



AWR 148: Crisis Management for School-Based Incidents – Partnering Rural Law Enforcement, First Responders, and Local School Systems - Introduction

The purpose of the *Crisis Management for School-Based Incidents – Partnering Rural Law Enforcement, First Responders, and Local School Systems* course is to educate rural law enforcement personnel as well as school administrators and personnel on the elements that must be in place to effectively respond to an emergency at a school building or an entire school system. With the influx of shootings in and around schools, the training offered in this course is extremely critical. In particular, schools, law enforcement personnel and other emergency responders in rural communities are oftentimes limited in resources, therefore it is extremely important for all parties to plan, prepare, and communicate. Rural law enforcement officials will receive information and training tools they can provide directly to their local school systems. By doing so, they will be better prepared to actively work with Superintendents, Principals, School Resource Officers, and others within their school systems, thereby making all school systems and school buildings safer and more secure.

The following topics will be covered throughout this course:

- Historical Review
- School-Based Safety Teams
- Vulnerability Assessments (VA)
- Threat Assessment Management (TAM)
- Domestic Threats
- Domestic Violence Spill-over
- Workplace Violence
- After Action Review
- Parent Reunification
- Recovery Efforts
- Training Tools and Resources

The safety and security of our schools is important to everyone. Whether one is a student, parent, teacher, staff member, board member, local official, or emergency responder, an incident that occurs at any school – whether urban or rural - will have a major impact on the entire community. According to the U.S. Department of Education, National Center for Education Statistics, Institute of Education Science, Selected Statistics from the Public Elementary and Secondary Education Universe: School Year 2015–16, 30% of the number of public school in the U.S. were classified as “town or rural”. This equates to more than 36,000 schools.¹ The definition of “town and rural” are based on the Census Bureau and the Office of Management and Budget (OMB) descriptions as related to the “urban-centric” classification system implemented in 2006. In general, for the purposes of this class, rural is defined as communities with fewer than 50,000 people (which includes the OMB town designation).

According to the latest Indicators of School Crime and Safety: 2015 report released by the National Center for Education Statistics, 65% of public schools recorded that one or more violent incidents had taken place during the previous school year, amounting to 757,000 incidents.² Emergency responders in rural areas must work with school staff and administrators



towards continuous improvement of the preparedness efforts with regard to school safety through planning, preparedness, increased communication, and coordination of resources when a response is necessary.

This awareness level course recognizes the interdisciplinary nature of crisis management for school-based incidents and enhances the collaboration between stakeholders in planning, prevention, response, and recovery as they pertain to school crises in rural communities.

This course supports the strategic goals of *Presidential Policy Directives 21 (PPD-21) – Critical Infrastructure and Resilience*, *PPD-8 – National Preparedness*, the *National Preparedness Goal* and specifically the following Core Capabilities:

- Risk Management for Protection Programs and Activities
- Planning

Supporting these capabilities will allow the rural emergency community, the local school systems, and community stakeholders to collaborate, communicate, and share information in order to achieve coordinated awareness, prevention, protection against, and response to school-based incidents in a rural community.



Module 1 – Introduction and Course Overview – Administration Page

Duration:

0.75 hours

Scope Statement:

This module includes introductory administrative tasks and a pre-test, as well as a review of the course goals and objectives. It also provides an opportunity for participants and faculty to be introduced to one another.

Terminal Learning Objectives (TLO):

At the conclusion of this module, participants will be able to state the course purpose, goals and objectives, explain how law enforcement personnel and school staff need to work collaboratively to prepare for and respond to school-based crisis events.

Enabling Learning Objectives (ELO):

- ELO 1-1: List the course purpose, course goals, and objectives.
- ELO 1-2: Demonstrate prior knowledge regarding the partnering of rural law enforcement personnel and school personnel in the event of a school-based incident by completing a pre-test.

Resources:

- Pre-test Questions and Blank Answer Sheet (one copy of each for each participant)
- Action Plan Handout (one copy for each participant)

Instructor to Participant Ratio:

1:20

Reference List

N/A

Practical Exercise Statement:

N/A

Assessment Strategy:

- Observation of student participation as well as performance in practical exercises
- Instructor facilitated verbal review of module content
- Administration of pre-test to assess participant's prior knowledge of the course materials and post-test (passing score of 70%) at the end of the course to assess comprehension



Module 2 – Introduction to Incident Planning and Preparedness - Administration Page

Duration:

1.25 hours

Scope Statement:

Incident planning is a primary consideration in school-based preparedness and is essential in the successful implementation of enhancements to raise the rural school building's level of readiness and capabilities to prevent incidents. The content in this module will serve as a foundation upon which to assemble a progressive threat and vulnerability assessment team dynamic required to become best prepared to intercept and analyze intelligence from within schools. This module will provide definitions of important school emergency management terms, identify aspects of vulnerabilities and threats, describe the characteristics of credible threats, and facilitate a site vulnerability assessment.

Terminal Learning Objectives (TLO):

At the conclusion of this module, participants should understand recognizable skills and terminology relevant to school emergency planning and list some examples of basic security and safety risks found in schools.

Enabling Learning Objectives (ELO):

- ELO 2-1: Discuss terminology commonly used in school emergency management.
- ELO 2-2: List and provide examples of commonly identified vulnerabilities of schools.

Resources:

- FEMA. *Developing and Maintaining Emergency Operations Plans, Comprehensive Preparedness Guide (CPG) 101, Version 2.0. (2010)* <http://www.fema.gov/>
- FEMA. *Guide for Development High-Quality School Emergency Operations Plans (2013)*. (with U.S. Department of Education, U.S. Department of Health and Human Services, U.S. Department of Homeland Security, U.S. Department of Justice, Federal Bureau of Investigation) <http://www.fema.gov/>
- FEMA. *National Incident Management System Third Edition (2017)*. <https://www.fema.gov/nims-doctrine-supporting-guides-tools>
- FEMA. *Threat and Hazard Identification and Risk Assessment Guide, Comprehensive Preparedness Guide (CPG) 201, Second Edition. (2013)* <http://www.fema.gov/>
- *2016 Emergency Response Guidebook, A Guide for First Responders During the Initial Phase of a Dangerous Goods/Hazardous Materials Incident*; U.S. Department of Transportation, Pipeline and Hazardous Materials Safety Administration (PHMSA) – soft copy available at



<https://www.phmsa.dot.gov/sites/phmsa.dot.gov/files/docs/ERG2016.pdf> (Instructor copy available to show but not to distribute)

- Jane’s School Safety Handbook, (Jane’s Information Group), ISBN-13: 978-0710626585 (Instructor copy available to show but not to distribute)
- Action Plan Handout (distributed in Module 1)

Instructor to Participant Ratio:

1:20

Reference List:

- See endnotes at the end this module

Practical Exercise Statement:

Facility Vulnerability and Corrective Action Group Activity

Assessment Strategy:

- Observation of student participation as well as performance in practical exercises.
- Instructor facilitated verbal review of module content.
- Administration of pre-test to assess participant’s prior knowledge of the course materials and post-test (passing score of 70%) at the end of the course to assess comprehension.



Module 3 – Proactive Threat Mitigation - Administration Page

Duration:

1.5 hours

Scope Statement:

This module emphasizes the importance of understanding the types of threats against our rural schools. The curriculum in this module will serve as the basis to join schools with law enforcement to collaboratively work in a proactive function in crime prevention and crisis management.

Terminal Learning Objectives (TLO):

At the conclusion of this module, participants will be able to recall many of the different types of threats to schools and the levels of motivation by potential perpetrators' capabilities, and modes of operation.

Enabling Learning Objectives (ELO):

- ELO 3-1: Define and explain targeted violence and the targeted violence process.
- ELO 3-2: Contrast physical and behavioral profiling.
- ELO 3-3: List and define the four types of threats.
- ELO 3-4: Define and explain the threats from community sources, domestic violence spill-over, workplace violence, and terrorism.
- ELO 3-5: Explain the Threat Assessment Management process.

Resources:

- "Threat to Teacher" video for Group Discussion
- Action Plan Handout (distributed in Module 1)

Instructor to Participant Ratio:

1:20

Reference List:

- United States Secret Service and Department of Education, *The Final Report and Findings of the Safe School Initiative*, May 2002
- United States Secret Service and Department of Education, *Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates*, May 2002
- United States Secret Service and Department of Education, *Prior Knowledge of Potential School-Based Violence: Information Students Learn May Prevent A Targeted Attack*, May 2008



- FEMA. *Developing and Maintaining Emergency Operations Plans, Comprehensive Preparedness Guide (CPG) 101, Version 2.0.* (2010) <http://www.fema.gov/>
- FEMA. *Threat and Hazard Identification and Risk Assessment Guide, Comprehensive Preparedness Guide (CPG) 201, Second Edition.* (2013) <http://www.fema.gov/>
- Additional citations are at the end of module

Practical Exercise Statement:

Threat Assessment Group Activity

Assessment Strategy:

- Observation of student participation as well as performance in practical exercises.
- Instructor facilitated verbal review of module content.
- Administration of pre-test to assess participant's prior knowledge of the course materials and post-test (passing score of 70%) at the end of the course to assess comprehension.



Module 4 – Incident Response - Administration Page

Duration:

1.75 hours

Scope Statement:

It is important for rural law enforcement and school officials to co-train with similar training materials and content to be unified with the emergency response protocols and policies that schools will employ to more effectively serve to safeguard the students and staff within the school environment. Protocols and policies will include: bomb searches, building searches, and building evacuations.

Terminal Learning Objectives (TLO):

At the conclusion of this module, participants will be able to name various response protocols used by schools and law enforcement as well as understand some of the devices used to instigate a school emergency incident.

Enabling Learning Objectives (ELO):

- ELO 4-1: Define different types of securing campus protocols, the situation(s) that would initiate such a response protocol, and roles of law enforcement and schools in the protocol.
- ELO 4-2: Describe considerations related to bomb threat management.
- ELO 4-3: Describe Reunification and critical roles of law enforcement.

Resources:

- DHS – Bomb Threat Call Procedures (included in Module 4 Resources section)
- Action Plan Handout (distributed in Module 1)

Instructor to Participant Ratio:

1:20

Reference List:

Bomb Threat Call Procedures brochure, retrieved from the World Wide Web, <https://www.dhs.gov/sites/default/files/publications/dhs-bomb-threat-checklist-2014-508.pdf>

Practical Exercise Statement:

Part 1 – Public Information Officer Group Activity

Assessment Strategy:

- Observation of student participation as well as performance in practical exercises
- Instructor facilitated verbal review of module content
- Administration of pre-test to assess participant's prior knowledge of the course materials and post-test (passing score of 70%) at the end of the course to assess comprehension



Module 5 – Incident Recovery - Administration Page

Duration:

0.75 hours

Scope Statement:

This module is an introduction to the recovery stage in school-based crisis response. It will examine how effective crisis intervention and management with children and adolescents should be provided. Reactions to trauma and grief will be discussed including the identification and understanding of children's developmental coping mechanisms. In addition, steps will be identified in conducting mental health defusing and debriefing sessions for adolescents involved in critical incidents. This phase is critical for law enforcement to better understand their role in aiding schools through the recovery process and protecting the children in the area.

Terminal Learning Objectives (TLO):

At the conclusion of this module, participants will be able to explain the basic law enforcement expectations of the school and rural law enforcement will be able to explain the roles and responsibilities of their school partners regarding incident recovery to efficiently and effectively return the school and community to normal operation while maintaining a high-level of safety and accountability.

Enabling Learning Objectives (ELO):

- ELO 5-1: Describe the actions and expectations of school-based incident mental health defusing and debriefing sessions for responders and victims.
- ELO 5-2: Describe incident recovery considerations.
- ELO 5-3: Describe collaborative roles of law enforcement and schools in post-crisis communications.

Resources:

Action Plan Handout (distributed in Module 1)

Instructor to Participant Ratio:

1:20

Reference List:

- U.S. Department of Homeland Security, Interagency Security Committee. (2015). Planning and Response to an Active Shooter: An Interagency Security Committee Policy and Best Practices Guide. Retrieved from World Wide Web at <https://www.dhs.gov/sites/default/files/publications/isc-planning-response-active-shooter-guide-non-fouo-nov-2015-508.pdf>.
- FEMA. *Basic Guidance for Public Information Officers (PIOs)* FEMA 517/November 2007. <http://www.fema.gov/library/viewRecord.do?fromSearch=fromsearch&id=3095>.



Practical Exercise Statement:

Part 2 – Public Information Officer Group Activity

Assessment Strategy:

- Observation of student participation as well as performance in practical exercises
- Instructor facilitated verbal review of module content

Administration of pre-test to assess participant's prior knowledge of the course materials and post-test (passing score of 70%) at the end of the course to assess comprehension



Module 6 – Course Evaluation & Post-Test - Administration Page

Duration:

0.5 hours

Scope Statement:

In this module, participants are administered a post-test. They will also complete a course evaluation form and provide feedback on the content and instruction of the course.

Terminal Learning Objectives (TLO):

At the conclusion of this module, participants will complete a comprehensive post-test and course evaluation.

Enabling Learning Objectives (ELO):

- ELO 6-1: Demonstrate a foundation of knowledge regarding crisis management for school-based incidents by completing a post-test.
- ELO 6-2: Identify areas of improvement as well as competency regarding the course content and instruction by completing a course evaluation form.

Resources:

- Post-test
- Level 1 Standardized Course Evaluation form

Instructor to Participant Ratio:

1:20

Reference List:

N/A

Practical Exercise Statement:

N/A

Assessment Strategy:

- Observation of student participation as well as performance in practical exercises
- Instructor facilitated verbal review of module content
- Administration of pre-test to assess participant's prior knowledge of the course materials and post-test (passing score of 70%) at the end of the course to assess comprehension



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AGENDA

8:00am – 8:45am	Module 1 – Introduction and Course Overview
8:45am – 10:00am	Module 2 – Incident Planning and Preparedness
10:00am – 10:15am	Break
10:15am – 11:45am	Module 3 - Proactive Threat Mitigation
11:45am – 12:45pm	Lunch
12:45pm – 2:30pm	Module 4 – Incident Response
2:30pm - 2:45pm	Break
2:45pm – 3:30pm	Module 5 – Incident Recovery
3:30pm – 4:00pm	Module 6 – Course Evaluation and Post-Test



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- ¹ U.S. Department of Education. Selected Statistics From the Public Elementary and Secondary Education Universe: School Year 2015-16. December 2017. Retrieved from the world wide web May 5, 2018 from <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2018052>.
- ² U.S. Department of Education. National Center for Education Statistics (2016). Indicators of School Crime and Safety: 2015. Retrieved from the world wide web May 6, 2018 from <http://nces.ed.gov/programs/crimeindicators/>.