



MGT 417: Crisis Management for School-Based Incidents for Key Decision Makers - Introduction

The purpose of this management and planning level course is to provide the operational-level details to support many of the topics covered in the U.S. Department of Homeland Security (DHS) approved *AWR 148: Crisis Management for School-Based Incidents – Partnering Rural Law Enforcement and the Local School Systems* awareness-level course. Rural schools, law enforcement, other emergency responders, and community stakeholders are often limited in their access to resources, so it is imperative that all potentially affected parties collaborate in planning, preparation, communication, response, and recovery in the event of a school-based incident. Moreover, these affected parties must come together to practice their interoperable skills through drills and exercises to ensure the strategies in place provide for an effective crisis response and collaborative recovery. With the intent of building upon the foundation of the AWR 148 course and utilizing an all-hazards approach, this two-day course will provide content instruction, develop concept-specific skills, and provide opportunities for law enforcement, school personnel, and other community stakeholders to collaboratively apply the course objectives to both practice situations and their actual school communities.

The safety and security of our schools is important to everyone. A crisis incident at a school can have a significant impact on all the stakeholders of the community – students, staff, parents, law enforcement, emergency responders, and community members alike. 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).

Unfortunately, schools continue to face incidents of violence as well as other crises that require coordination and collaboration within a community to ensure effective management strategies are in place. 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 and community support agencies in rural areas must collaborate with school staff and administrators to continually improve the response and recovery efforts when a natural or man-made crisis incident occurs in the school community.

This management and planning 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. In addition, this course supports the strategic goals of *Presidential Directive 8 (PPD 8)–National Preparedness*, the *National Preparedness Goal* and the *Core Capabilities* specifically those shown in the table below.



CORE CAPABILITIES
Operational Coordination
Planning
Long-term Vulnerability Reduction

Two of the three core capabilities are common to all five mission areas, Operational Coordination and Planning. By partnering the rural emergency community, the local school systems, and community stakeholders, as well as supporting these capabilities participants will be able to collaborate, communicate, and share information in order to achieve coordinated awareness, prevention, protection against, and response to any and all school-based incidents in a rural community.



Module 1 – Introduction and Course Overview - Administration Page

Duration:

0.5 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 instructors to be introduced to one another.

Terminal Learning Objective (TLO):

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

Enabling Learning Objectives (ELO):

- ELO 1.1 - Summarize the course purpose, course goals, and objectives.
- ELO 1.2 - Determine prior knowledge regarding the partnering of rural law enforcement personnel, first responders, and school personnel in the event of a school-based incident by completing a pre-test.

Resources:

See Resources Section at the end of this module.

Instructor to Participant Ratio:

2:20

Reference List:

For specific references, see Endnotes at the end of this module.

Practical Exercise Statement:

N/A

Assessment Strategy:

- Observation of student participation.
- Instructor facilitated verbal review of module content.
- Administration of a pre-test to assess participant's prior knowledge of course materials and post-test at the end of the course to assess comprehension.



Module 2 – All-Hazards Planning & Preparedness – Administration Page

Duration:

2 hours

Scope Statement:

This module engages the participants in a discussion of all hazard types, including man-made and natural, and the critical nature of planning and preparedness in the case of a school-based or school-impacted crisis incident. Essential components and requirements of Emergency Operation Plans (EOPs) as well as the role of school response teams are discussed in this module.

Terminal Learning Objectives (TLO):

By the conclusion of this module, participants will be able to discuss all-hazards as they relate to school-based or school-impacted disasters as well as explain the critical components of Emergency Operation Plans (EOPs). In addition, participants will be able to discuss the roles and responsibilities of school response teams, summarize the desired characteristics of potential team members, implement strategies for developing and organizing effective teams, and facilitate the collaboration needed with other community stakeholders.

Enabling Learning Objectives (ELO):

- ELO 2-1: Relate key terms, including all-hazards, natural and man-made, to school-based or school-impacted disasters and/or crisis incidents.
- ELO 2-2: Develop the components of an effective Emergency Operation Plans (EOP).
- ELO 2-3: Compare state/federal requirements to EOPs as well as other state initiatives pertaining to school safety (e.g., training requirements, safe school legislation, etc.).
- ELO 2-4: Develop the roles and responsibilities of key school personnel as it relates to crisis management.
- ELO 2-5: Construct procedures for the creation of an effective EOP, facilitating the collaboration required with other community stakeholders.

Resources:

See Resources Section at the end of this module.

Instructor to Participant Ratio:

2:20

Reference List:

For specific references, see Endnotes at the end of this module.

Practical Exercise Statement:

N/A



Assessment Strategy:

- Observation of student participation.
- Instructor facilitated verbal review of module content.
- Participant completion of module activities to demonstrate proficiency in the application of content.
- Administration of a pre-test to assess participant's prior knowledge of course materials and post-test at the end of the course to assess comprehension.



Module 3 – Vulnerability Assessment - Administration Page

Duration:

1.5 hours

Scope Statement:

The primary focus of this module is vulnerability assessments (VA) and the importance of planning, conducting, and gleaning important information from them. The creation of an inter-disciplinary VA team will be discussed. Participants will practice assessing and remediating vulnerabilities through real-life examples.

Terminal Learning Objectives (TLO):

By the conclusion of this module, participants will be able to describe how to plan for and conduct vulnerability assessments as well identify vulnerabilities using real-life examples in a scenario-based application. In addition, participants will be able to define what constitutes a cross discipline VA team, discuss effective strategies for its formation and organization, and outline the associated roles and responsibilities of team members.

Enabling Learning Objectives (ELO):

- ELO 3-1: Plan for vulnerability assessments (VA).
- ELO 3-2: Develop a framework for the VA process that includes other aspects of the environment that may impact safety beyond the facility itself, such as policy, procedures, and daily practices.
- ELO 3-3: Evaluate the importance of cross-discipline vulnerability assessment teams and strategies for their creation, management, and communication.
- ELO 3-4: Given various vulnerability scenarios, develop strategies for mitigation and prevention.

Resources:

See Resources Section at the end of this module.

Instructor to Participant Ratio:

2:20

Reference List:

See Endnotes at the end of this module.

Practical Exercise Statement:

N/A

Assessment Strategy:

- Observation of student participation.
- Instructor facilitated verbal review of module content.
- Participant completion of module activities to demonstrate proficiency in the application of content.
- Administration of a pre-test to assess participant's prior knowledge of course materials and post-test at the end of the course to assess comprehension.



Module 4 – Threat Assessment Management (TAM) Administration Page

Duration:

2.5 hours

Scope Statement:

This module focuses on the Threat Assessment Management (TAM) process as detailed in the U.S. Secret Service (USSS) and U.S. Department of Education's Safe School Initiative findings. Implementing a TAM process, including establishing a TAM team with goals, roles, and responsibilities, will be a primary focus in this module. In addition, the important role that vulnerability assessments play in the overall process will be emphasized through facilitated exercises.

Terminal Learning Objectives (TLO):

By the conclusion of this module, participants will be able to discuss Threat Assessment Management (TAM) and how it differs from vulnerability assessments. In addition, participants will be able to explain the Threat Assessment Inquiry, the component of TAM, the procedures for the development and organization of the TAM team, and define team goals, roles, and responsibilities.

Enabling Learning Objectives (ELO):

- ELO 4-1: Develop the framework for the completion of Threat Assessment Management (TAM).
- ELO 4-2: Compare and contrast threat assessment and vulnerability assessment.
- ELO 4-3: Interpret key findings from the U.S. Secret Service and U.S. Department of Education Safe School Initiative as well as recent factors indicated in current research on school safety and security.
- ELO 4-4: Evaluate the importance of TAM team goals, roles, responsibilities, and procedures.
- ELO 4-5: Compare and contrast the Threat Assessment Inquiry process to Threat Assessment Investigation.
- ELO 4-6: Develop proactive strategies regarding TAM as it relates to the school and the community.
- ELO 4-7: Interpret the legal, policy, and due process dilemmas inherent in conducting potential perpetrator threat assessments.

Resources:

See Resources Section at the end of this module.

Instructor to Participant Ratio:

2:20

Reference List:

For additional references, see Endnotes at the end of this module.



Practical Exercise Statement:

N/A

Assessment Strategy:

- Observation of student participation.
- Instructor facilitated verbal review of module content.
- Participant completion of module activities that demonstrate the application of content to the unique constraints of the individual's situation.
- Administration of a pre-test to assess participant's prior knowledge of course materials and post-test at the end of the course to assess comprehension.



Module 5 – All-Hazards Response - Administration Page

Duration:

2.0 hours

Scope Statement:

This module will allow participants to assess and advance their individual districts and department/agency's response protocols as they relate to school-based or school-impacted disasters and crisis incidents. Response protocols for lockdown, evacuation, shelter-in-place, natural disaster response, and bomb threat management will be discussed.

Terminal Learning Objectives (TLO):

By the conclusion of this module, participants will be able to implement improvements in response protocols regarding lockdown, evacuation, shelter-in-place, natural disaster response, and bomb-threat management. In addition, participants will be able to create response protocols that ensure effective interdisciplinary collaboration between emergency responders and the school.

Enabling Learning Objectives (ELO):

- ELO 5-1: Given response protocols, develop possible improvements based on a review of effective strategies for lockdown, evacuation, shelter-in-place, natural disaster response, and bomb-threat management.
- ELO 5-2: Design response protocols that effectively integrate emergency responders and the school.

Resources:

See Resources Section at the end of this module.

Instructor to Participant Ratio:

2:20

Reference List:

For specific references, see Endnotes at the end of this module.

Practical Exercise Statement:

N/A

Assessment Strategy:

- Observation of student participation.
- Instructor facilitated verbal review of module content.
- Participant completion of module activities to demonstrate proficiency in the application of content.
- Administration of a pre-test to assess participant's prior knowledge of course materials and post-test at the end of the course to assess comprehension.



Module 6 – All-Hazards Recovery - Administration Page

Duration:

1.0 hours

Scope Statement:

This module will allow participants to assess and advance their individual district's and department/agency's recovery procedures as they relate to school-based or school-impacted disasters and crisis incidents. In addition, the reunification process and the development of collaborative recovery protocols will be discussed.

Terminal Learning Objectives (TLO):

At the conclusion of this module, participants will be able to evaluate and develop implementation protocols for crisis recovery involving all affected parties (e.g., students, administrators, staff, families, community stakeholders, emergency responders, mental health support, etc.).

Enabling Learning Objectives (ELO):

- ELO 6-1: Plan for the reunification process as it applies to all-hazards.
- ELO 6-2: Develop implementation protocols for crisis recovery for all affected parties.

Resources:

See Resources Section at the end of this module.

Instructor to Participant Ratio:

2:20

Reference List:

See Endnotes at the end of this module.

Practical Exercise Statement:

N/A

Assessment Strategy:

- Observation of student participation.
- Instructor facilitated verbal review of module content.
- Participant completion of module activities to demonstrate proficiency in the application of content.
- Administration of a pre-test to assess participant's prior knowledge of course materials and post-test at the end of the course to assess comprehension.



Module 7 – Scenario-Based Training Activity- Administration Page

Duration:

2.0 hours

Scope Statement:

This module allows the participants to work together in inter-disciplinary teams to apply the crisis management skills that have been discussed throughout the course. Using a scenario-based training incident, the participants will collaborate to make decisions regarding mitigation, response, and recovery from a school-based or school-impacted crisis. All disciplines will be integrated into the scenario to show interoperability and the collaboration required by all affected parties for effective crisis management.

Terminal Learning Objectives (TLO):

By the conclusion of this module, participants will be able to demonstrate effective crisis management skills regarding mitigation, response, and recovery from a school-based or school-impacted crisis.

Enabling Learning Objectives (ELO):

- ELO 7-1: Develop effective crisis management skills by participating in a scenario-based school crisis incident during which decisions must be made regarding the mitigation, response, and recovery from a school-based or school-impacted crisis.
- ELO 7-2: Given the specifics of the scenario-based exercise, construct a unified command structure applicable to the specific geographic area of the training location.

Resources:

See Resources Section at the end of this module.

Instructor to Participant Ratio:

2:20

Reference List:

See Endnotes at the end of this module.

Practical Exercise Statement:

N/A

Assessment Strategy:

- Observation of student participation
- Instructor facilitated verbal review of module content
- Participant completion of module activities to demonstrate proficiency in the application of content
- Administration of a pre-test to assess participant's prior knowledge of course materials and post-test at the end of the course to assess comprehension



Module 8 – Post-test and Course Evaluation- 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):

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

Enabling Learning Objectives (ELO):

- ELO 8-1: Develop a foundation of knowledge regarding crisis management for school-based incidents by completing a post-test (with 70% or higher score).
- ELO 8-2: Assess 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:

2:20

Reference List:

N/A

Practical Exercise Statement:

N/A

Assessment Strategy:

- Observation of student participation
- Instructor facilitated verbal review of module content
- Administration of post-test



Course Agenda - Day 1:

8:00am – 8:30am	Module 1 - Introduction and Course Overview (.5 hours)
8:30am – 10:30am	Module 2 – All-Hazards Planning & Preparedness (2 hours)
10:30am – 10:45am	Break
10:45am – 12:15pm	Module 3 – Vulnerability Assessments (VA) (1.5 hours)
12:15pm – 1:15pm	Lunch (1 hour)
1:15pm – 2:45pm	Module 4 – Threat Assessment Management (TAM) (1.5 hours)
2:45pm – 3:00pm	Break
3:00 pm – 4:00pm	Module 4 – TAM continued (1 hour)
4:00pm	Adjourn

Course Agenda - Day 2:

8:00am – 8:30am	Recap of Day 1 (.5 hours)
8:30am – 10:30am	Module 5 – All-Hazards Response (2.0 hours)
10:30am – 10:45am	Break
10:45am – 12:00pm	Module 6 – All-Hazards Recovery (1.25 hour)
12:00pm – 1:00pm	Lunch (1 hour)
1:00pm – 2:15pm	Module 7 - Scenario-Based Training Exercise (1.25 hour)
2:15pm – 2:30pm	Break
2:30pm – 3:00pm	Hot wash/Debriefing (.5 hour)
3:00pm – 3:30pm	Module 8 – Course Evaluation and Post-Test (.5 hours)
3:30pm	Conclusion and Adjourn



-
- 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. <http://nces.ed.gov/programs/crimeindicators/>