High profile school shootings have instilled fear in the public and generated concerns for educational safety. Prior research has predominately examined security or surveillance initiatives in schools as prevention, neglecting to consider the influence of human elements. Using statewide needs assessment data of just under 20,000 teachers in Texas, the study examined the influence of psychological climate of prevention on teacher preparedness toward an active shooter attack. The results revealed that psychological climates of relationships and discipline influenced teachers’ perceived preparedness to respond to an active shooter attack. Practical implications and recommendations for future research are discussed.