

# CRISIS MANAGEMENT, A REAL-WORLD LOOK PART 2

*Presented by*

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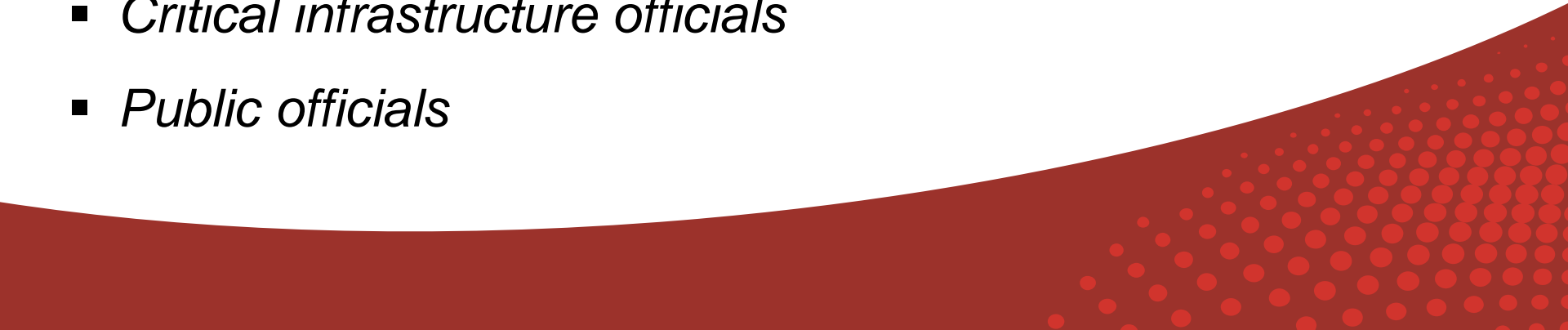


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**Illinois School and Campus Safety Program**

**Illinois Law Enforcement Training and Standards Board Executive Institute  
at Western Illinois University**

# INTENDED AUDIENCE

- *School administrators, faculty and staff*
  - *Public and non-public schools*
  - *Higher education institutions*
  - *Law enforcement*
  - *First responders*
  - *Emergency managers*
  - *Critical infrastructure officials*
  - *Public officials*
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# FIVE MISSION AREAS OF PREPAREDNESS

- “Prevention”
- “Protection”
- “Mitigation”
- “Response”
- “Recovery”

# PLANNING PRINCIPLES

- “Planning must be Supported by Leadership”
- “Planning uses assessment to customize plans to building/location level”
- “Planning considers all threats and hazards”
- “Planning provides for the access and functional needs of the whole school community”
- “Planning considers all setting and all times”
- “Creating and revising a model emergency operations plan is done by following a collaborative process



[https://rem.s.ed.gov/docs/REMS\\_K-12\\_Guide\\_508.pdf](https://rem.s.ed.gov/docs/REMS_K-12_Guide_508.pdf)

# STEP 1: FORM A COLLABORATIVE TEAM

- “Lessons learned from experience indicate that operation planning is best performed by a team.”
- “Close collaboration between schools and community partners ensures the coordination of efforts and the integration of emergency management plans.”
- “The planning team should be small enough to permit close collaboration with first responders and other community partners, yet large enough to be representative of the school, its families, and its community.”

## STEP 2: UNDERSTAND THE SITUATION

- “Effective school planning depends on a consistent analysis and comparison of the threats and hazards a particular school faces. This is typically performed through a threat and hazard identification and risk assessment process that collects information about threats and hazards, and assigns values to risk for the purpose of deciding which threats or hazards the plan should prioritize and subsequently address.”

*For more information on the threat and hazard identification and risk assessment process, please see FEMA's Threat and Hazard Identification and Risk Assessment Guide (PPG 201) at <http://www.fema.gov/plan>.*

# STEP 2: UNDERSTAND THE SITUATION

(CONTINUED)

- “Evaluating risk entails understanding the probability that the specific threat or hazard will occur”
- “The effects it will likely have, including the severity of the impact”
- “The time the school will have to warn students and staff about the threat or hazard”
- “How long it may last.”



# STEP 2: UNDERSTAND THE SITUATION

(CONTINUED)

- “Vulnerabilities’ refers to the characteristics of the school/event (e.g., structure, equipment, information technology (IT) or electrical systems, ground, surrounding area) that could make it more susceptible to the identified threats and hazards.”
- “The most successful assessments are conducted by a broad array of individuals, including support staff and first responders.”

# STEP 3: DETERMINE GOALS AND OBJECTIVES

- “The planning team may decide to address only those threats and hazards that rank ‘high’ in risk priority, or they may decide to also address some of the threats and hazards that rank ‘medium.’ This is a critical decision point in the planning process that is left up to the planning team.
- “It is recommended that the team address more than just the ‘high’ risk priority threats and hazards.”

# STEP 3: DETERMINE GOALS AND OBJECTIVES

## (CONTINUED)

- “*Goals* are broad, general statements that indicate the desired outcome in response to the threat or hazard identified by planners.”
- “*Objectives* are specific, measurable actions that are necessary to achieve the goals. Often planners will need to identify multiple objectives in support of a single goal.”

# STEP 4: PLAN DEVELOPMENT

- “Courses of action address the **what, who, when, where, why, and how** for each threat, hazard, and function. The planning team should examine each course of action to determine whether it is **feasible** and whether the **stakeholders** necessary to implement it find it acceptable.”

# STEP 4: PLAN DEVELOPMENT

## (CONTINUED)

- “Courses of action include criteria for determining how and when each response will be implemented under a variety of circumstances. Subsequently, the planning team develops response protocols and procedures to support these efforts”
  1. Depict the Scenario
  2. Determine the amount of time available for response.
  3. Identifying Decision Points
  4. Develop Courses of Action

# STEP 4: PLAN DEVELOPMENT

## (CONTINUED)

- **Depict the scenario.** Create a potential scenario based on the threats and hazards identified and prioritized in Step 2.
- **Determine the amount of time available to respond.** This will vary based on the type of threat or hazard and the particular scenario. For example, in the case of a hurricane, the school might have days or hours to respond before the storm makes landfall, while the school may have to respond in minutes to an tornado or *active threat*.

# STEP 4: PLAN DEVELOPMENT

## (CONTINUED)

- **Identifying decision points.** Decision points indicate the place in time, as threats or hazards unfold, when leaders anticipate making decisions about a course of action. Walking through each scenario in detail will help identify the relevant decision points for each one, such as whether or not to evacuate, shelter in place, or lockdown.

# STEP 4: PLAN DEVELOPMENT

## (CONTINUED)

**Develop courses of action.** Planners develop courses of action to achieve their goals and objectives by answering the following questions:

1. What is the action?
2. Who is responsible for the action?
3. When does the action take place?
4. How long does the action take and how much time is actually available?
5. What has to happen before?
6. What happens after?



# STEP 4: PLAN DEVELOPMENT

## (CONTINUED)

### **Develop courses of action.**

7. What resources are needed to perform the action?
8. How will this action affect specific populations, such as individuals with disabilities and others with access and functional needs who may require medication, wayfinding, evacuation assistance, or personal assistance services, or who may experience severe anxiety during traumatic events?

Information and technical assistance about the Americans with Disabilities Act (ADA) is available at <http://www.ada.gov>

# STEP 5: PLAN PREPARATION, REVIEW,& APPROVAL

- “An effective school EOP is presented in a way that makes it easy for users to find the information they need and that is compatible with local and state plans.”
- “This may include using plain language and providing pictures and/or visual cues for key action steps.”

# STEP 5: PLAN PREPARATION, REVIEW,& APPROVAL (CONTINUED)

- “A plan is **adequate** if the plan identifies and addresses;
  1. Critical courses of action effectively
  2. Plan can accomplish the assigned function
  3. Plan’s assumptions are valid and reasonable.”
  
- “A plan is **feasible** if the school can;
  1. Accomplish the assigned function and critical tasks by using available resources within the time contemplated by the plan.”

# STEP 5: PLAN PREPARATION, REVIEW,& APPROVAL (CONTINUED)

- “A plan is **acceptable** if it meets the requirements driven by a threat or hazard, meets cost and time limitations, and is consistent with the law.”

# STEP 5: PLAN PREPARATION, REVIEW,& APPROVAL (CONTINUED)

- “A plan is *complete* if it;
  1. Incorporates all courses of action to be accomplished for all selected threats and hazards and identified functions
  2. Integrates the needs of the whole school community
  3. Provides a complete picture of what should happen, when, and at whose direction
  4. Estimates time for achieving objectives, with safety remaining as the utmost priority
  5. Identifies success criteria and a desired end state
  6. Conforms with the planning principles outlined

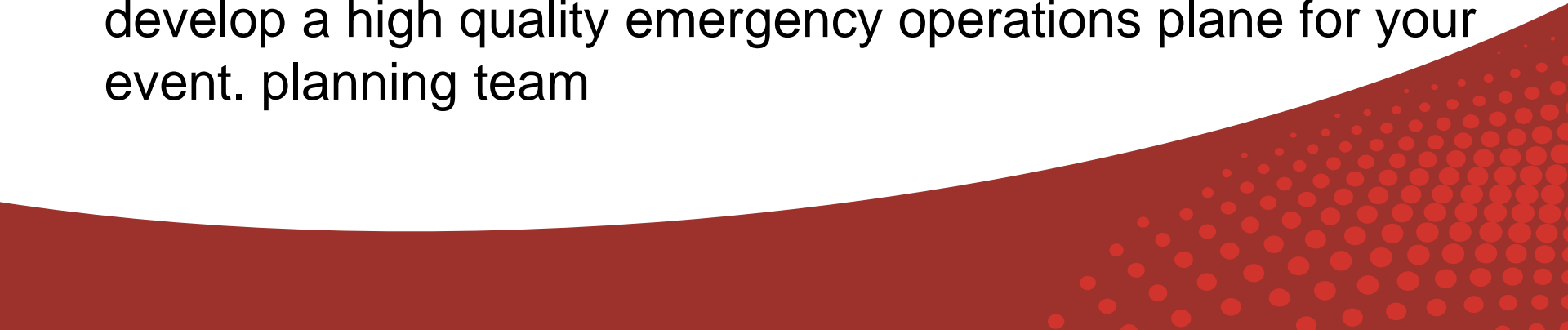
# STEP 6: PLAN IMPLEMENTATION & MAINTENANCE

- “The more a plan is **practiced** and stakeholders are trained on the plan, the more effectively they will be able to act before, during, and after an emergency to **lessen the impact on life and property.**”
- “Before making a decision about how many and which types of exercises to implement, a school should consider the **costs and benefits** of each, as well as state or local requirements.”

# STEP 6: PLAN IMPLEMENTATION & MAINTENANCE (CONTINUED)

- “Reviews should be a recurring activity. Planning teams should **establish a process for reviewing and revising** the plan.”

# STEP 7: NEXT STEPS

- Revisit/Review your existing emergency operations plans
  - Reach out to your municipal, county, state and federal emergency management stakeholders.
  - Schedule a date and location for an informal meeting
  - Identify any new members for a formal meeting
  - Utilize the free resources available to guide your journey
  - Use the collective skills, knowledge and resources to develop a high quality emergency operations plane for your event. planning team
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# **ILLINOIS SCHOOL AND CAMPUS SAFETY PROGRAM**

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