

IACLEA HBCU WEBINAR

In the wake of the recent bomb threats that over 55 different historically black colleges and universities (HBCUs) received, IACLEA is conducting a webinar to cover related issues



Discussions will explore:

- The changes HBCU campus police leadership is making to better prepare for similar threats/attacks
- The need for better response & coordination capabilities and the technology that can facilitate this
- Review how University of Glasgow managed an IED incident on campus
- Federal grant program to enhance security and mental health initiatives for HBCUs



Keith Jemison
Chief of Police
Prairie View A&M
University



Jermaine Cherry
Chief of Police
North Carolina A&T
State University



Gary Stephen
Head of Security
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ABOUT HBCUS



- HBCUs have a rich heritage going back almost 200 years
- Over 100 HBCUs, located in 19 states, DC, and the U.S.V.I. - serve nearly 300,000 students annually
- Though HBCUs make up only 3% of the country's colleges and universities, they produce almost 20% of all African American graduates
- A list of HBCUs by state is listed here: <https://hbculifestyle.com/list-of-hbcus-by-state/>

HBCU BOMB THREATS



- From January to March 2022, over 55 HBCUs and places of worship received bomb threats
- Some HBCUs received multiple bomb threats
- Most bomb threats were received by phone
- Despite the terroristic threats, no explosives were found on any HBCU campus
- FBI statement: “These threats are being investigated as racially or ethnically motivated violent extremism and hate crimes.” The FBI’s investigation includes 31 FBI field offices.
- The threats are believed to be tied to six juveniles, with one person responsible for the bulk of the threats¹

¹ source: <https://www.campussafetymagazine.com/news/6-juveniles-identified-as-suspects-in-spate-of-hbcu-bomb-threats/>

IMPACT ON HBCUS



“Significant and lasting damage has been done by threatening the safety and security of the students, faculty, and staff at these institutions. As a result of these threats, learning has been disrupted, critical resources have been diverted to emergency response, and there has been an increased burden on already overwhelmed campus mental health systems.”

- White House statement

DISCUSSION WITH HBCU CHIEFS



Discussions to explore:

- Initial response to the threats
- The changes HBCU campus police leadership is making to better prepare for similar threats/attacks
- Lessons learned



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LESSONS LEARNED FROM AN IED ON CAMPUS



INCIDENT TIMELINE

Counter Terrorism notice of IED sent via mail 03/05/19	25M cordon, Evacuate buildings, 03/06/19 10:35 AM	Evac. Wolfson Med. Bldg. and Boyd Orr bldg. (1,500+ students and staff) 03/06/19 11:21 AM	Cordon reduced; main road reopened; mail room closed (crime scene) 03/06/19 7:00 PM
03/06/19 10:30AM Mailroom discovered a package that matched briefing – contacted Security	03/06/19 10:30AM Army Explosives + Police Scotland Silver → 100M cordon	03/06/19 Comms sends email: Most of campus closed – some went home	03/07/19 Mail Room released by Police Scotland



CHALLENGES FACED

- **ACADEMICS!** 😊
- Fielding high volume of calls from executives seeking status
- Communications with janitors (no radios) and coordination to help manage cordon
- Length of time to evacuate medical building
- Confusion caused by fire alarm pulled (without authorization), by janitor
- Awareness of live experiments and associated dangers
- Communicating relevant info. to just those impacted vs. blanket comms
- Requesting/coordinating staff from Garscube Campus
- Injured staff and coordinating first aid for them while maintaining perimeter

WHAT I'D DO DIFFERENTLY



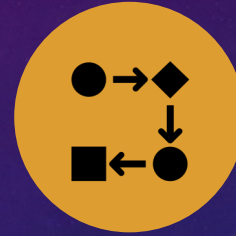
REAL-TIME
COORDINATION /
COMMAND &
CONTROL



EVACUATION



COMMUNICATIONS



MULTI-
STAKEHOLDER /
WORKFLOWS



OPERATIONAL
INSIGHTS

LESSONS LEARNED – COMMAND & CONTROL



REAL-TIME COORDINATION /
COMMAND & CONTROL

- Visualization of all resources available, by function, and by location
- Single pane to verify security and other personnel are deployed as ordered
- Use tools to optimally position officers and janitors to manage cordons – verify they stay in place
- Use SafeZone Command software to identify security staff at Garscube campus and redeploy to supplement staff
- Share scene overview and resource availability with local police to collaborate

LESSONS LEARNED - EVACUATION



EVACUATION

- Using RAs and Fire Marshalls to evacuate students faster
- Send SMS push message to ask all staff and students in given area to check in to verify they're accounted for
- Have auxiliary service employees check in to assist with building evacuation, perimeter control

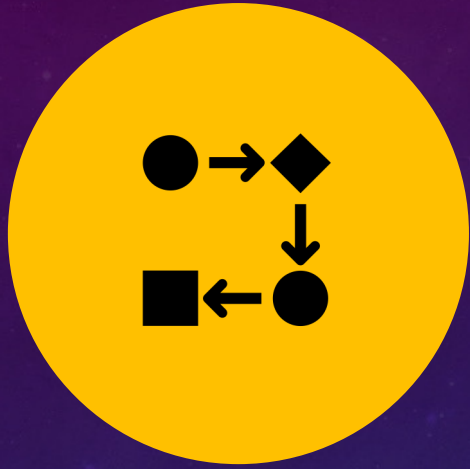
LESSONS LEARNED - COMMUNICATIONS



COMMUNICATIONS

- Targeted comms to those in a particular area i.e. just those students in impacted buildings with evacuation instructions (Push, SMS etc.)
- Targeted comms to select functional groups i.e. building wardens and janitors to assist with evacuating a building
- Mass comms to entire community regarding closed buildings/streets
- Comms to select executives with key updates, projected timeframes for resolution
- Push/SMS messages + social media + email to give 'all clear' to all staff & students

LESSONS LEARNED – WORKFLOWS FOR STAKEHOLDERS



WORKFLOWS

- Notify users who entered a geofence about the mandatory evacuation and safe distance requirements
- Heads-up to mental health personnel to make special accommodations to offer counseling to students struggling with the incident
- Notify department heads that oversee labs of building evacuations
- Ability to direct students/staff to an info. web page for status on evacuation instructions, closed areas, estimated duration of incident

LESSONS LEARNED – OPERATIONAL INSIGHTS



OPERATIONAL INSIGHTS

- Post-incident analysis /play back incident to see who responded where/when, and identifying opportunities to optimize response
- Using the recording to document response, and as a training aid

The background is a dark blue gradient with a subtle pattern of small white dots. Overlaid on this are several faint, light blue circular elements. A large circular scale with degree markings from 140 to 260 is prominent on the left side. Other smaller circles, some with arrows indicating rotation, are scattered across the upper and lower portions of the slide.

RESOURCES TO HELP

RESOURCES – PROJECT SERV GRANT

- Federal grants are available through [Project Serv](#) to enhance security and mental health initiatives for HBCUs that received recent bomb threats
- Grants of **\$50k - \$150k** are available to HBCUs that received bomb threats
- The grant provides short-term support after a traumatic event to affected local educational agencies (LEAs) or institutions of higher education (IHEs) to meet acute needs and restore the learning environment
- Applications include a narrative of about 4-5 pages and contain:
 - Description of the school, the incident and the impact the incident had on the learning environment – [application details here](#)
- For further information on applying for a Project SERV grant please contact hamed.negron-perez@ed.gov.
- [White House Fact Sheet](#)

RESOURCES – COLLABORATIVE REFORM INITIATIVE TECHNICAL ASSISTANCE CENTER (CRI-TAC)

- CRI-TAC uses a “by the field, for the field” customized approach in over 50 topic areas, including topics related to emergency preparedness and school safety
- The no cost service includes in-person and web-based training, in person technical assistance, virtual consultation, webinars, policy assistance, resource referral etc.
- Over 120 campus agencies have used/currently using CRI-TAC, including several HBCUs
- Applying to CRI-TAC is easy - just provide 1) Name of your agency 2) Number of sworn officers 3) Size of population served 4) Topic and service requested 5) Contact information
- CRI-TAC consists of 9 leading policing associations and is funded by COPS
 - IACLEA, IACP, FOP, FBINAA, IADLEST, NOBLE, NAWLEE, MCSA, NSA, and NTOA

RESOURCES – BOMB THREAT CHECKLIST + IACLEA

- [Bomb Threat Checklist](#) from CISA (Cybersecurity & Infrastructure Security Agency)
- Incorporate in emergency procedures
- Train administrative personnel who handle most incoming calls
- Consider producing a video to help train staff like [Arkansas Tech](#)
- IACLEA Resources:
 - Contact Josh Bronson (jbronson@IACLEA.org)

BOMB THREAT PROCEDURES											
<p><i>This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.</i></p> <p>Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.</p> <p>If a bomb threat is received by phone:</p> <ol style="list-style-type: none">1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.2. Listen carefully. Be polite and show interest.3. Try to keep the caller talking to learn more information.4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.5. If your phone has a display, copy the number and/or letters on the window display.6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions. <p>If a bomb threat is received by handwritten note:</p> <ul style="list-style-type: none">• Call _____• Handle note as minimally as possible. <p>If a bomb threat is received by e-mail:</p> <ul style="list-style-type: none">• Call _____• Do not delete the message. <p>Signs of a suspicious package:</p> <table border="0"><tr><td>• No return address</td><td>• Poorly handwritten</td></tr><tr><td>• Excessive postage</td><td>• Misspelled words</td></tr><tr><td>• Stains</td><td>• Incorrect titles</td></tr><tr><td>• Strange odor</td><td>• Foreign postage</td></tr><tr><td>• Strange sounds</td><td>• Restrictive notes</td></tr></table> <ul style="list-style-type: none">• Unexpected delivery <p>* Refer to your local bomb threat emergency response plan for evacuation criteria</p> <p>DO NOT:</p> <ul style="list-style-type: none">• Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.• Touch or move a suspicious package.		• No return address	• Poorly handwritten	• Excessive postage	• Misspelled words	• Stains	• Incorrect titles	• Strange odor	• Foreign postage	• Strange sounds	• Restrictive notes
• No return address	• Poorly handwritten										
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BOMB THREAT CHECKLIST											
DATE: _____	TIME: _____										
TIME CALLER HUNG UP: _____	PHONE NUMBER WHERE CALL RECEIVED: _____										
Ask Caller:											
<ul style="list-style-type: none">• Where is the bomb located? (building, floor, room, etc.) _____• When will it go off? _____• What does it look like? _____• What kind of bomb is it? _____• What will make it explode? _____• Did you place the bomb? Yes No• Why? _____• What is your name? _____											
Exact Words of Threat:											

Information About Caller:											
<ul style="list-style-type: none">• Where is the caller located? (background/level of noise) _____• Estimated age: _____• Is voice familiar? If so, who does it sound like? _____• Other points: _____											
Caller's Voice	Background Sounds										
<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Accent <input type="checkbox"/> Angry <input type="checkbox"/> Calm <input type="checkbox"/> Clearing throat <input type="checkbox"/> Coughing <input type="checkbox"/> Cracking Voice <input type="checkbox"/> Crying <input type="checkbox"/> Deep <input type="checkbox"/> Deep breathing <input type="checkbox"/> Disguised <input type="checkbox"/> Distinct <input type="checkbox"/> Excited <input type="checkbox"/> Laughter <input type="checkbox"/> Lisp <input type="checkbox"/> Loud <input type="checkbox"/> Nasal <input type="checkbox"/> Normal <input type="checkbox"/> Raspy <input type="checkbox"/> Rapid <input type="checkbox"/> Raspy <input type="checkbox"/> Slow <input type="checkbox"/> Slurred <input type="checkbox"/> Soft <input type="checkbox"/> Stutter	<input type="checkbox"/> Animal noises <input type="checkbox"/> House noises <input type="checkbox"/> Kitchen noises <input type="checkbox"/> Street noises <input type="checkbox"/> Booth <input type="checkbox"/> PA system <input type="checkbox"/> Conversation <input type="checkbox"/> Music <input type="checkbox"/> Motor <input type="checkbox"/> Clear <input type="checkbox"/> Static <input type="checkbox"/> Office machinery <input type="checkbox"/> Factory machinery <input type="checkbox"/> Local <input type="checkbox"/> Long distance										
Threat Language	<input type="checkbox"/> Incoherent <input type="checkbox"/> Message read <input type="checkbox"/> Taped message <input type="checkbox"/> Irrational <input type="checkbox"/> Profane <input type="checkbox"/> Well-spoken										
Other Information:											



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QUESTIONS?

AUDIENCE Q&A



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