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:


https://www.phmsa.dot.gov/sites/phmsa.dot.gov/files/docs/ERG2016.pdf (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:


- 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:

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

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