



Crisis Management for School-Based Incidents – Partnering Rural Law Enforcement and the Local School Systems - Introduction

The purpose of the *Crisis Management for School-Based Incidents – Partnering Rural Law Enforcement and the 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 often times limited in resources, so it is very 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
- Vulnerability Assessments (VA)
- Threat Assessments (TA)
- Proposed Security Roles and Responsibilities of School and Law Enforcement Personnel
- Domestic Threats
- Domestic Violence Spill-over
- Workplace Violence
- After Action Review
- Parent Reunification
- Recovery Efforts
- Anniversary, Memorials, “Copy-Cats”
- 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, Common Core of Data, NCES 2010-306, 2007-08, Version 1a. report published in **October** 2009, for the 2007-08 school year, 35.9% of the total U.S. student population attended a school in a "town or rural" setting. This equates to over 17 million students. In some states, the number of students in schools located in town or rural areas is significantly higher than the national percentage. For example, states such as Arkansas, Iowa, Kentucky, and North Dakota are over 60% and states such as Maine, Mississippi, Montana, Wyoming, West Virginia and Vermont are over 70%. 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. According to the *No Child Left Behind Act of 2001 – Subpart 1 – Small, Rural School Achievement Program*, the criteria for designating a school rural include: if the total number of students in average daily attendance at all of the schools served by a local educational agency is fewer than 600; or the county in which the school is located has a total population density of fewer than 10 persons per square mile. The Census Bureau and the Office of Management and Budget designate "rural" to be a community with fewer than 50,000 people. For the purposes of this class, either definition of rural is acceptable.

This course supports the strategic goals of *Homeland Security Presidential Directive 8– National Preparedness*, the National Preparedness Goal and the Target Capabilities List in the areas of Planning, Information Collection & Threat Detection, Information Sharing & Collaboration, Risk Analysis, Critical Infrastructure Protection, Citizen Preparedness & Participation, On-Site Incident Management, Worker Health & Safety, Public Safety & Security, Explosive Device Detection & Response Operations, Citizen Protection: Evacuation and/or In-Place Protection, Emergency Public Information & Warning, Restoration of Lifelines, and Economic & Community Recovery.



Module 1 – Course Overview, Administration & Pre-Test - Administration Page

Module 1 – Course Overview, Administration & Pre-Test	
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 faculty to be introduced to one another.
Terminal Learning Objectives (TLO)	At the conclusion of this module, participants will be able to articulate the course purpose, goals and objectives, summarize 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 Acronym and Glossary Listing
Instructor to Participant Ratio (e.g., 1:25)	1:20-40
Reference List	NA
Practical Exercise Statement	NA
Assessment Strategy	<ul style="list-style-type: none">• Observation of student participation• Instructor facilitated verbal review of module content• Administration of post-test



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

Module 2 – Introduction to Incident Planning and Preparedness	
Duration	1.5 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 curriculum 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 attain recognizable skills and terminology relevant to school emergency planning and can describe some basic security and safety risks found in schools.
Enabling Learning Objectives (ELO)	ELO 2.1 - Define terminology commonly used in school emergency management
	ELO 2.2 - List and provide an example of commonly identified vulnerabilities of schools
Resources	<ul style="list-style-type: none"> • <i>2008 Emergency Response Guidebook, A Guide for First Responders During the Initial Phase of a Dangerous Goods/Hazardous Materials Incident</i> (ISBN# 9780160794568; U.S. Department of Transportation) – soft copy available at http://hazmat.dot.gov/pubs/erg/erg2008_eng.pdf (class copy needed to show but not to distribute) • <i>Jane’s School Safety Handbook</i>, (Jane’s Information Group), ISBN: 0-7106-2513-8 (available as class copy to show but not to distribute)
Instructor to Participant Ratio (e.g., 1:25)	1:20-40
Reference List	<ul style="list-style-type: none"> • <i>Jane’s School Safety Handbook</i>, (Jane’s Information Group), ISBN: 0-7106-2513-8 • U.S. Government Accountability Office, “Emergency Management – Most School Districts Have Developed Emergency Management Plans, but Would Benefit from Additional Federal Guidance”, GAO-07-609, June, 2007.



Practical Exercise Statement	<ul style="list-style-type: none">• Facility Vulnerability and Corrective Action Exercise
Assessment Strategy	<ul style="list-style-type: none">• Observation of student participation• Instructor facilitated verbal review of module content• Administration of post-test



Module 3 – Proactive Threat Mitigation - Administration Page

Module 3 – Proactive Threat Mitigation	
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 identify 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 the threat from domestic threats, domestic violence spill-over, workplace violence, and terrorism
	ELO 3.2 - Define and explain targeted violence and the targeted violence process
	ELO 3.3 - List and define the four types of threats
	ELO 3.4 - Contrast physical & behavioral profiling
	ELO 3.5 - Explain the Threat Assessment Inquiry process to determine the subject's behavioral profile
Resources	"Threat to Teacher" video for Group Discussion
Instructor to Participant Ratio (e.g., 1:25)	1:20-40
Reference List	Nolin, Mary Jo, et al. "Student Victimization at School. Statistics in Brief." 1995. ERIC #: ED388439 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 Additional citations are at the end of Module
Practical Exercise Statement	NA
Assessment Strategy	Observation of student participation Instructor facilitated verbal review of module content Administration of post-test



Module 4 – Incident Response - Administration Page

Module 4 – Incident Response	
Duration	1.5 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 can identify and distinguish various response protocols used by schools and law enforcement as well as describe some of the devices used to instigate a school emergency incident.
Enabling Learning Objectives (ELO)	ELO 4.1 - Define the three levels of lockdown and the situation that would serve to initiate such a response protocol & the law enforcement response
	ELO 4.2 - Describe the actions taken in a shelter-in-place response by schools & the law enforcement response
	ELO 4.3 - Describe Dual Gate Parent Reunification and critical roles of law enforcement
	ELO 4.4 - Describe response to improvised explosive devices (IEDs)
Resources	“Crisis Incident” video for Group Discussion DHS - Bomb Threat Call Procedures
Instructor to Participant Ratio (e.g., 1:25)	1:20-40
Reference List	<ul style="list-style-type: none">• “Anarchy Cookbook Version 2000”, retrieved from the World Wide Web, 2/20/08 www.freeinfosociety.com/pdfs/misc/anarchistcookbook2000.pdf• “Bomb Threat Call Procedures” brochure, retrieved from the World Wide Web, http://www.dhs.gov/xlibrary/assets/ocso-bomb_threat_samepage-brochure.pdf, April 30, 2008.
Practical Exercise Statement	NA
Assessment Strategy	<ul style="list-style-type: none">• Observation of student participation• Instructor facilitated verbal review of module content• Administration of post-test



Module 5 – Incident Recovery - Administration Page

Module 5 – Incident Recovery	
Duration	1.0 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 issues surrounding incident anniversaries, memorials, and “copy-cat” events
	ELO 5.3 - Describe collaborative roles of law enforcement and schools in post-crisis communications
Resources	NA
Instructor to Participant Ratio (e.g., 1:25)	1:20-40
Reference List	<ul style="list-style-type: none"> Ohio Department of Mental Health, “Helping People Find Strength Following Disaster”, Health Resources and Services Administration Grant #1U3RMC00055 International Critical Incident Stress Foundation - www.icisf.org Jefferson Parish, New Orleans, LA interview with Aaron Broussard. Retrieved from the World Wide Web, February 15, 2008. http://www.zebrality.com/media/2005/aaron_broussard.mov



Practical Exercise Statement	NA
Assessment Strategy	<ul style="list-style-type: none">• Observation of student participation• Instructor facilitated verbal review of module content• Administration of post-test



Module 6 – Additional Training Tools and Resources - Administration Page

Module 6 – Additional Training Tools and Resources	
Duration	0.25 hours
Scope Statement	In this module, additional training tools and resources will be discussed and/or given to the participants for further reference when back at their facilities. The additional training tools and resources will provide the participants information and materials to utilize in the future to assist with the partnering of rural law enforcement and school personnel regarding school-based incident response, recovery, and prevention. These tools and resources will be a combination of hands-on material(s) that each participant will receive and a listing of web-based links for additional information.
Terminal Learning Objectives (TLO)	At the conclusion of this module, participants will be able to identify additional training tools and resources to reference after the training is complete regarding the partnering of rural law enforcement and school personnel in school-based incident response, recovery, and prevention.
Enabling Learning Objectives (ELO)	ELO 6.1 - Identify training tools and resources to utilize after this training course is complete (e.g., School Safety & Security CD-Rom, list of web-based resources, etc.).
Resources	University of Findlay, “School/Campus Safety & Security – An All-Hazards Approach” CD, produced by The University of Findlay. One copy will be given to each participant.
Instructor to Participant Ratio (e.g., 1:25)	1:20-40
Reference List	<ul style="list-style-type: none">• See references cited in module
Practical Exercise Statement	NA
Assessment Strategy	<ul style="list-style-type: none">• Observation of student participation• Instructor facilitated verbal review of module content• Administration of post-test



Module 7 – Course Evaluation & Post-Test - Administration Page

Module 7 – Course Evaluation & Post-Test	
Duration	0.25 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 7-1: Demonstrate a foundation of knowledge regarding crisis management for school-based incidents by completing a post-test
	ELO 7-2: Identify areas of improvement as well as competency regarding the course content and instruction by completing a course evaluation form
Resources	<ul style="list-style-type: none">• Post-test• Level 1 Standardized Course Evaluation form
Instructor to Participant Ratio (e.g., 1:25)	1:20-40
Reference List	NA
Practical Exercise Statement	NA
Assessment Strategy	<ul style="list-style-type: none">• Observation of student participation• Instructor facilitated verbal review of module content• Administration of post-test



AWR 148: Crisis Management for School-Based Incidents – Partnering Rural Law Enforcement and the Local School Systems

AGENDA

8:30am – 9:00am	Module 1 – Introduction, Administration & Pre-Test
9:00am – 10:30am	Module 2 – Incident Planning and Preparedness
10:30am – 10:45am	Break
10:45am – 12:15pm	Module 3 - Proactive Threat Mitigation
12:15pm – 1:15pm	Lunch
1:15pm – 2:45pm	Module 4 – Incident Response
2:45pm - 3:00pm	Break
3:00pm – 4:00pm	Module 5 – Incident Recovery
4:00pm – 4:15pm	Module 6 – Additional Training Tools and Resources
4:15pm – 4:30pm	Module 7 – Course Evaluation and Post-Test
4:30pm	Conclusion and Adjourn