

CRISIS MANAGEMENT PLANNING 101 [603]

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Session Plan

Workshop Summary

This workshop is entitled "*Crisis Management Planning 101*" because it will eliminate the confusion, help participants filter through the plethora of information that is available, and assist schools in designing a plan that is specific to their needs.

This workshop is designed to assist schools with the initial planning and development of a comprehensive crisis management plan. It will help eliminate much of the confusion for schools that are just beginning the planning process. The presenters will focus on the following:

- How and where do we begin the process?
- Data collection
- Designing a plan that meets specific school needs
- Faculty and staff participation
- Necessary training to implement the final plan
- Forming the crisis management team
- Ongoing efforts, continuous review, and modifications of the crisis management plan
- Involvement of outside agencies, police departments, fire and rescue personnel, etc.

The session will begin with an overview of the planning process. This will come in the form of a PowerPoint presentation and will include clips of actual footage taken during training exercises at a middle school in North Carolina. The workshop is designed with the site administrator and teacher in mind. We will use basic principles of adult learning to engage the participants and remain focused on the task at hand.

Workshop Goals

- Provide a focus for the planning phase of a Crisis Management Plan ("CMP")
- Provide participants with a skeletal framework for developing a plan suitable for his/her school
- Provide participants with a timeline of activities and sequence of planning
- Provide participants with a list of resources used during the developmental stages and beyond

Workshop Objectives

It is important to understand that this workshop is merely an overview of the basics in crisis management planning. This is a process that takes weeks and/or months to complete and everything cannot possibly be covered in a 50-minute session. The presenters have taken the most important parts of the planning process and included them in this presentation.

In keeping with the basic principles of adult learning, the presenters have structured this workshop so that high interest and on-task behaviors are more likely to be exhibited by participants. Consequently, this session will be divided into three parts. During the first component of the workshop, participants will walk through the process of crisis management planning with the presenters. A PowerPoint presentation will be used to depict each stage of the planning phase. This will include actual footage of training and Crisis Management Team (CMT) planning meetings. This will engage the learner and provide good examples of how to execute the process. They will be given a hard copy of a timeline used to determine when each step should be completed.

Part two of the workshop will include distribution of graphic organizers that will be used to assist in the planning phase. Time will be allotted for participants to work as teams or individuals, depending on the circumstances, to begin brainstorming activities. These activities will include criteria used in the selection of CMT members, faculty and student surveys, involvement of outside agencies, and scenarios.

Part three of the workshop will include a summary and question/answer session. The objective is for participants to leave with as much information as possible but to also be aware of the seriousness of this project, where to begin the process, and the importance of training in ensuring the plan is implemented appropriately.

Workshop Activities

Part I

Presenters will focus on where to begin the process. They will give participants the skeletal framework of a crisis management plan. This will be completed through the use of a PowerPoint presentation. The presenters will walk through the process with the participants as they show clips of actual meetings, training, etc. They will also distribute a timeline as an example of how to complete the process in a number of weeks. Presenters will give details on how conducting surveys, selecting the CMT members, inclusion of outside agencies, criteria to use in determining off-site evacuation sites, communication with two-way radios, role assignment, scenarios, and training exercises. Part one of the session should last approximately 25 minutes.

Part II

Part II will last approximately 15 minutes and the focus is to allow participants an opportunity to collaborate with colleagues or work as individuals. They will use graphic organizers to map out a plan for their specific school. This will include criteria used to determine who their CMT members will be, their location in the building, various skills they possess, and how well they react during a crisis situation. This brainstorming activity will also consist of what to include in survey questions and types of scenarios his/her school may encounter. The presenters will move about the room to answer questions and assist with this phase of the process. It is important to point out that an entire plan cannot be constructed in one day. The purpose of this workshop is to provide a working framework and an organized way in which to go through the process.

Part III

Part III of the workshop will be a question and answer session that will last approximately 10 minutes. This is a time in which participants may share information regarding their own schools and ask presenters questions regarding specific examples.

Assessment

The assessment instrument will be a survey given to all participants.

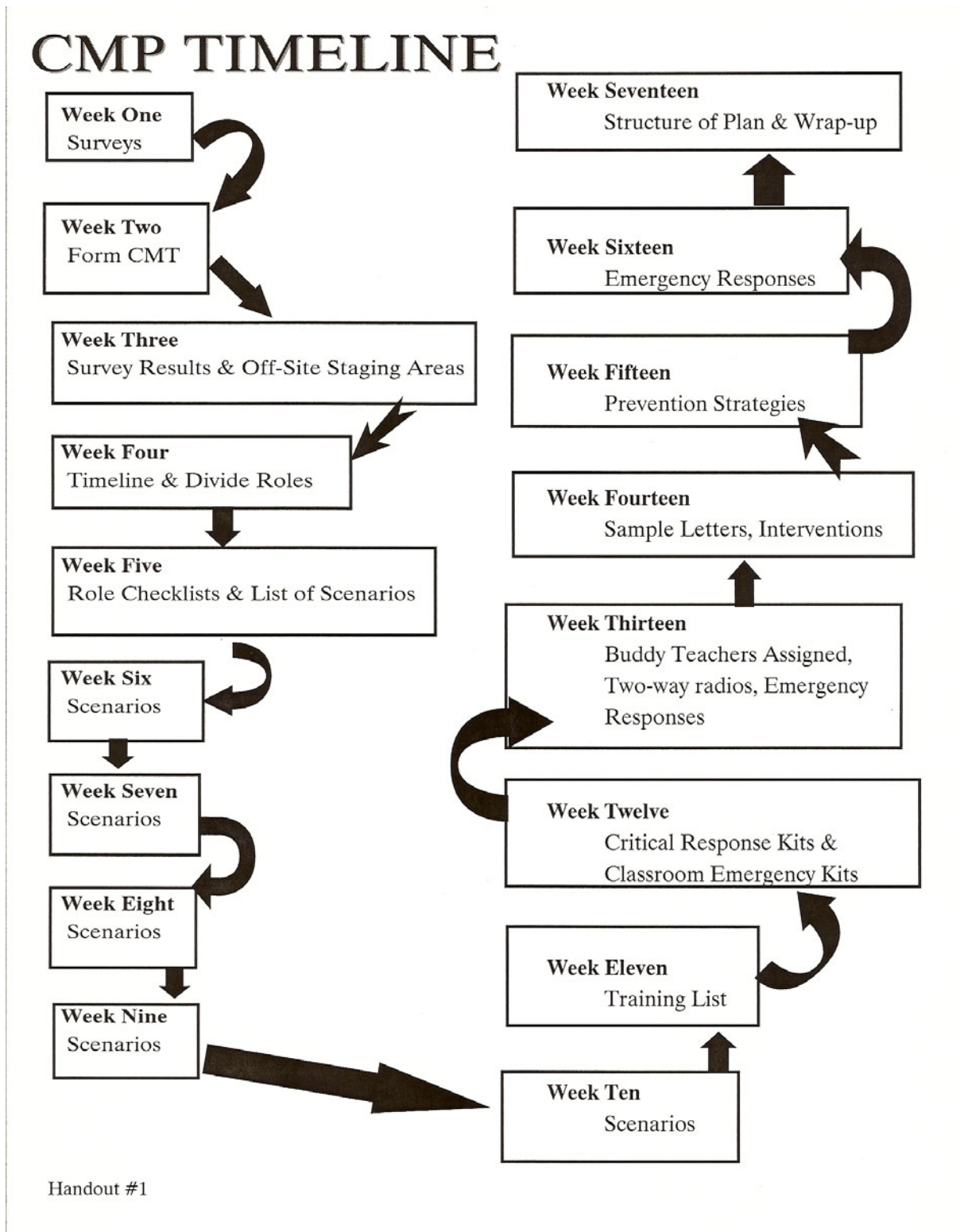
Resources

- <http://www.pen.k12.va.us/VDOE/Instruction/model.html>
This gives pertinent information on crisis management planning, as well as a sample plan.
- <http://www.ed.gov/emergencyplan>
"As schools and communities across the U.S. develop plans for responding to potential emergency situations, the U.S. Department of Education has unveiled a Web resource to help. It is designed to be a one-stop shop that provides school leaders with information they need to plan for any emergency, including natural disasters, violent incidents and terrorist acts."
- <http://www.crisis-management-and-disaster-recovery.com>
Theory and resources for disaster recovery and crisis management
- <http://www.vaemergency.com/prepare/index.cfm>
Developed by the Virginia Department of Emergency Planning, this site contains a wealth of information on recovery efforts and planning.
- <http://www.ncpulicschools.org>
North Carolina's Website includes information on critical response kits.
- <http://www.state.ia.us/educate/ecese/cfcs/success4/doc/cmss.htm>
This Website includes a sample crisis management plan from Iowa.
- <http://www.healthinschools.org/sh/CrisisResponse.pdf>
This is Commonwealth High School's crisis management plan.
- <http://www.fcps.k12.va.us/fts/safety-security/planning/cmw.pdf>
This is a workbook that gives detailed information for developing a crisis management plan. It is very comprehensive and extremely helpful.

References

- Commonwealth High School's Crisis Management Plan. (2006). Available at www.healthinschools.org/sh/CrisisResponse.pdf
- Fairfax County Public Schools Crisis Management Workbook. (2006). Available at <http://www.fcps.k12.va.us/fts/safety-security/planning/cmw.pdf>
- Hamilton Fish Institute on School and Community Violence. (2006). Consultation. Washington, DC. <http://www.hamfish.org>
- U.S. Department of Education. (2006). <http://www.ed.gov/emergencyplan>

Figure 1. CMP Timeline



CMP Timeline Details

Developing a Crisis Management Plan

Week One

- Survey the faculty/staff on the following:
 - Identify skills of faculty/staff members (first responders, first aid certification, communication skills, fluency in a second language, etc.)
 - Identify the needs of faculty/staff members (What areas do they feel they need training in? What concerns do they have in regard to school safety?)
 - Identify types of training currently offered. (First Aid Certification, CPR, etc.)
- Survey the students on the following:
 - Identify the concerns students may have in regard to school safety.
 - Identify areas in which students may need counseling or other interventions.
- Surveys should be specific to your school and should include questions on the following topics:
 1. School rules and consequences
 2. Enforcement of school rules
 3. Care of facilities/building safety (vandalism, hazards that may cause serious injuries, well maintained classrooms, etc.)
 4. Faculty cooperation with colleagues and administration (reliability, sincere concern for each other, responsibility, cooperation, collaboration)
 5. Administrative support and leadership (adequate resources supplied by district to help during a crisis, clear goals and priorities, strong leadership provided by administrators, clear coordination between school and public agencies such as police, juvenile probation, county mental health, etc.)
 6. Student attitude toward faculty/faculty attitude toward students (students participating in school events and activities, whether or not students want to learn and teachers want to teach, student/faculty interactions)
 7. Concerns teachers may have regarding school safety (Are there parts of the building that seem unsafe, such as certain restrooms, hallways, or entrances? Are there places that need closer supervision than others? What do they perceive as the areas in need of improvement in regard to school safety?)

The survey should be long enough to cover the topics but short enough to keep the focus. If the survey is too lengthy, participants will lose interest and results may not be accurate.

Internet Resource for Surveys: <http://www.zoomerang.com>

This site will allow you to create a survey and send the address to faculty, staff, and students by e-mail. Teachers and students have a 10-day window to take the survey. Results are calculated automatically and may be viewed periodically throughout the 10-day window. There is a free basic service for this; however, you may be interested in purchasing the package for schools.

Week Two

- Establish the Crisis Management Team using the following criteria:
 - Principal/Assistant Principal
 - Guidance Counselor
 - Nurse
 - School Social Worker
 - School Psychologist
 - Teachers (keep in mind the layout of the building, their strengths, and ability to think clearly)

- during a stressful situation)
- School Resource Officer
- Representatives from community agencies (fire/rescue, police department, etc.) At least one from each should be present for the planning phase/scenarios.
- Consider the following when forming the CMT:
 - Location in the building
 - Strengths
 - Ability to think clearly during a crisis situation
 - Sincere desire to be involved (this takes dedication)
 - Skills (second language, First Aid/CPR Certification, communication skills, organization skills)
 - Ability to work closely with others
 - Ability to see the "big picture"

Schedule a meeting during this week to go over the purpose and goal of the CMT. This may be structured as a question/answer session, or you may choose to present a brief PowerPoint on how the process will work.

Week Three

- Make a copy of the survey results for all members. Use an overhead or dry erase board to make notations throughout the session. This will help keep everyone focused and will help when determining the goals for the year. Allow everyone an opportunity to give input and encourage discussion within the group. You may be surprised as to how much information will be generated and how many details have to be "ironed out" prior to the implementation phase.
 - Meet with the CMT to discuss the results of the surveys. Discuss each of the areas of concern with them and talk about possible ways in which these areas may be addressed in the plan. This works best in a round table discussion and will provide a framework for the training phase of the plan. Determine the vision and goals for the year. Establish a baseline using the data collected from the surveys.
 - Determine staging areas away from school. (Athletic fields, nearby parking lots, etc.)
 - Communicate with key players for off-site evacuation. (For example: If the off-site staging location is a nearby church, communicate with representatives from that organization to ensure you know the layout of the building, grounds, etc.)

To determine the staging areas away from school, consider areas that are within walking distance, such as athletic fields or parking lots. These are used in the event that students need to be out of the main building, but not completely off campus.

To determine off-site locations for evacuation purposes, consider large facilities such as partnering schools, churches, gymnasiums, etc. Communicate with individuals who operate these off-site facilities to determine where students will be located, where parents may pick up students, who the contact person is during the crisis situation, location of restroom facilities, layout of building and grounds, etc. Consider the size of the location, access to the location and security. When students are evacuated to an off-site location, determine the location of buses, command post, parent reunion area, and media staging area.

When dealing with the media during a major crisis, it is best not to ignore them. A media staging area should be established. To determine this location, consider a place that is close to the school but far enough away so that they do not interfere with what is taking place.

Week Four

- Go over timeline with the CMT.
- Divide the roles by assigning two people to each role. This should be determined by their qualifications. If there are more roles than team members, determine who the secondary person will be and invite them to the meetings.

Roles:

1. **Supervisor:** This person oversees the situation and works closely with law enforcement and other emergency personnel. He/she communicates with CMT members to determine a plan of action.
2. **Student Manager:** This person keeps an account of students, who is present, who is missing, sign-out procedures for parents, etc.
3. **Bus Staging Coordinator:** This person is in charge of buses that may be transporting students to an off-site location. He/she determines the route and procedures for loading and unloading buses.
4. **Evacuation Coordinator:** This person reports to the off-site location. He/she is responsible for determining where students will be staged, where parents will sign them out, and other procedures that are necessary. He/she will communicate with the supervisor to stay updated on the event.
5. **Emergency Personnel Contact Person:** This person communicates directly with police, fire, and rescue personnel. This person should be in close communication with the supervisor to keep him/her updated.
6. **Parent Organizer:** This person assists with sign-out procedures and reunions of parents and students. He/she works with other faculty and staff members assigned to this area. Consider having someone who is bilingual on this team.
7. **Media Representative:** This person works directly with the media. He/she should be articulate and possess good communication skills as they will be speaking for the school. This person should also be in communication with the supervisor to determine what is appropriate to say.
8. **Recorder:** This person records specific times of certain events and keeps a record of what is taking place.
9. **School Security:** This person oversees security at the school level. He/she may be a police officer or SRO.
10. **Counselor:** This person oversees the counseling of students and faculty members. He/she works closely with counselors, social workers, mental health representatives, etc.
11. **Food and Water Supplier:** This person ensures that students and faculty members are kept hydrated and fed. S/he should work closely with child nutrition/food services representatives.

Ask each member to meet with the secondary person in order to identify a checklist for their assigned role. This checklist should indicate the procedures to follow in the event of a crisis. Have them pair up according to the primary and secondary position. They should bring this checklist to the next meeting.

Specific information for each role may be found in other sources, such as the Crisis Management Workbook, produced by the Fairfax County (Virginia) Public Schools.

Week Five

- Ask all members to identify a checklist for their assigned roles. These were assigned at the previous meeting.
- Bullet items for each role and discuss as a group to ensure that there is no missing information.
- Discuss how each role will differ according to the situation/crisis.
- Brainstorm a list of possible scenarios.

Checklists are generated by those assigned to various roles. Take time to discuss each of these among the group as there may be areas that need modifications.

A list of scenarios may be determined by group members. Some of these may be found online. Search online for various crisis management plans. Many of these plans include practice scenarios as part of the training exercises for CMT members. If possible, come up with scenarios that may have taken place at an area school. Various newspaper articles and news reports about school events may also be discussed.

Week Six

- Scenarios will be discussed this week. Take time to go through each scenario and discuss what each person's role will be. The type of scenario will determine the time needed to discuss each person's role and how s/he would respond during that particular crisis.
- Outside agencies such as police/rescue personnel should play a key role in these discussions as they will contribute information regarding their response tactics during similar situations.

Include outside agencies in the scenario training. Be sure to go through each person's assigned role and how s/he will respond during the event. This is time consuming; however, it is important to talk about these in detail. This may be the most effective training you can have, especially when collaborating with outside agencies to determine their plan of action.

Week Seven

- Scenarios will be discussed this week. Take time to go through each scenario and discuss what each person's role will be. The type of scenario will determine the time needed to discuss each person's role and how s/he would respond during that particular crisis.
- Outside agencies such as police/rescue personnel should play a key role in these discussions as they will contribute information regarding their response tactics during similar situations.

Week Eight

- Scenarios will be discussed this week. Take time to go through each scenario and discuss what each person's role will be. The type of scenario will determine the time needed to discuss each person's role and how s/he would respond during that particular crisis.
- Outside agencies such as police/rescue personnel should play a key role in these discussions as they will contribute information regarding their response tactics during similar situations.

Week Nine

- Scenarios will be discussed this week. Take time to go through each scenario and discuss what each person's role will be. The type of scenario will determine the time needed to discuss each person's role and how they s/he respond during that particular crisis.
- Outside agencies such as police/rescue personnel should play a key role in these discussions as they will contribute information regarding their response tactics during similar situations.

Week Ten

- Scenarios will be discussed this week. Take time to go through each scenario and discuss what each person's role will be. The type of scenario will determine the time needed to discuss each person's

role and how s/he would respond during that particular crisis.

- Outside agencies such as police/rescue personnel should play a key role in these discussions as they will contribute information regarding their response tactics during similar situations.

Week Eleven

- Determine training for
 - Crisis Management Team
 - Office/Custodial Staff
 - Administrators
 - Teachers/Assistants
 - Food Service Staff
 - Transportation Staff
 - Support Staff
 - Students
 - Community Members
 - Parents

Training is the key factor in the implementation phase of the plan. Without proper training, the plan is non-existent in the eyes of faculty, staff, and students. It is imperative to take the time to discuss areas in which training is needed. These areas should be indicative of the issues faced at your individual school. Below is a list of examples; however, this should be designed with your school in mind.

- Classroom management
- Behavioral expectations and procedures
- Addressing student behavior
- Negotiation skills
- Conflict resolution
- Personal safety
- De-escalation techniques
- Social skills instruction
- Problem solving and leadership skills
- Role of law enforcement and emergency personnel
- Defusing anger
- Early warning signs for potential violence
- Appropriate response to threats
- Emergency response procedures at the school level (fire, bomb threat, tornado drill, etc.)
- Appropriate response to fights
- How to communicate/deal with the media
- Recognition of post-traumatic stress symptoms
- How to refer students to counseling
- Gang recognition and intervention
- Drills for various emergency situations

Week Twelve

- Critical Response Kits (CRK) should be kept on- and off-site locations. This week, take the time to develop a minimum of two kits. The list of items that should be included in the kit is with this information. Emergency kits should be placed in each classroom. These kits are smaller than the CRKs and they include items such as first aid supplies and class rosters. A more detailed list is

included in this information.

- Emergency kits should be located in each classroom and teachers should be trained to take it with them upon leaving the room during a crisis situation. These small kits should include class rosters, first aid supplies, latex gloves, pencil/pen, list of students with medical conditions, important phone numbers, and an emergency procedures manual.

The Critical Response Kits are larger and more comprehensive. One should be located on campus and another one at an off-site location. The following is a list of items that should be included in the CRK:

- Master role of all classes
- Bell schedule
- Bus schedules
- List of students with medical conditions
- Faculty telephone numbers and emergency information
- Student telephone numbers, name of parent/guardian, emergency information
- Map of school with blueprint information
- Copy of CMP
- Important phone numbers
- Flashlight
- Paper, pen, pencil
- Latex gloves
- List of CMT members and their roles (they should have portable radios)
- Location of systems such as water, electricity, cable TV, gas, etc)
- List of students requiring assistance (physical and mental impairments)
- First aid kit
- Internal phone numbers (classrooms, media center, etc)

Week Thirteen

- Assign buddy teachers for CMT members. This is helpful in the event of a crisis. CMT members may disperse their students to buddy teacher(s) so they may perform their roles/duties.
- It is helpful to purchase enough two-way radios for each CMT member. This will enable team members to stay abreast of certain situations. The administrator/incident supervisor will determine if these will be used, depending on the situation. **These are not recommended during bomb threats.**

This week, in addition to assigning buddy teachers and purchasing portable radios for CMT members, take the time to review information on emergency responses. Oftentimes, these are determined at the district level. Ensure that each person on staff is aware of these procedures. You may find that you need to make additions to this information, especially if an area of concern is not adequately covered in the district plan.

Week Fourteen

- Compile a selection of sample letters to be sent home in the event of a crisis. Examples of these may be found online, or perhaps these are kept on file at the school or district level.
- With the assistance of the school counselors, define intervention strategies for various situations such as fights, gossip, threats, death, suicide, etc. Include training in these areas for all faculty and staff members.

Sample letters may be found in various CMP online. These may also be obtained from the district's communication's office.

Intervention strategies should be in place all year. Teachers and other staff members should be well versed in how to intervene before a situation becomes a crisis. To ensure proper training of faculty and staff, enlist the help of experts such as school counselors, social workers, mental health workers, etc.

Week Fifteen

- Discuss prevention strategies you have in place and determine specific areas that need to be strengthened.
 - Suggestions:
 - Character Education, Bully-Free Environment, Drug and Tobacco Education Program, Small Group Counseling, Behavior Plans, Parent Education Classes, Alternative to Long Term Suspension Program, Gang Recognition and Awareness, etc.
- The plan should include the following:
 - Prevention
 - Preparedness
 - Response
 - Recovery

This process is time consuming. It is an ongoing effort and should be considered a “working document.”

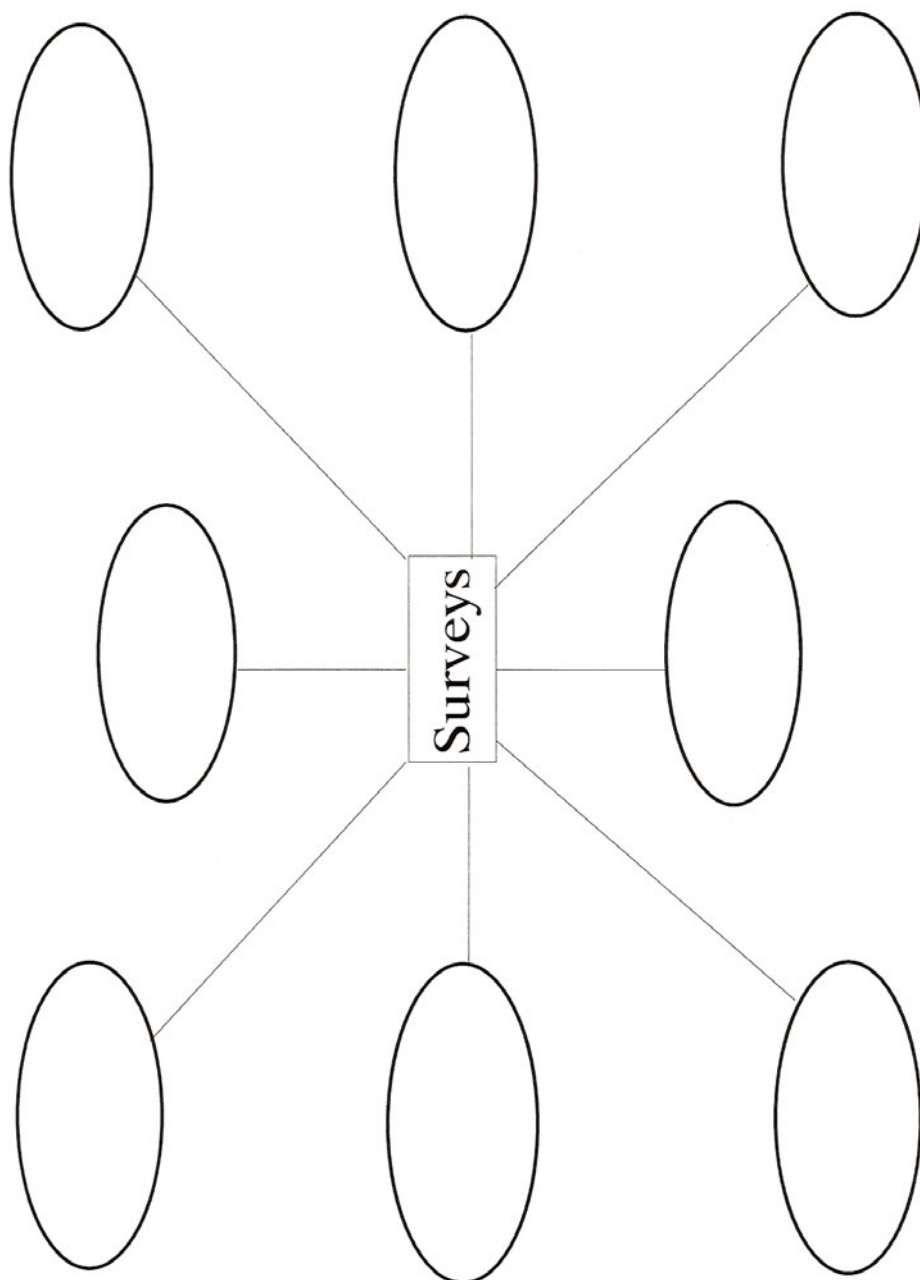
Week Sixteen

- Discuss information related to emergency responses for various situations such as bomb threats, fires, weather related incidents, lockdowns, etc. Oftentimes, these are distributed from the district office. Ensure that your faculty and staff members are trained in these areas. Include these in the response section of the CMP.

Week Seventeen

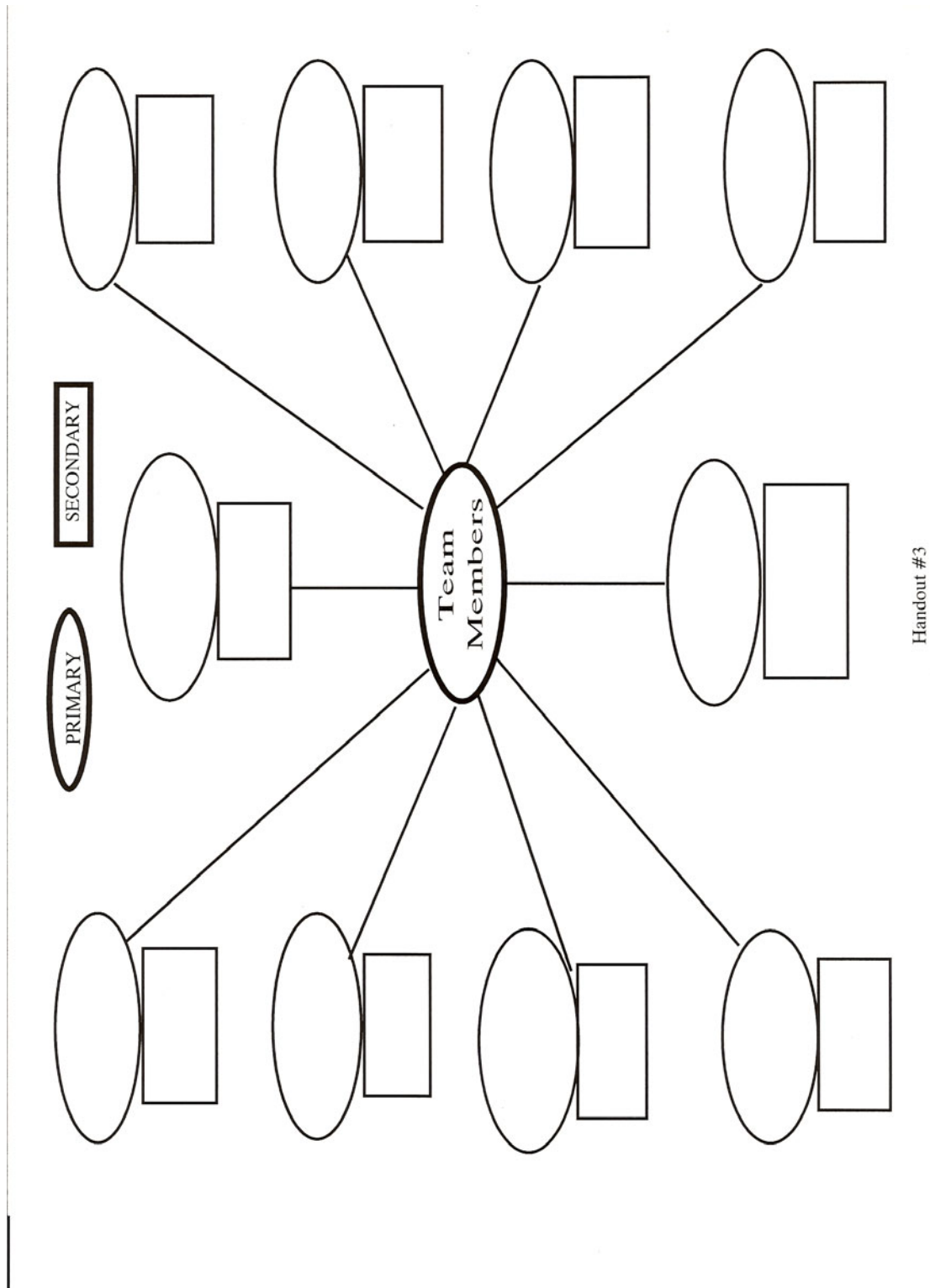
- Determine how the plan will be submitted. (Who will receive copies? How will it be bound and printed? Who will compile information? How many copies are needed?)
- Ensure all areas of the plan have been thoroughly covered:
 - CMT members and responsibilities
 - Incident command center
 - On and off-site staging areas
 - Lockdown procedures
 - Evacuation procedures
 - Critical response kits
 - Community agencies
 - Training
 - Prevention
 - Intervention
 - Crisis response
 - Aftermath procedures
 - Sample letters
 - Counseling information
 - Media coverage

Figure 2. Survey Subjects Diagram



Handout #2

Figure 3. Primary and Secondary Team Members Chart



Evaluation Form

The assessment instrument will be a survey given to all participants. It will include the following questions in the format provided:

1. How effective was this workshop in providing a **framework** for developing a Crisis Management Plan for your school? (circle one)

0	1	2	3
Not effective at all	Somewhat effective	Effective	Very effective

2. How effective was this workshop in providing a **focus** for developing a CMP?

0	1	2	3
Not effective at all	Somewhat effective	Effective	Very effective

3. How effective was this workshop in providing participants with a list of various resources for this topic?

0	1	2	3
Not effective at all	Somewhat effective	Effective	Very effective

4. What suggestions do you have that would enhance this presentation?

5. What is your overall rating for this workshop? (please circle one)

0	1	2	3	4	5	6	7	8	9	10
Not Helpful										Very Helpful