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Leahy, Robert J. Jr. *Situational Awareness and Emergency Preparedness for Illinois K-12 Educators: A Continuing Education Curriculum Model*

Abstract

School personnel, whether they are part of the administration, staff, or faculty, have many responsibilities. Some are spelled out as part of their job descriptions while others are implied or assumed. An area that has been reported in the media at more frequent rates were stories of the actions of school personnel in the safety and security of the school environment. These stories ranged from actions of protecting students during tornadoes to active shooter incidents that resulted in loss of life.

It was surprising to find that in Illinois there is no specific training for K-12 personnel in emergency preparedness and the mitigating actions they can take before, during and after disasters and emergency situations. This study researches the currently available training at federal and state level and proposes comprehensive disaster preparedness, awareness, and workplace violence training units specifically tailored for K-12 school administrations, staffs and faculties to prepare them for the unexpected in the school environment.

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Chapter I: Introduction

An Enhanced Fujita 5 (EF5) tornado struck Moore, Oklahoma, and adjacent areas on the afternoon of May 20, 2013. The tornado had peak winds estimated at 210 miles per hour.

Among the hardest hit areas were two public schools: Briarwood Elementary School and Plaza Towers Elementary School. At Plaza Towers Elementary School, 75 children and staff were present when the tornado struck. Seven children died as a result of that tornado (Levis, 2013).

Recent history tells of the violence experienced across our nation in educational institutions.

Franklin Regional High School in Murrysville, Pennsylvania, Sandy Hook Elementary School in Newton, Connecticut, and Columbine High School in Columbine, Colorado are but a small example of bloodshed committed against students and school personnel (U.S. Department of Justice, 2013).

But out of this mayhem are stories of individuals who reacted to the situation and performed acts of bravery to protect students and colleagues. When a Briarwood Elementary School second grade teacher saw a tornado barreling down towards her classroom, and no time to get to the designated safe area, her quick actions of herding her students into the boys and girls washrooms was instrumental in saving the lives of her students (Lavandera & Ford, 2013). The heroes of Sandy Hook Elementary included a worker who turned on the intercom alerting others in the building that something was very wrong, a custodian who risked his life by running through the halls warning of danger, and a clerk who led 18 children on their hands and knees to safety, then gave them paper and crayons to keep them calm and quiet (Associated Press, 2013).

Emergencies can vary in type, intensity, time and location. They may occur on or off school grounds, during or outside school hours, and can affect a single student or the entire school. On June 18, 2013 new federal guidance was released by the White House in the form of

the *Guide for Developing High-Quality School Emergency Operations Plans* (U.S. Department of Education, 2013). The government recommended that planning teams responsible for developing and revising school and higher education EOPs use these documents to guide their efforts. As necessary at these plans were, there was no requirement that they address specific training for all affected individuals (administrators, staffs and faculties) in emergency preparedness, awareness concepts, and the actions and mitigation that can be taken before, or at the onset of, an emergency at their educational workplace.

Communities rely upon their first responders (firefighters, law enforcement, and emergency medical services) in times of emergencies. However, depending on the scope and size of natural or manmade disasters, there is no guarantee that first responders will be able to immediately respond to a particular location or situation. In the case of emergencies perpetrated by those with some kind of agenda, such as violence towards others, time matters. The time it takes to identify the emergency situation, notify the authorities, and receive the appropriate response allows those who come to cause trouble or harm more opportunities against those who are not prepared for such a situation.

Statement of the Problem

As of 2013 in the state of Illinois there were 863 regular public school districts (elementary, secondary and unit), 3,862 schools and 2,054,155 students (Illinois State Board of Education, 2013). This did not include the non-public schools, special education private facilities, community colleges, and public and private institutions of higher education.

Administrations, staffs and faculties of Illinois K-12 educational institutions need to be better prepared against natural and manmade disasters, and the violence we hope they never experience, but cannot guarantee they will not. A defined training program or curriculum, in the

state of Illinois, which specifically targets the individuals of the K-12 educational workforce and addresses disaster preparedness, awareness, and workplace violence, cannot be found.

Purpose of the Study

The purpose of this study is to identify the scope and sequence for designing disaster preparedness, awareness, and workplace violence training units specifically tailored for K-12 school administrations, staffs and faculties and prepare them for the unexpected in the school environment. The development of a curriculum in these emergency preparedness subjects would be a potential solution to develop a resilient K-12 educational workforce.

Research Objectives

This study has two research objectives:

1. Identify scope and sequence for designing disaster preparedness, awareness, and workplace violence units specifically tailored for staff and faculty, and the school environment.
2. Identify a curriculum that includes Terminal Learning Objectives (TLO) for the units and Enabling Learning Objectives (ELO) for each of the modules contained within the units.

Assumptions of the Study

This study assumes that:

- Students (K-12 administrators, staff and faculty) will have an interest in the content defined for these units.
- The curriculum will include problem solving and hands-on activities where students must search for a means to find a solution, as well as develop a solution to a problem or scenario.

- The time period allotted for each unit will be adequate.
- The objectives of the units will augment or supplement those that may be found in the student's particular educational institution's Emergency Operations Plan (EOP).
- In cases of conflicting information or policies between the curriculum and an institution's EOP, the student is to abide by their institution's EOP.

Definition of Terms

The following terms are defined to provide the reader clarity. Some definitions are specific as how they relate to the field of emergency preparedness and emergency management.

Active shooter. An Active Shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearms(s) and there is no pattern or method to their selection of victims (U.S. Department of Homeland Security, 2008).

Community Emergency Response Team (CERT). The Community Emergency Response Team (CERT) program educates people about disaster preparedness for hazards that may impact their area and trains them in basic disaster response skills, such as fire safety, light search and rescue, team organization, and disaster medical operations (Federal Emergency Management Agency, 2014a).

Drug Abuse Resistance Education (D.A.R.E.). D.A.R.E. is a comprehensive prevention program designed to equip elementary school children with the life skills to recognize and resist social pressures to experiment with tobacco, alcohol and other drugs. The 17-lesson D.A.R.E. core curriculum is taught by a specially trained, uniformed law enforcement officer which provides for a unique relationship between officer and student. This interaction promotes

a positive role model identification as well as healthy bonding with a trusted adult (Illinois State Police, n.d.).

Disaster. A natural, man-made, or intentional crisis situation causing wide spread damage which far exceeds the ability to recover.

Disaster preparedness. Actions, plans and programs designed to minimize loss of life and damage, to organize and assist effective rescue and relief, and to recover after a disaster.

Emergency Management (EM). Emergency management is the managerial function charged with creating the framework within which communities reduce vulnerability to hazards and cope with disasters (Federal Emergency Management Agency, 2007).

Emergency Preparedness (EP). The term “emergency preparedness” means all those activities and measures designed or undertaken to prepare for or minimize the effects of a hazard upon the civilian population, to deal with the immediate emergency conditions which would be created by the hazard, and to effectuate emergency repairs to, or the emergency restoration of, vital utilities and facilities destroyed or damaged by the hazard (Stafford Act, 2013, pg. 59).

Illinois Emergency Management Agency (IEMA). The primary responsibilities of the Illinois Emergency Management Agency (IEMA) is to better prepare the State of Illinois in emergency management and homeland security from any natural, manmade or technological disasters, hazards, or acts of terrorism (Illinois Emergency Management Agency, 2008).

Illinois State Board of Education (ISBE). The board sets educational policies and guidelines for public and private schools, preschool through grade 12, as well as vocational education. It analyzes the aims, needs and requirements of education and recommends legislation to the General Assembly and Governor for the benefit of the more than 2 million school children in Illinois (Illinois State Board of Education, n.d.).

Incident Command System (ICS). The ICS is a management system designed to enable effective and efficient domestic incident management by integrating a combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure, designed to enable effective and efficient domestic incident management (Federal Emergency Management Agency, 2008).

National Incident Management System (NIMS). The National Incident Management System (NIMS) is a systematic, proactive approach to guide departments and agencies at all levels of government, nongovernmental organizations, and the private sector to work together seamlessly and manage incidents involving all threats and hazards—regardless of cause, size, location, or complexity—in order to reduce loss of life, property and harm to the environment (Federal Emergency Management Agency, 2014f).

Resilience. The ability to prepare for and adapt to changing conditions and withstand and recover rapidly from disruptions. Resilience includes the ability to withstand and recover from deliberate attacks, accidents, or naturally occurring threats or incidents (Obama, B., 2013).

Security awareness. The knowledge and mindset of individuals, and members of an organization, regarding the protection of physical and information assets both personal and organizational.

Situational awareness. Being aware of what is happening around you in order to understand how information, events, and your own actions will affect goals and objectives immediately and in the near future.

Surveillance awareness. The knowledge and ability to identify, and the actions taken, when observing those that gather critical information about individuals, organizations, businesses, and infrastructure in order to commit an act of terrorism or other crime.

Teen Community Emergency Response Team (Teen CERT). Teen CERT training teaches readiness and response skills. Hands-on practice and realistic exercises prepare teens for the unexpected in their community. Newly taught leadership skills empower teens to safely respond to an emergency and assist victims without endangering themselves or others (Federal Emergency Management Agency, 2014g).

Workplace violence. Workplace violence is violence or the threat of violence against workers. It can occur at or outside the workplace and can range from threats and verbal abuse to physical assaults and homicide, one of the leading causes of job-related deaths (Occupational Safety and Health Administration, 2002).

Limitations of the Study

Limitations of the curriculum study include the following:

- The determination of the project was based on anecdotal evidence and the review of literature. A formal needs assessment was not conducted.
- In the development of the curriculum, some assumptions were made including:
 - Problem solving skills are essential to this curriculum.
 - Safety considerations must be made.
 - A wide variety of learning styles will need to be explored.
 - Student (K-12 administrators, staff and faculty) to instructor ratio is approximately 25:1.

Methodology

This research study required gathering relevant data that was be carried out using a mixture of methodologies summarized below:

- Literature Review – A thorough literature review was conducted of existing emergency preparedness programs and curricula offered at the federal, state, and local governmental levels along with state and federal guidelines such as Presidential Policy Directives (PPDs). Additionally, programs offered at public and private post-secondary institutions, and non-governmental organizations (NGOs) related to emergency preparedness were also explored.
- A focus group comprised of emergency management/emergency preparedness (EM/EP) instructors, with varied professional backgrounds, including public school education, was assembled to determine the topics and content for the curriculum.
- Discussions with school personnel from various local primary and secondary institutions were conducted.

Chapter II: Literature Review

The end result of this research study was to propose a situational awareness and emergency preparedness curriculum for K-12 Illinois educators. There were existing emergency preparedness programs and courses conducted by various government agencies, public and private educational institutions, and public and private organizations in a myriad of topics. Some of these courses are conducted in instructor-led face-to-face formats, workshops, or as self-paced online courses. What was not found was a comprehensive course or program offered to the Illinois K-12 administration, staff and faculty that addresses the problems and situations that could be encountered in a school environment by its employees and the possible mitigating actions they can take before, during and after various situations. A review of literature related to emergency preparedness was critical.

Needs Assessment

The term needs assessment can mean many things to different people and organizations. According to Lee and Nelson (2010), needs assessment performs the following functions:

- Gathers data on perceived needs
- Identifies knowledge, skills, and behavior discrepancies
- Assist trainers, human resource development (HRD) personnel, administrators, and instructors in developing relevant curriculum materials
- Gathers information that brings beneficial change to an organization or community
- Assesses organization needs
- Promotes buy-in by participants

This study was not predicated on a formal needs assessment nor needs analysis. Rather it is based on anecdotal evidence received by this researcher through personal observation when

conducting emergency management (EM) and emergency preparedness (EP) training, on various topics, for a diverse audience that included administrators, staff, and faculty of educational institutions. From 2009 until 2014, this researcher was the Training Coordinator and one of the instructors for a local village's Emergency Management Agency (EMA). Numerous times when conducting training, such as Community Emergency Response Team (CERT) training, this researcher was approached by adult students attending those classes who asked why this type of training was not taught at schools, for school personnel, with that particular environment in mind. They also inquired about training in other EM/EP related areas, such as Active Shooter, that was not covered in the training they were currently receiving from the EMA instructors. These inquiries came from personnel who were employed at three different primary school districts (Community Consolidated School Districts 15, 54 and 59) and two different high school districts (Township High School Districts 211 and 214). An informal survey of other EM/EP instructors associated with this researcher revealed similar queries by adult students.

Illinois State Board of Education

A logical starting point to determine what type of emergency preparedness training is currently required or suggested of school personnel was to check with the board of education. Research of the Illinois State Board of Education (ISBE) led to its website. From within the following was revealed on the *State Board of Education* page regarding the board and its nine members:

The board sets educational policies and guidelines for public and private schools, preschool through grade 12, as well as vocational education. It analyzes the aims, needs and requirements of education and recommends legislation to the Illinois General

Assembly and Governor for the benefit of the more than 2 million school children in the state. (Illinois State Board of Education, n.d., para. 2).

A further review of the ISBE website revealed the *School Safety and Emergency Response* webpage (Illinois State Board of Education, 2014b), a resource page relevant to school safety and emergency response. Contained within this webpage was a link to a document described as *School & Campus Security Training Program Courses and Descriptors*. The document's actual title is *School and Campus Security Training Program* (n.d.) and it defines the program as a combined effort of the Illinois Terrorism Task Force (ITTF), ISBE, and the Illinois Law Enforcement Alarm System (ILEAS). According to this document, "The program provides awareness and preparedness level training for K-12 schools, higher education institutions (HEI) and first responder agencies to plan for, respond to, and recover from an emergency or disaster."

State Agencies and Organizations

A search of literature for the State of Illinois with regards to emergency preparedness and safety training for schools revealed the following:

Illinois Compiled Statutes. A review of the Illinois Compiled Statutes only identified the need for training, the funding/grants for training, and the requirements for drills and exercises. They do not identify the scope or types of training. These statutes included:

Illinois Emergency Management Agency Act. The act created the Illinois Emergency Management Agency and to authorize emergency management programs within the political subdivisions of the State. It also includes the creation of Mobile Support Teams (MST), financing for the agency, and the requirement for Emergency Services and Disaster Agencies (ESDA) for each municipality over 500,000 and the make-up of those agencies (Illinois

Emergency Management Agency Act, §20 ILCS 3305/5, 2013). In section 20 ILCS 3305/5(g) of this act, it identifies IEMA's ability to make grants to educational institutions:

The Illinois Emergency Management Agency is authorized to make grants to various higher education institutions, public K-12 school districts, area vocational centers as designated by the State Board of Education, inter-district special education cooperatives, regional safe schools, and nonpublic K-12 schools for safety and security improvements.

School Safety Drill Act. The purpose of this Act is to establish minimum requirements and standards for schools to follow when conducting school safety drills and reviewing school emergency and crisis response plans and to encourage schools and first responders to work together for the safety of children. The drills to be conducted include fire; suspicious items or persons; incidents involving hazardous materials, including, but not limited to, chemical, incendiary, and explosives; and bomb threats. (School Safety Drill Act, §105 ILCS 128, 2005).

Plan and Prepare: Schools/Campus - State of Illinois. This is an IEMA informational website (Illinois Emergency Management Agency, 2012). Of note were two statements which held promise for the discovery of information:

- Training – The School and Campus Security Training Program is a collaborative effort of the Illinois Terrorism Task Force, the Illinois State Board of Education and the Illinois Law Enforcement Alarm System. Awareness and preparedness level training is provided free of cost to public and non-public schools, higher education institutions and first responder agencies.
- School Safety Information Sharing – This program, a partnership between the Statewide Terrorism & Intelligence Center and the Illinois Terrorism Task Force, is designed to share information relevant to school safety with those whose job it is to

protect students, employees, and infrastructure. The program features a first-in-the-nation dedicated K-12 and campus intelligence officer.

Drilling down further into this website was a page titled *Schools/Campus – Training* (Ready Illinois, n.d.). On this page were links to training courses and training schedules. However those links lead back to the same information (pages/documents) discovered at the ISBE website. Nothing relevant that was new or additional was present.

It was discovered that the latest *School and Campus Safety Grant*, awarded May 2014 in the amount of \$25 million, was to “enhance security at 448 public elementary and secondary school districts, community colleges and state universities in Illinois. The grants will support 1,312 projects, including reinforced doors, shatter-resistant glass, physical locks and other security measures that will enhance safety for students, staff and visitors” (Springfield, 2014). It appears no grant money was awarded for emergency preparedness training in 2014.

Federal Agencies and Organizations

At the federal level, emergency preparedness training is not dictated to educational institutions, but rather strongly recommended or emphasized.

Federal Emergency Management Agency. One agency in which information and training on various aspects of emergency preparedness that is in abundance is the Federal Emergency Management Agency (FEMA). The FEMA Emergency Management Institute, Independent Study Program (ISP) has over 180 different online courses covering various EM/EP topics (Federal Emergency Management Agency, 2013, and Federal Emergency Management Agency, 2014d). The courses that specifically target K-12 educational institutions are:

IS-100.SCa Introduction to the Incident Command System for Schools. This course provides training on and resources for school personnel who require a basic understanding of the

Incident Command System (ICS). The target audience includes persons involved with emergency planning, response, and/or recovery efforts for schools. (Federal Emergency Management Agency, 2013).

IS-360 Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education, and Houses of Worship. This course provides leading practices and resources to assist elementary and secondary schools, institutions of higher education, and houses of worship in developing emergency plans for preparing for, responding to, and recovering from mass casualty incidents. (Federal Emergency Management Agency, 2013).

IS-362.a Multi-Hazard Emergency Planning for Schools. This course covers basic information about developing, implementing, and maintaining a school emergency operations plan (EOP). The goal of this course is to provide students with an understanding of the importance of schools having an EOP and basic information on how an EOP is developed, exercised, and maintained. (Federal Emergency Management Agency, 2013).

U.S. Department of Education. The U.S. Department of Education is the agency of the federal government that establishes policy for, administers and coordinates most federal assistance to education. It assists the president in executing his education policies for the nation and in implementing laws enacted by Congress. The Department's mission is to serve America's students-to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access (U.S. Department of Education, 2014). A review of some of the literature/information distributed by the department in regards to emergency management and emergency preparedness for K-12 schools revealed the following:

Practical Information on Crisis Planning: A Guide for Schools and Communities. The Guide is intended to give schools, districts, and communities the critical concepts and

components of good crisis planning, stimulate thinking about the crisis preparedness process, and provide examples of promising practices. (U.S. Department of Education, 2007).

Guide for Developing High-Quality School Emergency Operations Plans. The guide incorporates lessons learned from recent incidents, and respond to the needs and concerns voiced by stakeholders following the recent shootings in Newtown and Oak Creek and the recent tornadoes in Oklahoma. Schools can use them to create new plans as well as to revise and update existing plans and align their emergency planning practices with those at the national, state, and local levels. (U.S. Department of Education, 2013).

Emergency Management for Schools. The Office of Safe and Drug-Free Schools (OSDFS) sponsors *Emergency Management for Schools* trainings to provide support to school staff and administrators interested in enhancing their preparedness efforts. Emphasis for the trainings is placed on emergency management plan development within the framework of the four phases of emergency management: Prevention-Mitigation, Preparedness, Response and Recovery. These trainings present an opportunity for school-based staff and administrators from Local Educational Agencies (LEAs) or nonpublic schools to acquire requisite knowledge to help develop effective, all-hazards emergency management plans. On this site viewers can access four one-hour webcasts that can be played in conjunction with available PowerPoint presentations. (U.S. Department of Education, n.d.-a). This information is provided in “hope that these materials will assist schools, and school personnel, in improving their overall preparedness efforts.”

Readiness and Emergency Management for Schools Technical Assistance Center. An informational website, REMS supports schools, school districts, and institutions of higher education, with their community partners, in the development of high-quality emergency

operations plans (EOPs) and comprehensive emergency management planning efforts. (U.S. Department of Education, n.d.-b). A review of the REMS website revealed information and tools of various types for emergency preparedness. On the *K-12 Resources* page, the following is stated:

The REMS TA Center offers a variety of additional resources to assist schools, school districts, and institutions of higher education with their emergency management efforts. Resources featured on this page include publications, links to additional sources of information, partner organizations, and other general emergency management information. (U.S. Department of Education, n.d.-b).

U.S. Department of Homeland Security (DHS). DHS has five homeland security missions, one of which is to “Ensure resilience to disasters” (Department of Homeland Security, The Core Missions, 2012b). Further explanation is found in *Building a Resilient Nation* (U.S. Department of Homeland Security, 2012a):

The Department of Homeland Security provides the coordinated, comprehensive federal response in the event of a terrorist attack, natural disaster or other large-scale emergency while working with federal, state, local, and private sector partners to ensure a swift and effective recovery effort. The Department builds a ready and resilient nation through efforts to:

- Bolster information sharing and collaboration
- Provide grants, plans and training to our homeland security and law enforcement partners
- Facilitate rebuilding and recovery along the Gulf Coast

A review of the DHS website revealed information distributed by the department in regards to emergency management and emergency preparedness for K-12 schools:

Planning and Training. School Safety. A DHS website with information that offers funding, training, and resources for efforts such as providing money for emergency preparedness, training school bus drivers in security and hardening school buildings' vulnerability (U.S. Department of Homeland Security, 2012c).

Non-Governmental Organizations (NGOs)

Outside of federal, states, and local governments, are organizations that identify with, or address, emergency management and emergency preparedness. The following is a listing of a few of the organizations and a small sample of training, reports or other information they offer:

American Red Cross (ARC). *Prepare Your School* (American Red Cross, 2014) is an ARC informational website. One program is the American Red Cross Ready Rating™, a membership program designed to help businesses, organizations and schools become better prepared for emergencies.

International Finance Corporation (IFC). IFC, a member of the World Bank Group, is the largest global development institution focused exclusively on the private sector in developing countries. Their work in more than a 100 developing countries allows companies and financial institutions in emerging markets to create jobs, generate tax revenues, improve corporate governance and environmental performance, and contribute to their local communities (International Finance Corporation, 2014). *Disaster and Emergency Preparedness: Guidance for Schools* (International Finance Corporation, 2010) is a resource for school administrators and teachers to serve as a basis for policy development. They also provide an important resource for classroom activities and awareness-raising among children and communities.

The George Washington University. GWU is a private, coeducational research university located in Washington, DC. The university was chartered by an Act of Congress on February 9, 1821, as the Columbian College in the District of Columbia. In 1904, it changed its name to the George Washington University in honor of George Washington, the first President of the United States (The George Washington University, n.d.). Part of GWU is The Center for Health and Health Care in Schools of The George Washington University has an informational website advancing school-connected programs and policies for children's health and school success titled *Emergency Preparedness: A Quick Guide for School Staff* (The George Washington University, 2013).

Public and Private For-Profit Organizations

An Internet search reveals a number of for-profit organizations that offer EM/EP training for businesses and educational institutions, along with supplies and equipment. It was not in the scope of this study to research or explore the training offered by these organizations. This has been identified as a potential limitation to the study.

Chapter III: Methodology

A review of literature revealed that there is no defined or mandated training program or curriculum, in the state of Illinois, which specifically targets the individuals of the K-12 educational workforce and addresses disaster preparedness, awareness, and workplace violence before or during an incident. The review of literature did provide, however, a number of resources available to school districts in the development of training programs.

This study attempted to propose a course curriculum to address these shortcomings and answer the following questions:

1. What should be the overall scope of disaster preparedness, awareness, and workplace violence units specifically tailored for staff and faculty, and the school environment?
2. What should be the main topics (units) and sub-topics (modules) for this course?
3. In what sequence should the units and modules be covered?
4. What are the terminal learning objectives of the units?
5. What are the enabling learning objectives of the modules?

Chapter III presents the research methodology which will guide responses to those questions.

Method of Study

A focus group was conducted with regards to developing a curriculum addressing disaster preparedness, awareness, and workplace violence for educators before and during an event. It was determined that this method of research was most appropriate. Lee and Nelson (2010) state that the purpose of a focus group is to collect data that does not have a numerical value (qualitative data). Focus groups are composed of participants who are similar to each other in a

way that is important to the researcher, provide qualitative data, and have a focused discussion (Krueger & Casey, 2009).

Input from the focus group participants, the research conducted as result of group discussions, and the literature review conducted by this researcher contributed to the development of a suggested curriculum.

Participants

The participants of the focus group consisted of the moderator/researcher and four emergency management/emergency preparedness instructors and practitioners. The participants were selected by this researcher based upon their backgrounds, training and experience. The pool of candidates came from a local emergency management agency's cadre of specially trained emergency management/emergency preparedness instructors. In addition to their training and experience in emergency management/emergency preparedness, each participant brought a wealth of knowledge and experience in public, private, and government sectors to include law enforcement, medical, education, and business. Additional selection criteria included positive reviews and feedback regarding their performance and knowledge as CERT instructors over the past four years and that each participant has gone outside the local area to provide training and support to other areas of the state of Illinois and the United States.

Moderator/Researcher. The moderator is a technical writer and instructional designer with a master's degree in Adult and Higher Education. He has extensive training in emergency management and emergency preparedness to include being a graduate of the Community Emergency Response Team (CERT) course, an Illinois State certified CERT instructor, and is part of the Illinois State CERT Train-the-Trainer cadre. In addition he has extensive experience

as a trainer for the US Army, law enforcement and was the training coordinator of volunteers for an emergency management agency in a village outside of Chicago, Illinois.

Focus group member A. Member A is a retired police officer of over 30 years and an emergency management coordinator of over eight years for a village outside of Chicago, Illinois. He has a bachelor's degree in Law Enforcement and Justice Administration, is a graduate of one of Illinois' first CERT courses, an Illinois State certified CERT instructor, and is part of the Illinois State CERT Train-the-Trainer cadre. He is certified through the Illinois Professional Emergency Manager (IPEM) program and is also a long-time American Red Cross (ARC) volunteer and instructor.

Focus group member B. Member B has bachelor's degrees in Architectural Design and Electrical Engineering, is a graduate of the CERT course, and is an Illinois State certified CERT instructor. He has worked in the private sector for 34 years to include developing and delivering training programs for internal and external customers of a manufacturer of electrical components. He is currently a commercial photographer and a deputy emergency management coordinator for a village outside of Chicago, Illinois.

Focus group member C. Member C is a retired registered nurse with over 35 years of experience to include emergency and trauma medicine. She has bachelor's and master's degrees in nursing, extensive training in emergency management and emergency preparedness to include being certified through the Illinois Professional Emergency Manager (IPEM) program, a graduate of the CERT course, an Illinois State certified CERT instructor, and is an American Heart Association CPR (cardiopulmonary resuscitation) and AED (automated external defibrillator) certified instructor. She has also served as adjunct faculty at a local community college, and developed the *Mass Casualty Events in the Field* course that has become part of the

nursing program. In this optional course, nursing students in their last semester of studies have the opportunity to earn an additional four hours of lab time credit that emphasizes the differences in disaster emergency medical actions in the field performed by trained non-medical personnel (Palatine EMA, 2013).

Focus group member D. Member D has a bachelor's and master's degrees in education. She has taught elementary and middle school physical education, health, and life skills for 35 years. She has training in emergency management and emergency preparedness to include being a graduate of the CERT course, is an Illinois State certified CERT instructor, and is an American Heart Association CPR and AED certified instructor.

Instrumentation

Focus group members met three times to brainstorm ways to develop and propose a curriculum to address disaster preparedness, awareness, and workplace violence for the K-12 educational workforce. Initial contact made to the focus group members, for recruiting purposes, was conducted by e-mail (see Appendix B).

Procedures Followed

The first meeting took place to discuss the problem on Saturday July 19, 2014 in a meeting room at the community center. Included with the recruiting e-mail was an attachment with background information, instructions, and research questions to be discussed (see Appendix C). A second meeting took place Saturday August 2, 2014 in a meeting room at the community center to formalize a plan of action to address the problems. At this meeting the focus group discussed topics, objectives, and content to be included within the training. The focus group met a third and final time on Saturday August 29, 2014 in a meeting room at the community center to review the researcher's findings and discuss any final thoughts, issues or concerns. Final drafts

of the proposed course topics, sequence, terminal learning objectives and enabling learning objectives were reviewed. Suggestions for the creation of products supporting this proposed curriculum, if approved and adopted, were made.

Data Analysis

The members of the focus group are subject matter experts in the areas of emergency management and emergency preparedness. Utilizing this expertise, a content validation approach was applied to update, refine, or redefine the answers initially developed by the researcher to the research questions. Notes, outlines, feedback and other information or guidance provided by the focus group were compiled by the researcher. That information, the research conducted outside the focus group, and the literature review were analyzed and synthesized to propose the scope, sequence, and learning objectives for disaster preparedness, awareness, and workplace violence units specifically tailored for educators and the K-12 school environment.

Limitations

The following limitations existed for this study:

1. The literature review conducted only addressed federal, state, and local governmental agencies and organization, and non-profit non-governmental organizations. Though it is possible relevant information and products can be found at for-profit organizations and businesses, it was not within this study's scope, budget or other resources to pursue.
2. There was only one focus group conducted consisting of four members and the moderator. The ideal size of a focus group for a noncommercial topic is five to eight (Krueger & Casey, 2009, p. 67).

3. Of the focus group members, one is a former full-time employee, and the others are current or former volunteers all with the same organization. There may be a potential cause for bias in the research (Krueger & Casey, 2009, p. 126). However the members were assured that the study was not conducted for, or that the findings would become property of, that organization.
4. The moderator/researcher is currently a volunteer of the same organization as the focus group members, and had held the position of the volunteer/unpaid Training Coordinator prior to voluntarily stepping down from that position in May 2014. There may be a potential cause for personal bias or preexisting opinions about the topics in the research due to the researcher's previous position in relation to the other focus group members.
5. The study proposes a curriculum from the single focus group members' experiences and knowledge, and the research conducted. Additional focus groups that include members of the actual target audience (administrators, staff and faculty) could provide a different perspective could increase the relevance of the results.

Chapter IV: Results

Research and literature review revealed in the state of Illinois there is no defined training program or curriculum, specifically targeting the individuals of the K-12 educational workforce in their workplace environment, which addresses disaster preparedness, awareness, and workplace violence. The purpose of this study was to identify a scope and sequence for designing training units specifically tailored for K-12 school administrations, staffs and faculties.

An extensive literature review was conducted of currently existing training programs conducted by, or at, federal, state, and local levels. In addition a focus group of emergency management/emergency preparedness practitioners/instructors, with various backgrounds and experience in government, business, and education environments, were brought together to identify relevant topics and objectives.

Results of Literature Review

Illinois School and Campus Security Training Program. One document discovered at the Illinois State Board of Education (ISBE) that offered an answer to the question of emergency management and emergency preparedness for K-12 schools was *School and Campus Security Training Program* (n.d.). A review of this document (see Appendix A) revealed the various course topics, identified that the courses were taught in a face-to-face format, and that they are free of cost. Only a limited number of these courses are conducted annually and are hosted throughout the state by county and local emergency management agencies and other institutions, but arrangements to conduct a particular course can be made (Illinois State Board of Education, 2014a). The target audiences for a majority of the courses listed were school administrators (principal, assistant principal, dean, etc.) and school resource officers (sworn liaison or D.A.R.E. officer) or school security officers. A few other courses professed to include school faculty and

staff, but only in extremely limited numbers as representatives of a particular institution. The topics and subjects of those courses dealt with the developing of a school emergency operations plan or creating special teams such as Behavioral Threat Assessment Teams (School Safety and Emergency Response, n.d.).

There was only one course presented in this document, for any employee of a school, which came close to situational awareness and emergency preparedness subjects. “The Campus Community Emergency Response Team (C-CERT) program is a 3 day course designed to prepare faculty, staff, and students to help themselves and assist the higher education institution or local community in the event of a disaster” (School Safety and Emergency Response, n.d.). This is the same CERT course taught by many Illinois county and local emergency management agencies, but tailored for higher education institutions and geographic areas. This is the traditional CERT course with input from the *Basic Training Instructor Guide Annex – Campus CERT* “to help qualified CERT instructors teach the course on a college or university campus” (Federal Emergency Management Agency, 2012). This researcher can speak to the specifics of this course as he is intimately familiar with it as a certified CERT instructor and a member of the Illinois CERT Train-the-Trainer cadre. C-CERT, as it stands, was not envisioned to apply to primary or secondary school environments.

Other literature and websites. The results of reviewing the various documents and websites identified in chapter three revealed invaluable information as to research, courses, workshops, and various products available in the area of emergency management and emergency preparedness for K-12 institutions, and some of their employees. However what was not discovered was a defined curriculum or program which specifically targets the individuals of the K-12 educational workforce and addresses disaster preparedness, awareness, and workplace

violence. Individual courses in these subjects, delivered in various formats, are available from several agencies (FEMA, IEMA, ARC, etc.). But there appears to be no coordinated effort to combine the most relevant of these topics as they relate to K-12, delivered in a single format, conducted/sponsored by a single agency, and delivered to the intended audience. It is presented as a smorgasbord where they can pick and choose as they want or need.

Results of Focus Group

Focus group meeting 1. The focus group identified the relevant topics, irrelevant topics, and shortcoming contained within CERT training (Federal Emergency Management Agency, 2014b). When considering the educational workforce audience, their responsibilities, and work environment, it was agreed that a majority of what is contained in CERT training would be considered overkill or not specifically relevant. CERT training would be something this same audience could attend should they wish more training and experience as volunteer rescuers for their communities, or should the school or district decide to create CERT teams within the schools (C-CERT or Teen CERT).

Focus group meeting 2. Two main areas identified as missing in CERT type training, but considered of importance to educational institutions, were Workplace Violence, and Active Shooter. These are topics are very applicable as recent history has revealed. These types of incidents are experienced within education institutions more frequently than ever. Of the members of the focus group, only one had actual experience in presenting training in those two topics. That group member also identified that his knowledge and information was out-of-date. The group members decided these topics warranted further investigation. The researcher was to collect information on these topics from a number of resources including various federal, state and local agencies and report back at the next meeting.

Focus group meeting 3. The researcher's findings included two Active Shooter short informational videos developed by two different law enforcement agencies (City of Houston, 2012 and Santa Clara County Police Chief's Association, 2014). A study conducted by Texas State University and the Federal Bureau of Investigation (Blair & Schweit, 2014) revealed of 160 active shooter incidents that occurred in the United States between 2000 and 2013, 39 (24%) happened at schools, colleges and universities. This data along with previously identified topics was used by the focus group to help determine the merits of the scope, sequence and curriculum design for *Situational Awareness and Emergency Preparedness for Illinois K-12 Educators*. The focus group gave priority to the following criteria:

- All topics meet/follow federal and state guidelines and standards
- Create clear performance objectives
- Ensure each unit addresses the multiple learning styles of the diverse student population

Research question 1: What should be the overall scope of disaster preparedness, awareness, and workplace violence units specifically tailored for staff and faculty, and the school environment? Discussions held by the focus group resulted in developing the following scope:

This proposed course primarily serves to give those who work at K-12 educational institutions an introduction to emergency preparedness and how it applies in a school environment. The course focuses on identifying disaster preparedness concepts and activities, active and passive actions individuals can use to identify potential problems and hazards, and the measures taken to protect lives and mitigate emergency situations in the school environment. The goal of this course is to develop competencies and an

understanding of the actions school personnel can take before, during, and after an emergency situation to protect lives and mitigate emergency conditions and situations.

The target audience for this program would be those who are involved with the day-to-day operations or instruction at various public and private K-12 educational institutions and district offices. The secondary audience could include those who support the school, on campus or at school functions, but may not be full-time or in a paid status. The *Situational Awareness and Emergency Preparedness for Educators* program would consist of three three-hour units for a total of nine contact hours.

Research question 2: What should be the main topics (units) and sub-topics (modules) for this course? The researcher provided suggested topics from his research, literature review and personal experience to the focus group members. Discussions were held as to which main topics would become part of the curriculum. This resulted in three main topics that would become the individual units. Those units were then broken down into modules (sub-topics). As a result, the following units and modules were proposed:

Unit 1 – disaster preparedness. The goal of this unit is to provide those who work at educational institutions an introduction to disaster preparedness concepts, practices and activities. This is to develop competencies in identifying potential problems and hazards that may be experienced in or around the school environment. This includes measures that may be taken to mitigate certain emergency conditions and situations. The modules within this unit are:

- Module 1 – Disasters and Hazards and their Potential Impact
- Module 2 – Roles and Responsibilities for Community Preparedness
- Module 3 – Personal and Organizational Preparedness

Unit 2 – awareness in the educational workplace. The goal of this unit is to provide those who work at educational institutions an introduction to the concepts and practices of situational awareness, security awareness, and surveillance awareness. The competencies to be developed include:

- Being aware of what is happening around them and understanding how information, events, and their own actions will impact their goals and objectives
- How they are the first line of defense against security threats for their institutions or organizations
- Actions they can take to detect and report suspicious activities associated with adversarial surveillance

The modules within this unit are:

- Module 1 – Situational Awareness
- Module 2 – Security Awareness
- Module 3 – Surveillance Awareness

Unit 3 – workplace violence and active shooter. The goal of this unit is to enable those who work at educational institutions to define, identify and acknowledge workplace violence, learn preventative measures and actions that can be taken to mitigate these situations and the actions that involve an active shooter. The modules within this unit are:

- Module 1 – Workplace Violence
- Module 2 – Active Shooter

Research question 3: In what sequence should the units and modules be covered?

The focus group determined that many of the main topics and sub-topics identified were interrelate to one another and are building blocks leading to higher order or more complex

themes. Discussions with the focus group as well as results from research and the literature review led the researcher to identify an optimal order. Table 1 displays the proposed order of the three units, as well as the order of the modules contained within those units.

Table 1

Units, Modules, and Sequence

Unit	Title/Topic	Module – Title/Topic
1	Disaster Preparedness	1 – Disasters and Hazards and their Potential Impact 2 – Roles and Responsibilities for Community Preparedness 3 – Personal and Organizational Preparedness
2	Awareness in the Educational Workplace	1 – Situational Awareness 2 – Security Awareness 3 – Surveillance Awareness
3	Workplace Violence and Active Shooter	1 – Workplace Violence 2 – Active Shooter

Research question 4: What are the terminal learning objectives (TLO) of the units?

According to Morrison (2011), there are two generally recognized approaches to writing objectives: behavioral and cognitive. Focus group discussions, as well as objectives found during research and literature review, led this researcher to develop the terminal learning objectives using the behavioral approach.

Unit 1: terminal learning objective (disaster preparedness). Upon successful completion of this unit, students will be able to demonstrate knowledge of the roles and responsibilities of community preparedness for government leaders, community leaders, and the

public, the hazards that may affect their community, and the personal and organizational preparedness actions that can be taken to mitigate certain emergency conditions and situations.

Unit 2: terminal learning objective (awareness in the educational workplace). Upon successful completion of this unit, students will be able to describe situational awareness, security awareness, and surveillance awareness, and demonstrate the actions they may be able to take to detect and report the associated risks or incidents.

Unit 3: terminal learning objectives (workplace violence and active shooter). Upon successful completion of this unit, students will be able to define workplace violence, describe prevention methods and the steps taken in response to workplace violence, and discuss the impact of recent trends of active shooters in the school environment and how preparedness planning and actions can mitigate the situation.

Research question 5: What are the enabling learning objectives (ELO) of the modules? Focus group discussions, as well as objectives found during research and literature review, led this researcher to develop the enabling learning objectives using the behavioral approach.

Unit 1, module 1 – disasters and hazards and their potential impact. Upon completion of this module, the student will be able to:

- Define the term disaster
- Describe the types of disasters or hazards most likely to affect their community
- Describe the potential impact of disasters or hazards on people, health, and infrastructure

Unit 1, module 2 – roles and responsibilities for community preparedness. Upon completion of this module, the student will be able to identify the roles and responsibilities of community preparedness for:

- Government (Federal, State and Local)
- Community leaders
- Private-sector and non-governmental organizations (NGOs)
- Individuals and households
- Employees of educational institutions

Unit 1, module 3 – personal and organizational preparedness. Upon completion of this module, the student will be able to:

- Describe personal preparedness actions
- Describe organizational preparedness actions

Unit 2, module 1 – situational awareness. Upon completion of this module, the student will be able to:

- Define situational awareness
- Describe the benefits of situational awareness and the consequences of its loss
- Describe the obstacles to situational awareness

Unit 2, module 2 – security awareness. Upon completion of this module, the student will be able to:

- Define security awareness
- Identify potential risks to workplace security
- Describe measures for improving workplace security
- Describe the actions to take in response to a security situation

Unit 2, module 3 – surveillance awareness. Upon completion of this module, the student will be able to:

- Define surveillance awareness
- Describe what surveillance is
- Identify and detect the types of surveillance
- Identify the proper authorities to report incidents of surveillance

Unit 3, module 1 – workplace violence. Upon completion of this module, the student will be able to:

- List the four types of workplace violence
- Identify the three warning sign levels related to potential workplace violence
- List the steps taken in response to workplace violence
- Identify ways to prevent workplace violence

Unit 3, module 2 – active shooter. Upon completion of this module, the student will be able to:

- Give the definition of an Active Shooter
- Describe some characteristics of Active Shooters and incidents from 2000 to 2013
- Describe actions to take to prevent and prepare for potential active shooter incidents
- Describe actions to take when confronted with an active shooter
- Describe actions to take when confronted with the responding law enforcement officials

Chapter V: Discussion, Conclusion and Recommendations

A review of literature revealed that there is no defined or mandated comprehensive training program or curriculum, in the state of Illinois, which specifically targets the individuals of the K-12 educational workforce and addresses disaster preparedness, awareness, and workplace violence before or during an incident. There are a myriad of courses proposed and approved by the Illinois Board of Education related to these topics (School and Campus Security Training Program, n.d.), but they are conducted separately, at various locations, and by different agencies.

Discussion

Illinois State Board of Education and the Federal Emergency Management Agency Independent Study Program. When comparing and contrasting ISBE approved FEMA courses found listed in *School and Campus Security Training Program* (n.d.) and the courses offered by the FEMA ISP (Federal Emergency Management Agency, 2014d), a few inconsistencies were discovered. The only course specifically identified specifically for K-12 was *IS-100.SCa: Introduction to the Incident Command System, I-100 for Schools*. “The overall course goal is to promote school safety by familiarizing you with how ICS [Incident Command System] principles can be applied in school-based incidents and preparing you to interface with community response personnel.” This course is for those in leadership or lead positions within the school who would directly interface with the personnel of the command system during an emergency. This is not truly applicable to all teachers and other school personnel.

The remaining three FEMA course identified by ISBE, *IS-200b Incident Command System for Single Resources and Initial Action*, *IS-700A Introduction to the National Incident Management System*, and *IS-800b Introduction to the National Response Framework* are not

school environment specific. They are all advanced topics relating to ICS and the National Incident Management System (NIMS) for any organization or agency responding to or involved in a disaster. Again this is for those in leadership or lead positions.

Further review of the FEMA ISP (Federal Emergency Management Agency, 2013, 2014d) revealed two additional courses that directly identify schools as the target audience:

- IS-360 Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education, and Houses of Worship – This course provides leading practices and resources to assist elementary and secondary schools, institutions of higher education, and houses of worship in developing emergency plans for preparing for, responding to, and recovering from mass casualty incidents.
- IS-362.a Multi-Hazard Emergency Planning for Schools – This course covers basic information about developing, implementing, and maintaining a school emergency operations plan (EOP). The goal of this course is to provide students with an understanding of the importance of schools having an EOP and basic information on how an EOP is developed, exercised, and maintained. This course is designed for teachers, substitute teachers, counselors, parent volunteers, coaches, bus drivers, and students; however, anyone with a personal/professional interest in school preparedness is welcome to participate.

It is not known why these two courses were not listed in the ISBE *School and Campus Security Training Program*. However a review of those courses reveals they both relate to EOPs and not the training of individuals in the school environment.

Other agencies and nongovernmental organizations. As revealed in Chapter II: Literature Review and Chapter IV: Results, many federal, state and local agencies, and some

nongovernmental organizations, offer or list emergency management and emergency preparedness training and information. Often they refer or link back to previously discovered training and information from federal and state agencies. But in the context of educational institutions, the training presented is in preparing and developing Emergency Operation Plans (Federal Emergency Management Agency, 2013; U.S. Department of Homeland Security, 2012a; U.S. Department of Education, n.d.; U.S. Department of Education, 2013; School Safety Drill Act, 2005). The majority of the training that is found is in the area of personal and family preparedness. Though many of these concepts and actions can be applied to individuals in a school environment, they do not address possible situations and actions that may be required.

Conclusions

The literature review and research study revealed that there is no state of Illinois defined or mandated comprehensive training program or curriculum, which specifically targets the individuals of the K-12 educational workforce and addresses disaster preparedness, awareness, and workplace violence before or during an incident. The mandated items discovered included emergency operation plans and conducting various emergency drills (Illinois Emergency Management Agency Act, 2013; School Safety Drill Act, 2005; School Safety and Emergency Response, n.d.). Discussions with school personnel from various primary and secondary institutions also revealed no knowledge of specific training offered other than conducting various drills or items specific to their particular school or district emergency operations plan. The development of a curriculum in these emergency preparedness subjects would be a potential solution to develop a resilient and better prepared K-12 educational workforce in the face of various emergency situations and disasters.

The proposed scope, sequence and objectives, developed by the focus group, should form the foundation for the formal creation of a curriculum and products to teach situational awareness and emergency preparedness for Illinois K-12 personnel. The manner in which to coordinate and deliver this training is also of future consideration. It could be offered through the local community college system, the Illinois Emergency Management Agency, or the various local Emergency Management Agencies that already provide other emergency management and emergency preparedness training.

Recommendations

Future documentation needed. During the focus group it was discussed that the curriculum being proposed could be shared with a wider audience outside the state of Illinois. The decision was made that any future development of documentation in support of this proposed curriculum would use FEMA's National Training and Education Division's (NTED) Responder Training Development Center (RTDC) formats and templates (Federal Emergency Management Agency, 2014e). Creating the documentation in this format would meet the requirements for Illinois, and also improve the chances that they could be adopted by other states or at the federal level. Future document to be created, and the templates used, would include a Course Design Document (CDD), Instructor Guide (IG), Participant Guide (PG), and PowerPoint slideshows.

More focus groups. Additional focus groups may reveal other insight and information. These focus groups could include more emergency preparedness professionals from around the state, and also groups consisting of the target audience of administrators, staffs, and faculty of K-12 institutions.

Evaluate other states. Further literature review and research into states other than Illinois may reveal existing programs similar to the one proposed in this study. Ideas, information, and lessons-learned may prove invaluable.

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Appendix A: School and Campus Security Training Program

XXXXXXXXXX Target audience or educational institution level

YYYYYYYYYY Emergency Management/Emergency Preparedness topics



Illinois State Board of Education Illinois Terrorism Task Force Illinois Law Enforcement Alarm System



School and Campus Security Training Program

The School and Campus Security Training Program is a collaborative effort of the Illinois Terrorism Task Force, the Illinois State Board of Education and the Illinois Law Enforcement Alarm System. Funded through state Homeland Security Grants, training is provided to public and non-public schools, higher education institutions and first responder agencies. The program provides awareness and preparedness level training for K-12 schools, higher education institutions (HEI) and first responder agencies to plan for, respond to, and recover from an emergency or disaster. All courses are provided free of cost and many qualify for administrator academy credit, continuing education credit or continuing profession development units. Approved courses available for scheduling include the following:

- Incident Command System for Schools IS-100 SCA (K-12)
- Incident Command for Higher Education Institutions IS-100HE
- Incident Command System for Single Resources & Initial Action Incidents
IS-200a (K-12 & HEI)
- Introduction to the National Incident Management System IS-700 (K-12 & HEI)
- Introduction to the National Response Framework IS-800b (K-12 & HEI)
- Creating an Action Plan: Forming a Critical Incident Response Team (K-12)
- Multi-Hazard Emergency Planning for Illinois Schools Train-the-Trainer (K-12)
- Multi-Hazard Emergency Planning for Higher Education Institutions E363
- All-Hazard Emergency Planning for Illinois Colleges and Universities
- Campus-Community Emergency Response Team (HEI)
- Forming a Campus Behavioral Threat Assessment Team (HEI)
- Advanced Campus Threat Assessment (HEI)
- Student Behavioral Threat Assessment (K-12)
- Understanding and Planning for School Bomb Incidents (K-12)
- Incident Response to Terrorist Bombings (K-12 & HEI)
- Emergency Planning for Campus Executives (HEI)

To schedule a course, please contact:

Ronald Ellis, Program Director

Email: rellis@isbe.net

Ron.Ellis@illinois.gov

Cellular: (217) 871-6010

IS-100SCa-Introduction to Incident Command System for Schools

Each year, natural disasters such as tornadoes, floods, and severe storms affect schools. Health-related incidents such as flu outbreaks, food-borne diseases, and even rabid animals can threaten school children. Accidents can occur anytime in chemistry labs, sporting venues, or on school buses. Unfortunately, schools are not immune from intruders, crime, or violence. This 5 hour course provides training on and resources for school personnel who require a basic understanding of the Incident Command System (ICS) and provides the foundation for higher level ICS training. In this course, you'll learn ICS principles that can be applied to school-based incidents. And, more importantly, you'll be better able to interface with other community responders. This course is designed to provide overall incident management skills rather than tactical expertise. The target audience includes persons involved with emergency planning, response and recovery efforts for schools.

IS-100 HE-Introduction to Incident Command System for Higher Education Institutions

This 6 hour course provides basic understanding of the Incident Command System (ICS) and how ICS applies to higher education institutions. This training for key campus officials responsible for emergency management is required for compliance with National Incident Management System and the Illinois Campus Security Enhancement Act. This course is designed to provide overall incident management skills rather than tactical expertise. Each year, natural disasters such as tornadoes, floods, and severe storms affect our communities. Unfortunately, institutes of higher education are not immune from these threats and others, such as intruders, crime, and violence. Given today's threats, higher education institutions must be prepared to respond in partnership with local, State, and Federal agencies. ICS allows campus personnel and community responders to adopt an integrated organizational structure that matches the complexities and demands of the incidents without being hindered by jurisdictional boundaries. In this course, you'll learn ICS principles that can be applied to higher education settings. And, more importantly, you'll be better able to interface with other community responders.

Incident Command System for Single Resources and Initial Action Incidents IS-200b

This 5 hour course focuses on single resources and initial action incidents and builds on the IS-100SCa and IS-100HE courses. This is the second in a series of Incident Command System (ICS) courses designed to meet the all-hazards, all-agency NIMS/ ICS requirement for operational personnel. It is designed to enable personnel to operate efficiently during an incident or emergency within the ICS. The course focuses on the management of single resources and provides training on and resources for personnel who are likely to assume a supervisory position within the ICS. The content includes leadership responsibilities in incident management; delegation of authority and management by objectives, functions and organizational positions within ICS; effective meetings and briefings; how to expand and contract the modular organization; and transfer of command to more qualified persons. The primary target audience is response personnel at the supervisory level within K-12 schools and higher education institutions.

Introduction to the National Incident Management System IS-700A

This 2 hour course introduces and overviews the National Incident Management System (NIMS). This is one of a series of courses required for a school or higher education institution to be NIMS compliant and eligible for federal preparedness grants, assistance and disaster recovery. NIMS provides a consistent nationwide template to enable all government, private-sector, and nongovernmental organizations to work together during domestic incidents and disasters. Course content includes key concepts and principles, NIMS components (preparedness, communication and information management, resource management, command and management), and the role of the NIMS integration center. The target audience is anyone who may assume a role in prevention, planning for, responding to or recovering from a disaster, emergency or critical event impacting a school or higher education institution.

Introduction to the National Response Framework IS-800b

This 2 hour course provides an introduction to the National Response Framework and is required training for a K-12 or higher education institution to become NIMS compliant. The National Response Framework presents the guiding principles that enable all response partners to prepare for and provide a unified national response to disasters and emergencies – from the smallest incident to the largest catastrophe. This course defines the key principles, roles, and structures that organize the way we respond as a Nation. It also describes how communities, schools, colleges/universities, States, the Federal Government, and private-sector and nongovernmental partners apply these principles for a coordinated, effective national response.

Creating an Action Plan: Forming a Critical Incident Response Team

(Administrator Academy Course #427)

This 6 hour training session is designed to help school districts build a school-based emergency management organization to respond to and manage a wide-range of critical incidents until local emergency responders arrive. Participants will learn who should be involved in the school's emergency response and how to form a school-based emergency organization. The Incident Command System (ICS) structure used by emergency responder agencies is featured as the model for the school-based teams. The course is highly interactive featuring small group activities and table-top drills with simulated emergency scenarios. The School Safety Drill Act requirements and guidelines will be addressed. Schools are invited to send a team of 3-5 staff including an administrator (principal, assistant principal), school nurse, transportation director, teacher, counselor, custodian engineer, school security supervisor, a school resource officer/liaison officer (sworn), and a representative of fire services or emergency management. *Although recommended, schools are not required to send a full team.* District teams will be provided training materials to aid in forming Critical Incident Response Teams for all buildings in their district. Administrators seeking Administrator Academy credits will develop an Action Plan for recruiting, screening, training, deploying and sustaining a school-based Emergency Management Team.

Train-The-Trainer

Multi-Hazard Emergency Planning for Illinois Schools

(Administrator Academy Course #428)

This course is a two-day 15 hour instructor training to develop a core cadre of trainers who will provide technical assistance and serve as district and regional training resources. The course is designed to provide the participants with the knowledge, skills and tools they need to develop effective emergency operations plans for a wide array of potential critical incidents schools may experience. Participants will learn about school emergency operations management and planning, hazard/risk analysis, terrorism/weapons of mass destruction, critical incident response procedures, training and testing plans, and participate in table-top drills. Training materials including instructor manuals, student manuals, CD's with lesson plans, videos, power point presentations, and other instructional resources will be provided to each participant upon completion of the course. Schools should consider sending a two-person team including a school administrator (principal, assistant principal, dean, etc.) and a school resource officer/liaison/DARE officer (sworn), or school security officer. Participants are expected to conduct orientation sessions, in-service training and provide technical assistance to district administration to help with improving their school emergency and crisis response plans.

Multi-Hazard Emergency Planning for Higher Education Institutions L363

This 3 day course is designed to be delivered to teams of campus personnel who are responsible for developing, reviewing, implementing and exercising their campus emergency operations plan. This course provides institutions of higher education with the knowledge and strategies to enhance their capacity to protect lives and property within the context of comprehensive emergency management. The training is highly interactive with class exercises coupled with numerous individual and small group activities including a realistic campus emergency operations center functional exercise. This course is appropriate for local first responder agencies serving higher education institutions, local emergency managers and campus administration including: campus security/public safety; risk management; facilities; student affairs; public information; employee/occupational health; information technology; counseling; provost; and others with roles in emergency response and recovery.

All-Hazard Emergency Planning for Illinois Colleges & Universities

Colleges and universities are sometimes threatened by natural and man made events, yet many higher education institution do not have up to date comprehensive emergency operations plans. Many senior campus officials are unaware of federal compliance requirements for higher education institution emergency plans under the Higher Education Opportunity Act 2008, Occupational Health and Safety Act, and the National Incident Management System (NIMS) including the use of the Incident Command System. The Illinois Campus Security Enhancement Act (CSEA) requires all higher education institutions to develop a NIMS compliant all-hazard emergency plan and a violence prevention plan, including formation of a multi-disciplinary Violence Prevention Committee and a campus threat assessment team. This session provides an awareness level overview of the components of effective campus emergency management planning including prevention, preparedness, response and recovery. This 5 hour training is appropriate for senior campus administrators, department heads, campus police/security, faculty and staff tasked with emergency management, communication and response. The target audience also includes first responder agencies, county/city emergency managers, community leaders and elected officials in areas where higher education institutions are located.

Topics addressed include compliance requirements for the CSEA and adopted administrative rules, standards and guidelines for a campus emergency plan and violence prevention plan, reporting requirements, and role of senior campus officials during emergencies. Information gained will assist in updating campus emergency operations plans, provide guidance for developing an emergency management team, establishing a campus emergency operations center and identify key roles of executive leadership during an incident or disaster.

Campus CERT (Community Emergency Response Team)

The Campus Community Emergency Response Team (C-CERT) program is a 3 day course designed to prepare faculty, staff, and students to help themselves and assist the higher education institution or local community in the event of a disaster. Because emergency services personnel will not be able to help everyone immediately during major disasters, a C-CERT can make a difference by using the training to save lives and protect property. The goal of the C-CERT course is to provide participants with basic skills, knowledge, tools and resources necessary to serve on a team in the unique context of the campus community.

When emergencies occur, C-CERT members can assist first responders with critical support by providing immediate assistance to victims and organize spontaneous volunteers at a disaster site. Each C-CERT member will receive training in emergency preparedness, fire safety, disaster medical operations, CERT organization, Incident Command System, disaster psychology, terrorism, and light search and rescue. The target audience includes campus police, public safety, fire services, emergency medical personnel, environmental health and safety personnel, residence hall or building managers, risk managers, community relations or outreach officials, faculty, students, or other personnel employed by any college or university, who may be called upon to serve or lead a C-CERT team.

Forming a Campus Behavioral Threat Assessment Team

Higher education institutions have an obligation to provide a safe environment for learning. Part of this safe environment includes the ability to prevent violence by evaluating potentially violent students, faculty and staff. Participants will gain an enhanced understanding and ability to identify persons of concern exhibiting threatening or aberrant behaviors, evaluate the risk of the threat and provide appropriate interventions and case management to reduce the risk of violence. The target audience and campus threat assessment process is a multi-disciplinary team approach comprised of higher education institutional leaders, faculty governance, campus law enforcement/security departments, campus counseling/mental health services, campus judicial affairs, local law enforcement and local community services/mental health agencies. Ultimately, this workshop will help increase the capacity of higher education institutions in responding to the mandates of the Illinois Campus Security Enhancement Act and improving overall campus violence prevention efforts.

This one day (8 hour) session is designed to address violence prevention through behavioral threat assessment using best practices, research, and showcasing different threat assessment models for higher education institutions. The content for this seminar was formulated by nationally recognized experts in the field of threat assessment and embeds research from the U.S. Secret Service and U.S. Department of Education, the Federal Bureau of Investigation's National Center for

the Analysis of Violent Crime and best practices from higher education institutions. The training targets actions based on behavioral assessments and focuses attention to campus and public safety concerns as well as legal issues involved in the process of managing potentially dangerous human behavior. The curricular training materials and resources provide in-depth information, model policies, sample operational guidelines, threat assessment team models, and related research studies. The course consists of five modules which include classroom instruction, guided discussions and practical activities involving case studies intended to facilitate discussion and decision-making.

Advanced Campus Threat Assessment

The training presented in this 6 hour session is a follow-up to the initial basic campus threat assessment and management course. This course is designed to provide information on current best practices, refresher training on campus threat assessment procedures, topics in advanced threat assessment, and tabletop and group exercises to reinforce skills learned. Targeted for current members of campus behavioral threat assessment teams, this course is designed to give participants a chance to practice their skills in a few key areas, particularly in threat assessment procedures, case management planning, planning for threat assessment interviews, and in conducting them more effectively. While various team members may be familiar with gathering information in the context of a law enforcement interview or a clinical or mental health interview, this course provides some strategies, skills and practice exercises that will enable all members of the threat assessment team to conduct effective case interviews.

Participants will also gain a better understanding of recent legal developments in campus threat assessment, including the new national standard for colleges and universities and the standard of care for campus threat assessment teams and processes. These standards are shaping expectations for how teams handle threats and other disturbing behavior and which can also be used to help get "buy in" from upper level administrators and prompt people to action when needed. Participants will also gain a greater understanding of factors that can negatively impact team dynamics and how to remedy them.

The target audience for this course is current members of campus behavioral threat assessment teams assessing student and employee threat or concerning behaviors. The course is appropriate for campus or local law enforcement officials, community mental health professionals, campus counseling center, human resources, legal counsel, student services administrators, and others who may provide assistance to the team.

Student Behavioral Threat Assessment K-12

(Administrator Academy Course #990)

Research findings indicate that incidents of targeted violence in schools were rarely impulsive; that the students who perpetrated the attacks usually planned them out well in advance with planning behavior that was often observable; and, that prior to most attacks, other children knew the attack was to occur. (*Threat Assessment in Schools: A Guide to Managing Threatening Situations and Creating Safe Schools*, U.S. Secret Service 2002)

The purpose of this one day (8 hour) seminar is to provide increased understanding of the framework and application of student behavioral threat assessment in elementary and secondary schools. The target audience and student threat assessment process is a multi-disciplinary team approach comprised of school administration, key faculty, psychological services, counselors, local law enforcement, school resource officers, local community services, mental health agencies and school legal counsel. Participants will gain an enhanced understanding and ability to identify persons exhibiting threatening or aberrant behaviors, evaluate the risk of the threat, and provide appropriate interventions and case management to reduce the risk of violence.

The content for this seminar was formulated by nationally recognized experts in the field of threat assessment and embeds research from the U.S. Secret Service and U.S. Department of Education, the Federal Bureau of Investigation's National Center for the Analysis of Violent Crime and best practices from schools. The training targets actions based on behavioral assessments and focuses attention to school and public safety concerns as well as legal issues involved in the process of managing potentially dangerous student behavior. The curricular training materials provide in-depth information, model policies and sample operational guidelines, protocols for law enforcement interviews of students at school, threat assessment team models, and related research studies. The course consists of five modules which include classroom instruction, guided discussions and practical activities involving case studies.

Understanding and Planning for School Bomb Incidents

Bomb threats to schools are a significant problem throughout the United States. Although more than 90% of bomb threats turn out to be pranks, school districts must take each threat seriously because of the real potential for death and serious injury. The problem of bomb threats is an annual occurrence for many school districts, resulting in days lost from teaching and learning, emotional trauma to students and staff, and financial costs.

Effective response to school bomb threats requires the coordinated efforts of administration, faculty, staff and first responders. Teamwork is essential for

success. For first responders, their actions at a bomb incident are largely scenario driven. For school administration, the principle decision involves whether to evacuate, shelter-in-place, or take no action. However, each procedure is associated with certain critical tasks necessary to ensure a safe and effective response.

This 5 1/2 hour awareness level course is designed to assist law enforcement officers, firefighters, other first responder agencies, school administrators, faculty and staff who are responsible in planning for and responding to bomb threats, suspected explosive devices found, or actual bombing incidents at a school. This course addresses issues and considerations involved in developing a safe and effective school bomb threat response plan annex as part of the School Emergency and Crisis Response Plan.

Incident Response to Terrorist Bombings

Educational institutions, including K-12 schools, colleges and universities have been attacked by a variety of criminals, vandals, terrorists, suicide bombers and domestic extremist groups. The attackers have used improvised explosive devices (IEDs), including suicide bombs, time bombs, hand grenades, incendiary devices and remotely-detonated explosives. This 5 1/2 hour course is designed to communicate basic information concerning explosives and incendiary devices that could be used against education facilities and appropriate response procedures at the awareness level. Course content includes information on recognition and identification of IED's; components required to produce an explosive or incendiary event; pre-detonation safety rules; shielding, sheltering or evacuation decisions; safe distance considerations; and hazards encountered in structures after a bombing incident.

K-12 school administrators must attend the *Understanding & Planning for School Bomb Incidents* course as a prerequisite. The target audience includes school administrators, and higher education institution officials responsible for emergency planning and managing bomb incidents. It is also appropriate for local law enforcement officers, college and university police/security/public safety officials, facilities managers, building and grounds management and athletic staff.

Emergency Planning for Campus Executives (G367)

Tragedies and catastrophic incidents have taken place at colleges and universities in the past. Findings and recommendations from various after-action and lessons-learned reports from these incidents point to two major needs for institutions of higher learning: the concept of operations should be based on an all-hazards approach and the incident management of response mechanisms should transfer easily from one incident to another. This 2-hour overview of emergency planning serves as a briefing for executives of institutions of higher education and provides them with insights into multi-hazard emergency planning and their role in protecting lives, property, and operations.

Appendix B: Focus Group Recruiting E-mail

From: bob[REDACTED].com

To: bob[REDACTED].com

Bcc: [REDACTED]

Subject: Bob L Needs Your Help

Date: Tue, 1 Jul 2014 16:27:57 -0500

Greetings Friends,

I need your help. Bottom line up front (BLUF), I need you to participate in a focus group. An explanation follows.

Currently I am in an Education Specialist (EdS) degree program in Career and Technical Education at the University of Wisconsin-Stout. This degree is graduate-level and is between a master's and a doctorate. I am starting my last two semesters of classes and am also conducting a field study. The field study is where I need your help.

My field study is in the area of emergency management/emergency preparedness (EM/EP). I am inviting you because you are successful EM/EP professionals and instructors with various backgrounds and experiences in the public and private sectors.

Please note that this has nothing to do with PEMA, other than I am asking you volunteers to support me outside the organization.

INCENTIVE: Do this and I'll buy a beverage or two, of your choice, the next time we are together socially.

Please let me know if you can help out. If you cannot, also please let me know.

If you are interested or even "on-the-fence", I have attached some instructions and questions to this e-mail.

I really appreciate any help you can give me.

Thanks,

Bob Leahy
Former Training Coordinator
Palatine Emergency Management Agency

Appendix C: Focus Group Recruiting E-mail Attachment

Field Study Background and Instructions

July 1, 2014

Greetings Field Study Participants,

The proposed title of my field study is *Situational Awareness and Emergency Preparedness for Illinois Educators: A Continuing Education Curriculum Model*. The idea behind this is that though there is a lot of emergency preparedness training available, it is spread out all over and conducted by government, public and private sources. None of which I can find that is comprehensive and specifically targets training for those who work in schools.

I want to develop a curriculum that addresses preparedness, awareness and mitigation for individuals who are part of the administration, staff, and faculty of schools and within their school environments.

You are trained emergency management/emergency preparedness professionals and instructors with various backgrounds and experiences in the public and private sectors. You each bring a different perspective regarding EM/EP and how it applies to your life outside volunteering for PEMA.

I value your experience, input, concerns and issue in addressing this problem. Though initially it is to satisfy requirements for my degree program, this is something that can be presented to IEMA, FEMA, or other agencies/organizations for possible implementation.

I would like to arrange a first meeting for Saturday July 19, 2014 at 9:00 am. I will arrange for a meeting room at the community center and confirm with you prior to the meeting. If this date/time does not work for you, please let me know and I'll see what other consensus for a meeting I can make with other participants. The need for additional meetings will be discussed and arranged if necessary.

Background Information

Let me start off by saying what the *Situational Awareness and Emergency Preparedness for Illinois Educators* training program is not:

- It is not CERT
- It does not involve the Incident Command System (ICS)
- It does not create emergency management volunteers
- It does not teach/create rescuers (search & rescue or disaster medical) or emergency response teams
- It does not replace/override a school's emergency operations plan (EOP)
- It does not tell a school or district how to do things

It is a program to present information and train individuals, who work in schools (administration, staff, and faculty), in awareness and preparedness topics and how they relate to the school environment. Basically being aware and prepared, and what to do when it happens...but not recovery.

Research Questions

1. What should be the overall scope of disaster preparedness, awareness, and workplace violence units specifically tailored for staff and faculty, and the school environment?
2. What should be the main topics (units) and sub-topics (modules) for this course?
3. In what sequence should the units and modules be covered?
4. What are the terminal learning objectives of the units?
5. What are the enabling learning objectives of the modules?

Other Issues/Concerns

Issues and concerns are encouraged and can be brought to the group for discussion.

I really appreciate any help you can give me on this focus group/field study. If you need to get more information or clarification from me, you can call or e-mail me:

Bob [REDACTED].com, Cell Phone: [REDACTED].

Thanks,

Bob Leahy