter in place, or evacuation.

This change has been the result of a number of high-profile incidents that have taken place over the past several decades. There has been a change from the traditional thinking that when something bad happens, schools can simply evacuate and wait for the police or fire department, to providing a more proactive solution of using situational awareness to determine the most appropriate response and take immediate action.

This type of situational awareness is most common when we look at incidents of mass violence in schools. We now train teachers, staff, and students to understand what is going on, use that information to quickly determine the most appropriate action—such as hide out or “get out” (evacuate)—and then continue to maintain situational awareness to the extent possible to determine their next course of action.

The Importance of Testing Plans

While many of our educational institutions, both public and private, have begun to focus on building the more robust, “all-hazard” emergency plans addressed beforehand, it is equally important to conduct frequent drills to test these plans.

Conducting tabletop exercises can be valuable for school leadership and allows for the evaluation of policy and the identification of gaps in a plan, and it can help identify or clarify roles and responsibilities. However it does little to test how our students, teachers, and other institutional staff will react during a
critical incident, when seconds can mean the difference between life and death—those precious few moments when panic, fear, and chaos surround us. Mostly because a tabletop exercise is a low stress, no faulty environment and the response and adrenaline of a real emergency is typically much greater.

Drills test specific actions that are part of a plan. Many schools have adopted actions, such as lockdown or lockout, shelter, and evacuation, creating common language and protocols. This is great! However, if the same schools are not conducting drills, how do they evaluate what might occur in an actual emergency? Are they sure that their educational efforts and outreach have worked? Are they confident that faculty and staff clearly understand their roles? Or do they expect students, faculty, and staff to perform these actions for the first time during a high-stress, critical incident?

Having designed and facilitated scores of school emergency drills, what I have learned is that schools that regularly drill their plan recognize the appropriate response faster, take more immediate action, are more confident in their actions, and tend to take the drills seriously. There is a reason we conduct all those fire drills during school, and it is not to get out of class for twenty minutes. It is to train our minds. It is to prepare us to systematically react during a critical incident while reducing panic and the risk of injury. Sadly, critical incidents, such as acts of mass violence, are a modern reality, and we ought to prepare in the same way.

Though many schools have worked to develop realistic drill scenarios, many have not. In some cases, schools do not see the value, do not feel it is appropriate for students to participate, or feel that it interrupts the academic process—or simply because they do not know how to.

It is so important that schools do all they can to continue to educate and evolve our training and preparedness. We can all play a significant role in the safety and preparedness of our schools by getting involved and working with our emergency managers and planners.

Working with local law enforcement personnel and other first responders is a great way for schools to drill. This allows the opportunity for the school to practice its emergency actions, and adds a touch of realism that replicates an actual event. For example, we know the evacuation of a school during a routine and planned fire drill is likely to be significantly different from the
evacuation during a working fire, when those first responders are running toward the fire as students, teachers, and staff are running away from it.

School and city attorneys are urged to stay abreast of these emerging issues. A growing practice is for general counsel to attend drills, be part of the school’s planning committee, and work collaboratively with local law enforcement and insurers. Because counsel must be aware of a number of competing interests, developing strategic partnerships with school security groups, consulting firms, and other subject matter experts can pay significant dividends.

A number of professional associations and conferences are held each year to better prepare and educate education law attorneys regarding the changes in educational-based emergency planning best practices and contemporary standards. All school counsel are encouraged to be proactive in attending these conferences to the extent possible.

**Conclusion: The Future of Campus Security**

As we continue to work through difficult times and emerging trends, looking at the immediate radar, I feel we face several significant issues.

*The Need for Better Preparedness*

First, we have a constant need to better prepare for and understand the mental health needs of the school community. While significant resources have been allocated to study mental health issues and to provide early intervention and treatment, we still see a large number of undiagnosed cases from elementary school right through college. This can be an unpopular issue to address, as schools have rising concerns of individual rights and privacy and must determine what actions are appropriate and when. Obviously, city or private law firms representing the school must have an understanding of specific laws and should be actively engaged with each institution when potential cases are identified.

In addition, schools must pay attention to the troubling pattern of bullying and hazing incidents. As more stories of hazing and bullying become national news, school administrators must continue to develop strategies to combat this type of behavior, including identification and signs of bullying, and
creating a culture of respect. While sharing information with colleagues and peer institutions is a great practice, what works in one school may not work in another, and what works today may not work tomorrow. Therefore, our administrators must remain vigilant for potential cases of bullying and or hazing and frequently attend training programs to stay abreast of new trends and problems amongst peers.

For example, a hotly debated topic in our schools has been “zero-tolerance” policies regarding conduct and behavior. While many schools have embraced the idea of zero tolerance, others are absolutely against such policies and prefer to have discretion to look at a totality of circumstances before rendering a judgment.

The resolution or penalty for a one incident might work for some instances and not others, and it may work for some schools and not others. Essentially, there cannot be a one size fits all solution. It is for this reason that we encourage schools to develop individual policies for themselves, rather than adopt district-wide policies. The district may create a policy framework, but the individual school retains the flexibility for actual policy development and implementation. This might, on the surface, seem to create an inequity, but in many cases, for example, we treat certain behaviors from our elementary school students much differently than from high school-aged students.

**Better Monitoring of Social Media**

Social media are another significant concern for both the present and the future. The immediate, almost unfettered access to information and, in particular, social media sites, continues to be a fuel for many a fire. But whether it is the child who passes unflattering photos of another using applications such as Snapchat, online harassment using chat rooms or Facebook, or the lost student crying out for help, schools must learn to balance a reasonable system for monitoring social media outlets with the privacy of their students. This begins with having well-constructed and well-promulgated information technology policies, student code of conduct, and subsequent follow-up procedures for infractions.

The allure of the Internet and social media can substantially impact the educational environment, provide unprecedented opportunities for bullying,
cyber-bullying, and other forms of harassment, and can be particularly difficult for socially withdrawn students, students with disabilities, and traditionally marginalized groups.

To combat this, schools have turned to social media monitoring to gain situational awareness and learn of potential problems or other concerns. For several years, we saw schools attempt to accomplish this by having a counselor or teacher look at popular networks, but the task was difficult and time-consuming and required continuous surfing. However, modern social media monitoring systems can not only conduct traditional word and term searches, but also include geo-fencing, live monitoring, and updates from unlimited open sources delivered immediately to an administrator’s e-mail, text, etc.

For example, if an administrator wanted to know any time someone used the word “gun,” “kill,” or “gang” on an open-source website while on school grounds, he or she could simply create a geo-fence around the school using an interactive map and be notified immediately of the occurrence. This transitions the school from a reactive to a proactive position that can provide the opportunity to mitigate or eliminate potential threats.

One school in New Hampshire that uses social media monitoring recently learned that its rival institution had planned to steal the school’s mascot, when they would do it, and what they would do with it. Another school dealing with a complaint of a sexual assault on school grounds was able to gather significant information related to the suspect by monitoring open-source and social media and then provide that information to law enforcement.

That is not to say that the use of open-source data will be embraced by every school or every community. A number of communities, parents, students, and teachers feel as if schools’ monitoring students’ social media is an invasion of privacy, and that since it takes place outside of the school, punishment cannot be enforced by the school. While this is a substantial legal matter that does not always have a black-and-white answer, if the information obtained helps mitigate an act of violence or gets a troubled student counseling, then the school has won the battle.

However, because these matters can differ from state to state, we recommend that schools consult with legal counsel specializing in educational law to assist
it in developing acceptable policies and practices and to seek guidance for instances in which disciplinary action will be taken.

**Clearly Identifying Roles and Responsibilities of All Parties in Various Emergency Situations**

Finally, schools must understand what they want their faculty, staff, and students to do during an emergency. There are many theories on what to do, but each school must determine the most appropriate response, using recognized standards, by evaluating their facilities, students, and teachers and by working with local first responders. Our schools must know how to respond to a wide range of events, rather than the few low-probability, high-impact events that capture our attention in the media. While each is important, schools must understand how they will respond and appropriately promote, educate, and train in those tactics. While schools have rightfully focused significant attention on mitigating the effects of violent intruders, they must remain equally vigilant in their prevention and response efforts as they relate to all hazards.

The complexity and landscape of emergency response have changed significantly in the wake of several school tragedies, notably the events at Columbine High School and Sandy Hook Elementary School. One of the confusing things we see on television and in other media is the use of “official” terminology that is not official, but is confusing. Have you watched the news and heard an announcer say, “The school has been on lockdown for nearly four hours”? What does that mean? To some people, the term “lockdown” means everyone seeks a secure space in the school and attempts to remain silent and out of sight until police or school administrators have declared no threat exists. To others, a lockdown means students and teachers stay in the classrooms and keep working, but no one is allowed to leave the building, and no visitors are allowed during this period. These are vastly different responses. Notably, most students and teachers are not huddled.

**Key Takeaways**

- It is important for schools to start their transition to a more thorough all-hazard emergency operations plan from the more traditional crisis plans that are typically specifically focused on a single hazard. Selecting the planning team, goals, objectives, and timelines for the development of these new plans is critical to
creating a successful plan and being prepared for any type of emergency or hazard that may occur.

- When developing emergency plans, it is important for schools to involve both internal and external stakeholders, including school security officers. Encouraging collaboration and including all parties who may be involved in an emergency can empower the parties to execute the plan successfully in the case of a real emergency or hazard.

- Understand the mutual benefits that can be realized when there is collaboration between school security officers and local law enforcement, including enhanced prevention and mitigation of potential criminal activities and the creation of more healthful school environments and safer communities.

- Provide training for teachers, staff, and students to be able to assess a situation, understand what is going on, and use the information to determine quickly the most appropriate action and then to maintain situational awareness to continue to determine their next course of action.

- Encourage schools to conduct frequent drills to test the all-hazard emergency operations plans they have developed. Conducting drills allows for the evaluation of the plan, identification of gaps in the plan, and clarification of roles and responsibilities. You do not want students, faculty, and staff performing necessary actions for the first time in a high-stress, critical situation or incident when seconds can mean the difference between life and death.

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Mr. Pascale was selected one of America’s “Top 20 Security Professionals under 40” by Security Director News in July 2009. He has written several articles published in periodicals such as Security Management, Security Dynamics, and Campus Security Report.
relating to security and risk analysis, emergency preparedness, and physical security. He is a past president of the New Jersey College & University Public Safety Association and chair of the American Society for Industrial Security (ASIS) International School Safety & Security Council and served as a member of the New Jersey Governor’s Campus Security Task Force in the wake of the Virginia Tech tragedy.

Dedication: I dedicate this chapter to my loving family—most of all, my wife, Angela, who supports me and my crazy travel schedule; my mentor and friend, Jay Kohl; two of the most inspirational leaders and friends, Gary Margolis and Steven Healy; and the amazing team at Margolis Healy. Each of you has inspired me in different ways and validated the long days, nights, and flights in the name of enhancing school safety.
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