

PROMOTING SAFETY IN TIMES OF TARGETED VIOLENCE

This presentation discusses how to prevent homicide and suicide.

Wes Albers shares...

- When contacting a Psychiatric Emergency Response Team (PERT) is appropriate.
- The tools to de-escalate psychiatric emergencies.

Oscar Medina shares...

- What they have learned about activities, symbols, and web searches that often escalated before mass casualty events.

Dr. Glenn Lipson discusses...

- the mental health elements when assessing if someone is moving from dark fantasies to destructive actions.

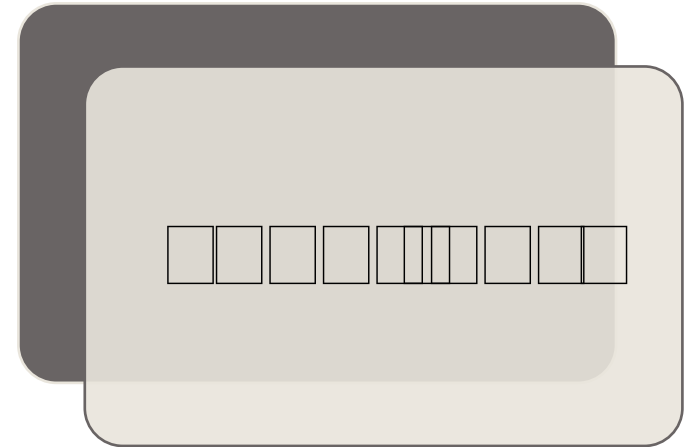
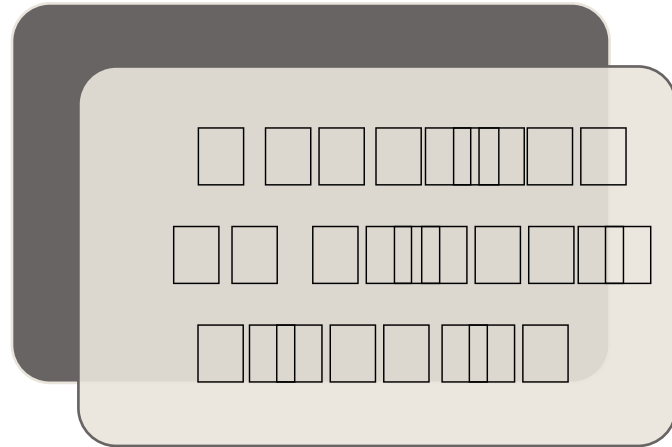
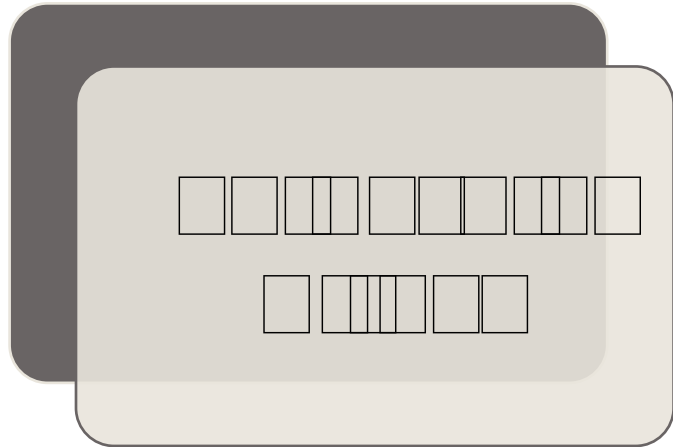
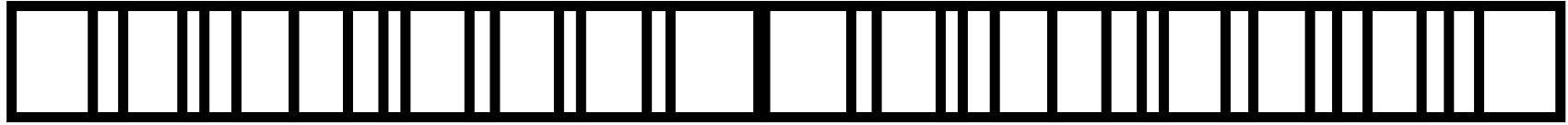
WHAT I WANTED TO ACCOMPLISH

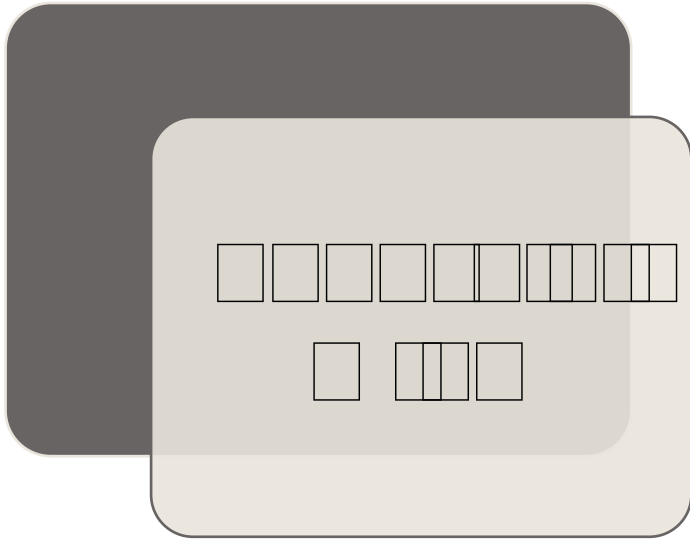
Setting the Stage

- Story being told
- Stalking Case Assessment Team
- Change the course/later pathway
- Nodal Moment (T Sarbine)
- Think Tanks following WWII
- Interventions and assessment
- Dark web fuels justifications, planning, building a narrative

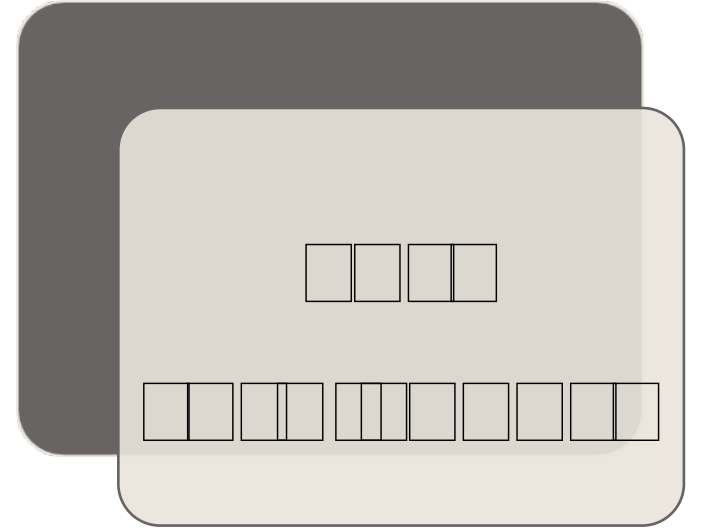
Teams

- Wes Albers (Investigator, Writer)
- Oscar Medina (newer community support partner)





**Story Line
Setting**



ROTC TEACHER NOTE

While Michael is a good kid, I am very concerned with what I saw on the front and back of his notebook. To be specific, the note on the top right stating, "I'm here to die & take as many of your type with me as I can. So don't assume I'll think twice before killing you. On the other hand if I enjoy talking to you, congrats, your safe... MF". Attached you will also see a picture I took of [REDACTED] after school wearing for his Halloween costume a tactical vest, helmet, and even a holster on his right leg. And no-one stopped him all day? Is this not a sign that should have been noted at 7:30 by security? Please talk to his parents of this. Like I said, I know he is a good kid, but I am sure the ones depicted in the picture on his notebook were good kids at one time too. Thank you.

Respectfully Submitted,

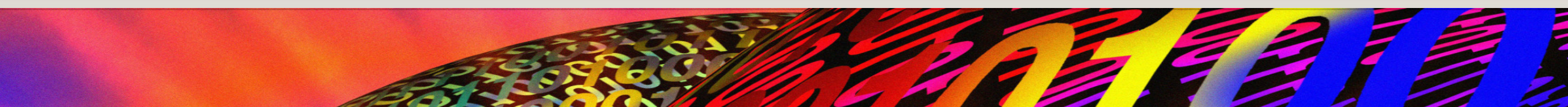


MY EVALUATION



DIGITAL EVIDENCE

- [REDACTED]
- [REDACTED] 2013- [REDACTED]
- [REDACTED]
- 2015 [REDACTED] - [REDACTED] - [REDACTED]
[REDACTED], [REDACTED]



WORLD WIDE FAME



• [Placeholder text]

• **1,230,975 views**

• [Placeholder text]

• **1,779,710 views**

• [Placeholder text]

• **1,688,807 views**

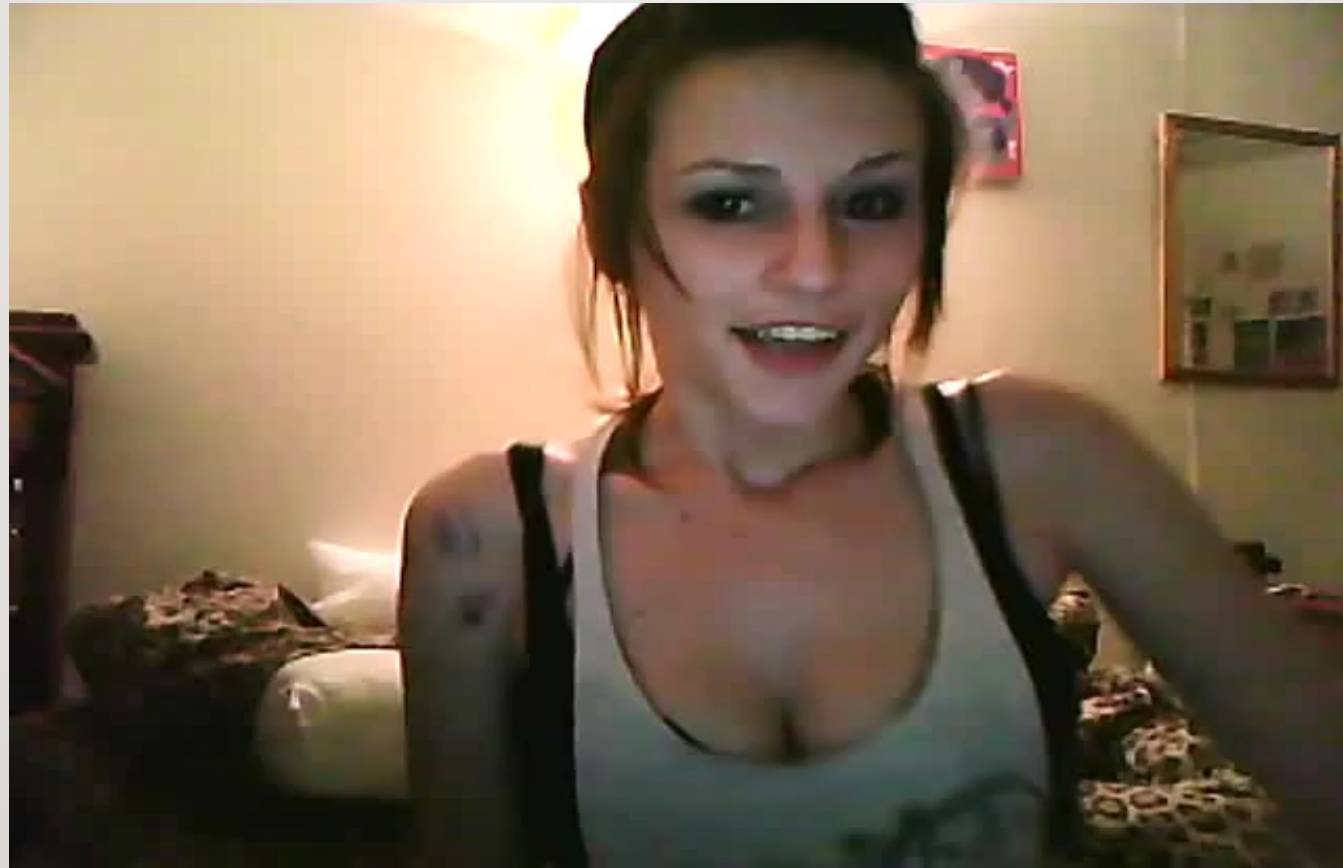
• [Placeholder text]

• **3,872,174 views**

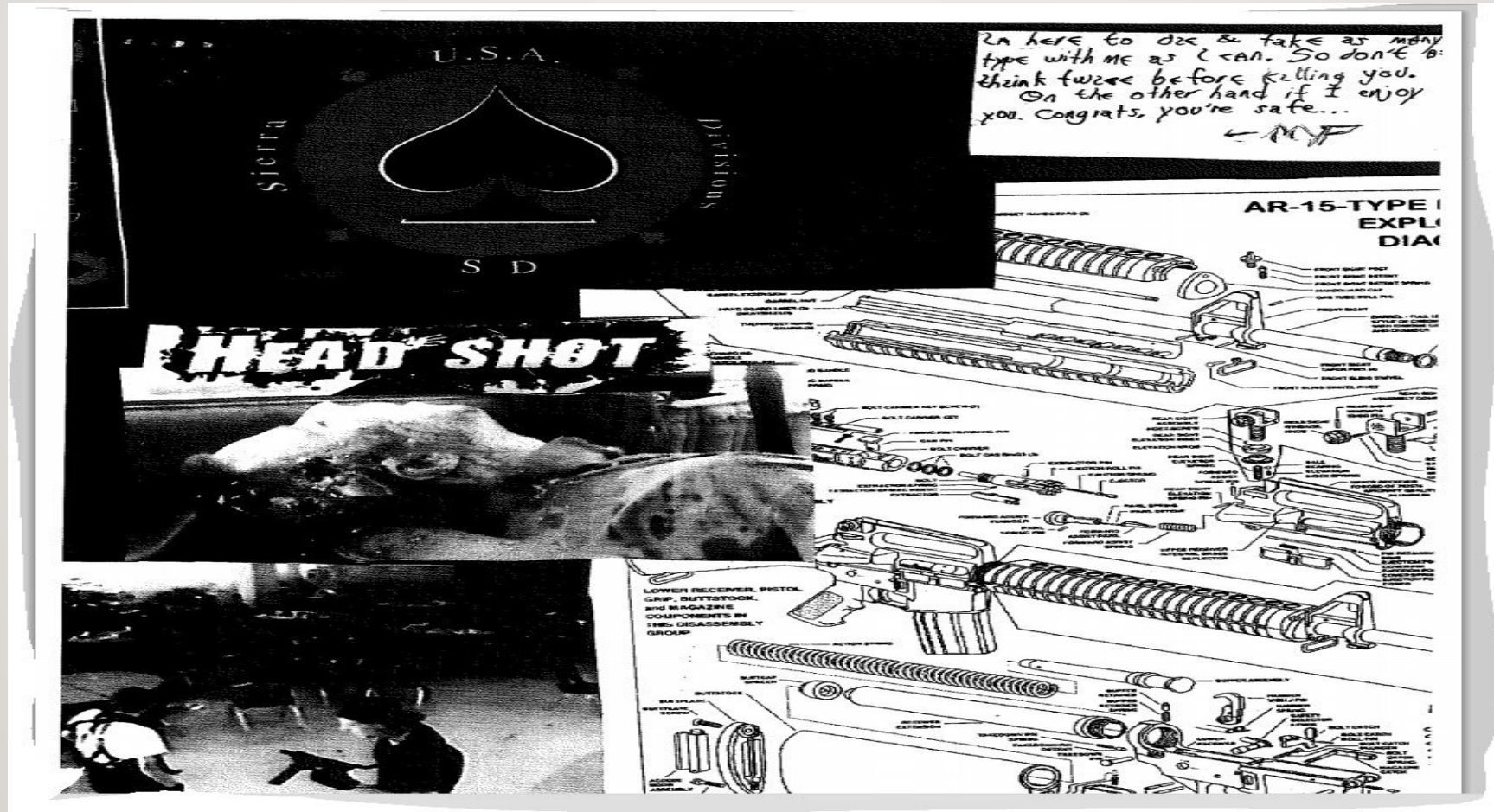
• [Placeholder text] **169,214**

• [Placeholder text] **40,900** [Placeholder text] **814**

THE WOMAN PARTIALLY PICTURED



EVIDENCE







Fuck [redacted]

The Board of Ed is CORRUPT!

#Retribution
Will
Come [redacted]



• [redacted]
Punishment: Torture + Death

• [redacted]
Punishment: Rape

• [redacted]
Punishment: Death

• [redacted]
Punishment: Torture + ~~Death~~

• [redacted]
Punishment: Wound

• [redacted] Student)
Punishment: Torture + Death

• [redacted]
Punishment: Torture + Death

• [redacted]
Punishment: Rape! ♥ ♥

• [redacted]
Punishment: Wound

• [redacted]
Punishment: Torture + ~~Death~~

• [redacted] *Dismissed!* 😊
Punishment: Wound

• [redacted] student
Punishment: Torture + Death

RESEARCH & PLANNING

BOMB THREAT

IMPORTANT! DO NOT HANG UP your telephone after receiving a telephone bomb threat. The call might be traced if the line is kept open.

1. Listen to the message without interrupting the caller but try to keep caller talking.
2. WRITE DOWN the following information:
 - a. The exact message
 - b. Time of call
 - c. Unusual background noises
 - d. Male or female
 - e. Estimated age of caller
 - f. Accent, tone, and language used—well spoken or foul?
3. Attempt to ascertain from the caller:
 - a. The type of bomb
 - b. Where placed?
 - c. Time of detonation
 - d. Reason school has been targeted
4. Call your regional office and follow directions (see emergency phone numbers).
5. Call local police from another phone line and evacuate staff and students.
6. Turn off all electronic devices especially pagers. These can trigger an explosion.

HOSTAGE/ARMED INTRUDER

PROCEDURES

1. Assume the situation and review codes.
2. Notify the Administration/Regional Office of situation under call #11.
3. Obtain accurate information:
 - a. Where in the building is the crisis occurring?
 - b. How many are involved (death, pregnancies and hostages)?
 - c. What demands, if any, have been made?
4. Render appropriate assistance.

Administrator's Responsibilities	Teacher's/Staff Responsibilities
<ol style="list-style-type: none">1. District #111 be called.2. Isolate the area.3. Ensure that all appropriate notification be made.4. Await the arrival of the police, and provide needed assistance.5. If the decision is made to evacuate the unaffected portion of the school, accountability for all evacuated students and staff becomes a critical issue.6. **	<ol style="list-style-type: none">1. If directly involved, follow the instructions of the intruder.2. Attempt to remove help if it can be accomplished without placing yourself or others in further danger.3. Await the arrival of the police.4. Remember, time is on your side. Don't retreat or attempt to intimidate or disarm the intruder.5. If students are involved as victims, attempt to keep them calm and maintain their involvement with the intruder.6. If not directly involved, follow instructions quickly and without comment.7. Be able to account for all students under your control.8. **

** Evacuate all students/staff who are not involved.
Remember that the job of receiving the incident belongs to the police when they arrive.

HOSTAGE/ARMED INTRUDER

STUDENT/INTRUDER WITH A GUN OR WEAPON

If a student is displaying a gun in a threatening manner, treat the incident as a HOSTAGE/ ARMED INTRUDER.

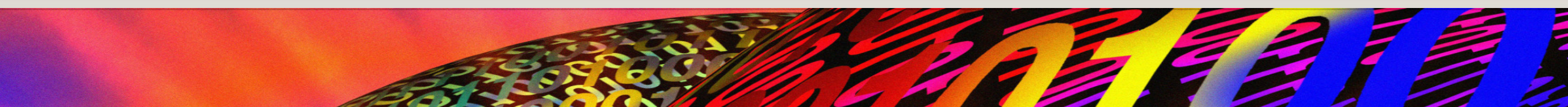
1. Upon being made aware of the presence of a gun or weapon in school quietly call #111 or the local police department.
2. Call the regional office.
3. Under no conditions should a teacher or staff member attempt to confront or disarm.
4. As long as the gun is not being displayed and no one is being threatened, time is on your side.
5. Minimize danger - move students away from window, close blinds.

POST-MORTEM DIGITAL DISCOVERY

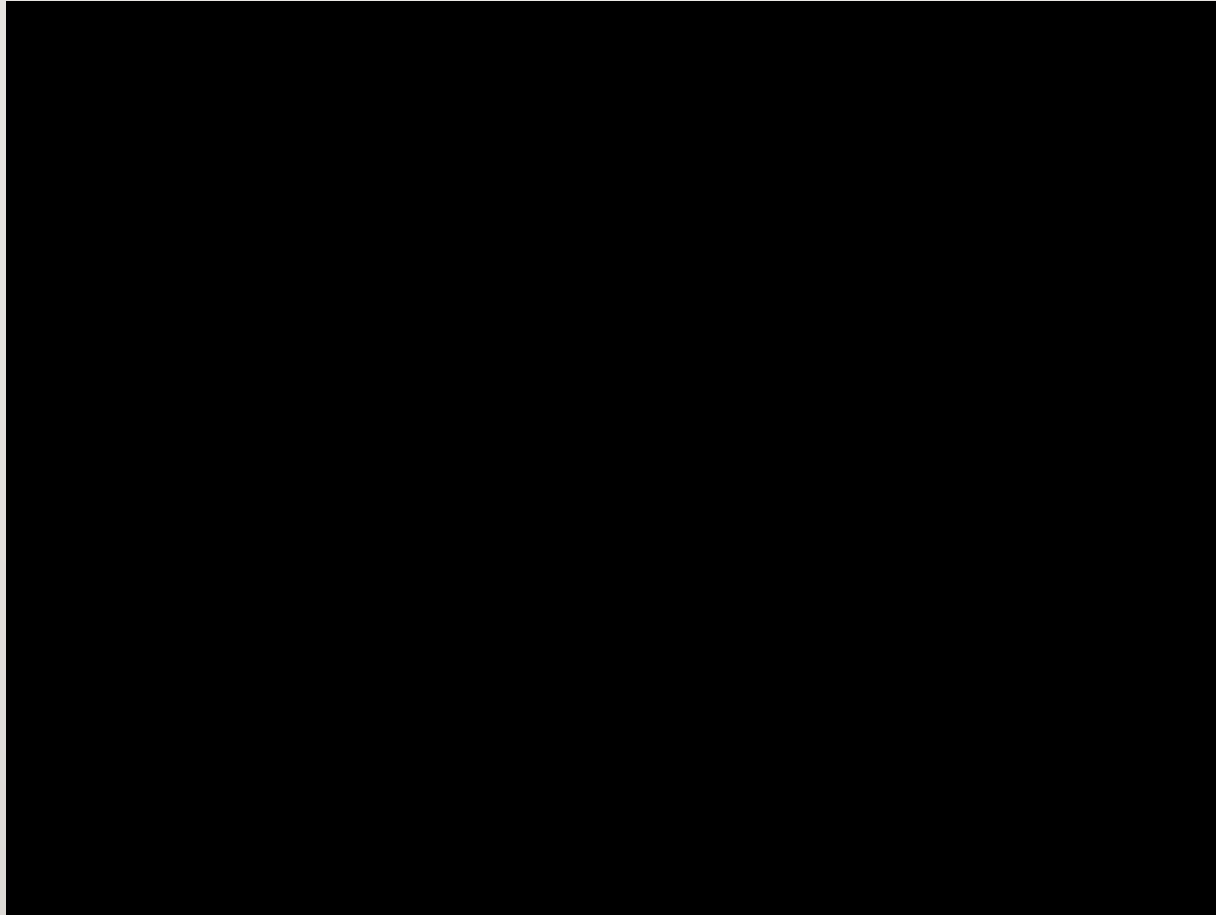


Jeffrey Weise, (2005)

Placeholder text consisting of multiple lines of empty rectangular boxes, likely representing redacted information or a placeholder for a detailed report.



JEFFREY WEISE VIDEO
(WITH LESS BLOOD)



PART ONE
CONCLUSION

We need teams

We can learn from each other

Changing the view of law enforcement

Recognizing how we can benefit from
each other

