

## SECURITY AT ATHLETIC EVENTS

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Update Mailing No. 2

January 18, 2008

Scores of fights, assaults, riots, stabbings, shootings, and other criminal activity have marred school athletic events in recent years. Nationwide, violence at school games, especially football and basketball games is on the rise. Sports are now often played in a supercharged environment where the mix of adrenaline and competitiveness can push behavior out of bounds. Moreover, individuals involved with youth sports say parents and athletes are pushing the limits of acceptable behavior more than in recent memory.

Many believe that a strong message needs to be sent to parents about appropriate behavior at games, reemphasizing sportsmanship and integrity. Interscholastic and community sports leagues for youth have plenty of levelheaded coaches and parents who keep athletics in perspective. However, some bad examples in big-time sports and an erosion of civility throughout society have fostered a disturbing environment for many young athletes. Injuries and even deaths have been reported across the country as a result of actions at school athletic events. Studies have shown that the media has an effect on children.

Violence on TV can often be mimicked as youth and adults attempt to imitate the sports scenarios they view. In local sports, as contrasted to professional activities, the barrier between the player/contest area and the fan area is much less formal because fans often are closer to the action and feel comfortable interfering and/or interacting with coaching and refereeing. In addition, familiarity with the coaches and players can either prevent problems or merely exacerbate them, based on long-standing interschool rivalries.

It is a school board responsibility to set standards for civility and sportsmanship in the local district, and then follow up with discipline when that civility is breached. Therefore it is essential that school officials pay close attention to security procedures at sporting events.

In Connecticut, pursuant to C.G.S. 10-220, boards of education are responsible for all property used for school purposes. Further, C.G.S. 10-221 charges boards of education with the responsibility for prescribing rules for the management, studies, classification and discipline of the public schools. Therefore, boards have the responsibility and the authority to develop rules to protect students, employees, visitors and school property. Connecticut's trespass statutes may be used to criminally prosecute individuals whose presence or behavior has caused such individuals to be asked to leave the premises. School officials have the legal authority to ask people to leave when their behavior interferes with the ability of others to participate in or watch a school activity pursuant to C.G.S. 10-220.

Nationwide, many communities are taking steps to improve sportsmanship. For example, the Iowa High School Athletic Association, Iowa Girls High School Union, Iowa Association of School Boards and the Iowa Department of Education developed a sample spectator policy. The policy addresses athletic events where spectators, both student and adults, have been verbally and physically abusive to participants, officials, coaches, and other spectators. A modified version of this policy is provided for your consideration. It also contains a variation to consider. Also included are some other policies related to this issue.

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It is recommended that a working definition be developed of what is considered to be inappropriate behavior warranting an individual's removal from school activities. The sample policy contains a definition of such inappropriate behavior. In the sample policy, "activities" includes all school sponsored or approved activities and co- and extra-curricular activities.

There is no specific procedure for invoking school authority in these situations. The procedure followed by school officials may differ. In most incidents, the appropriate procedure would be to give the offending individual warning, allowing him/her to correct the misbehavior. Upon continued misbehavior, either at the event or at a future event, the school official could either repeat the warning step or ask the individual to leave. Removal should be followed up with a letter from either the board chairperson, superintendent, principal or school attorney. Issues to be addressed in the letter should include behavioral expectations of spectators and whether the individual is barred from future activities.

There are a number of practical issues to consider when developing and implementing a public conduct policy. Some tips to consider are:

- Have signs posted at entrances to facilities where activities are taking place stating that individuals whose behavior violates board policy may be removed from the activity.
- Make an announcement at the beginning of the event letting those present know the level of behavior expected of them and that a violation could warrant removal from the activity.
- School officials should be working with local law enforcement officials when developing the policy to ensure law enforcement's support. Having a local law enforcement officer available at the event helps control behavior.
- Use the media to spread the message that the school district is serious about the behavior of individuals at school events and won't tolerate the harassment of students, officials or coaches.

It is also important, in addition to a public conduct policy, to take the appropriate steps regarding school security and emergency preparedness at athletic contests. Strategies for such preparedness include adequate staffing and supervision, advance planning of security strategies and thoughtful emergency preparedness planning.

Some school athletic event security strategies developed and promulgated by the National School Safety and Security Services include the following:

- First and foremost, provide adequate adult supervision and staffing. Factors to consider in determining what is "adequate" may include the anticipated size of the crowd, the size of the facilities and grounds (including parking lots) used for the event, past history of incidents at similar events, "intelligence" information received about current conflicts at the school and in the community that could spill-over into the event, and other related considerations.

## SECURITY AT ATHLETIC EVENTS

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Events with larger crowds should employ sworn law enforcement officers. School districts with their own school police and/or school resource officers (SROs) should give priority to using these officers at school athletic events since these officers typically know the youth who may be attending the event. If additional officers are needed, consider first using gang unit officers, juvenile detectives, and community policing officers who may know the youth and their families. The same concept applies with hiring in-house school security personnel, assigning school administrators, and using school staff members since they also know the students. These individuals typically know those students and non-students who have past behavioral problems in schools and at school-sponsored events. School officials should also employ adequate levels of teaching staff and other support staff. Parent volunteers may also help augment regular staff.

- Deploy police, security personnel, and school staff in a manner which provides adequate coverage to the facilities being used for the event. This includes at ticket gates, perimeter entrance/exit points, parking lots, common areas (restrooms, concession stands, etc.), on the playing grounds/inner field perimeter, in the stands, and at other key locations. Have police in uniform and security staff in clearly identifiable clothing. The use of plainclothes, undercover police officers may be necessary in certain large-crowd events and/or situations where problems are anticipated.
- Train police, security personnel, and staff on techniques for monitoring crowds (and not the athletic event on the field), verbal de-escalation skills, procedures for handling fights and riots, handling emergency medical situations, evacuation procedures, tasks related to specific operations (ticket-taking procedures, concession stand operations, etc.), and emergency guidelines.
- Equip all staff with two-way radios. Issue school cell phones to select staff assigned to the event.
- Create policies related to admission, limitations of items that can be carried in (purses, book bags, backpacks, etc.), right to search spectators at admission point (metal detector scans, bag searches, etc.), no passes out and back in once admitted, spectator conduct, and other security protocols. Post rules outside and inside of admission gates, and elsewhere in the facility. Enforce the rules in a firm, fair, and consistent manner.
- Establish procedures for advance ticket sales and on-site ticket sales. Have staff ticket-selling and ticket-taking procedures with adequate police, security, and ticket-taking staff at admission gates. Stop ticket sales after a designated time, such as at/by the beginning of the third quarter. Have police and/or security staff escorts of ticket-takers and money from the admissions areas to a designated location for counting money and preparing it for bank deposits, which should occur with police escorts the same evening.
- Maintain separate locker rooms for home and visitor teams. Have team buses pick-up and drop-off at opposite sides of the playing facility to avoid interaction before and after the game.

## SECURITY AT ATHLETIC EVENTS

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- Separate spectator seating into clearly designated areas, i.e., home team in bleachers on one side and visiting team on other side. If at all possible, have separate concession stands operating in each of these areas.
- Administrators and safety officials from the schools playing a given event should communicate with each other well in advance of the event to discuss procedures, safety concerns, security practices, emergency guidelines, investigation into rumors and any recent incidents which could result in conflicts, and associated logistics.
- Secure perimeter doors of schools and gate off sections of the building not used for the actual athletic event in a manner which is in accordance with fire safety regulations.
- Create a detailed plan for parking procedures, traffic flow, parking lot staffing during entire game, and related issues. Consider not allowing any cars into the parking lots after a designated time, such as after the beginning of the third quarter of the game. Advise students in advance to coordinate pick-ups by parents outside of the parking lots on the perimeter of the grounds.
- Conduct advance assessments of physical security needs and strategies. Consider use of surveillance cameras in admission areas, game field areas, common areas (concession stands, walkways and areas around restrooms, etc.) parking lots, and other areas as appropriate. Evaluate lighting in stadiums, athletic facilities, parking lots, and perimeter around the school and event grounds.
- Consider having dedicated staff for videotaping the game and, if necessary, areas of spectator misconduct that may occur.
- Establish code of sportsmanlike conduct and educate players, coaches, cheerleaders, the band, students, parents, and others on the code in advance of the game.
- Have P.A. announcers make announcements at the beginning of the game and at other times, as necessary, regarding sportsmanlike conduct behavioral expectations. Train P.A. announcers on overall guidelines for communicating with the crowd during the event, under emergency situations, etc.
- Have clear procedures, roles, and responsibilities for clearing and locking down facilities upon completion of the game.

### **School Athletic Event Emergency Preparedness**

Thoughtful emergency preparedness planning is important since incidents could occur, even with the best of prior advance security planning.

- Establish written emergency guidelines. Test and exercise the written guidelines to make sure they would work in an emergency. Train all staff involved in supervising events on the guidelines.

## SECURITY AT ATHLETIC EVENTS

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- Administrators and safety personnel from both schools involved in the event should coordinate information in advance and review security procedures and written emergency guidelines.
- School administrators and safety personnel should coordinate with emergency medical personnel in advance of the event. In the case of many larger games, a number of schools will have an ambulance on stand-by on-site before, during, and after the game. School administrators and safety officials should also notify their appropriate law enforcement district station and/or area commanders in advance of major games and/or high-risk events so on-duty safety personnel will be aware of the event even if off-duty police are being hired to work the game.
- Evacuation plans should be clear and announcements regarding emergency evacuation expectations should be made to the spectators at the start of events.
- Staff assignments with roles and responsibilities in the event of an emergency should be clearly delineated.
- Create emergency communications procedures and protocols to be engaged in the event of an emergency incident at the event. Communications plans should include communicating with media, parents, school staff, students, etc.
- Have plans for managing the “post-crisis” aftermath in the hours and days following an incident at an event.

Plans and strategies must be tailored for each school and school district. There is no “cookie cutter” plan that will fit all schools. Adequate staffing and supervision advance security planning, and thoughtful emergency guidelines can help keep school athletic events safe, secure, and well managed.

In conclusion, while a policy on public conduct on school premises is not required, it should be considered. Boards and administrators should think very carefully about the behavior they want to encourage and prohibit. They should also develop the procedures they will use when it becomes necessary to ask individuals to leave an event. The public should also be informed of the behaviors expected and prohibited at school activities. In addition, consideration should be given to issues of security at such events.

Policy #6114.7, “Safe Schools” has a new administrative regulation, which follows, containing items to consider pertaining to security at school athletic events.

*A recommended policy to consider.*

## **Instruction**

### **Safe Schools**

The Board of Education is committed to the prevention of violence against people or property in the schools or at school activities, whether by students, staff or others. While committed to the protection of each person's constitutional rights, including due process rights, the Board does not condone lawlessness. Any individual committing violent acts in or on school property will be disciplined according to applicable Board policy and regulations.

Staff members who implement this or any other Board policy will receive the full support of the Board and the administration.

The Board shall establish an advisory committee to review specific policies, regulations, plans and procedures in order to ensure a comprehensive and effective program to prevent and punish vandalism and violence occurring in the schools and on district property. Simultaneously with the work of the committee, the Superintendent of Schools and appropriate school administrators shall review the practices at each school and shall submit a separate report to the Board including any findings and recommendations on the implementation of committee suggestions on these and other policies, regulations, plans and procedures concerning safety. Members of the advisory committee\* shall include a Board member, the Superintendent of Schools, appropriate school personnel, a student representative, parents, and other community representatives. All members shall be appointed by the Board.

The advisory committee shall examine the policies, regulations, plans and procedures concerning:

1. student conduct and discipline;
2. the maintenance of public order on school property;
3. the banning of weapons on school property;
4. drug and alcohol abuse;
5. school emergency management;
6. coordination efforts with law enforcement agencies;
7. searches and seizures by school officials;
8. training for staff and students in conflict resolution and violence prevention; and
9. building security measures including procedures governing visitors to the schools and access to school buildings.

The advisory committee shall review these and other policies, regulations, plans, and procedures, as directed, to ensure that they are:

1. consistent with law and regulation;
2. clear, complete and enforceable; and
3. appropriately disseminated to students, staff, parents and are available to the general public.

## **Instruction**

### **Safe Schools** (continued)

The advisory committee shall report its findings and recommendations to the Board prior to public release. Final reports shall be delivered to the Board at a meeting scheduled by the Board to receive the report.

Any official policy level action is the sole discretion of the Board. The Board is in no way obligated to follow committee recommendations. The Board has the right to accept, reject or modify all or any part of a committee recommendation.

\*Districts may also want to use shared decision-making committees for conducting this review in individual school buildings.

The Board shall conduct a security and vulnerability assessment of the District schools every two years and develop a school security and safety plan for each school based upon the assessment results. The Board, as required, shall submit to the DEMHS Regional Coordinator the required information pertaining to the District's school security and safety plans.

In the development of a school security and safety plan, a district crisis response team shall be assembled that includes a variety of professionals with expertise in emergency management, (e.g., chief executive officer of the municipality, police, fire and emergency services personnel), and include community partners such as public and mental health professionals and school based staff. The district teams shall work closely with school-based crisis response teams to develop district-wide and building-specific emergency management plans. Such plans shall be compliant with the National Incident Management System (NIMS) and incorporate the National Incident Command System, and be compliant with the standards for such plans issued by the Department of Emergency Services and Public Protection (DESPP). The plans shall utilize the School Security and Safety Plan Template which meets all-hazards threats, as released and revised by the Division of Emergency Management and Homeland Security of the Department of Emergency Services and Public Protection. The Board will annually develop and implement a school security and safety plan for each school and review, update, and submit such plans to the DESPP as required. Each school shall also establish a school's security and safety committee to assist in developing and administering the school's safety and security plan.

The crisis management plan shall be developed within the context of the four recognized phases of crisis management:

- **Mitigation/Prevention** addresses what schools and the District can do to reduce or eliminate the risk to life and property.
- **Preparedness** focuses on the process of planning for the worst case scenario.
- **Response** is devoted to the steps to take during a crisis.
- **Recovery** pertains to how to restore the learning and teaching environment after a crisis.

Crisis management must be viewed as a continuous process in which all phases of the plan are being reviewed and revised. The plan must be continuously updated based upon experience, research and changing vulnerabilities.

## **Instruction**

### **Safe Schools (continued)**

- (cf. 5131 - Conduct at School and Activities)
- (cf. 5131.5 - Vandalism)
- (cf. 5131.6 - Drugs/Alcohol and Tobacco)
- (cf. 5131.8 - Out of School Misconduct)
- (cf. 5131.9 - Gang Action by or Association)
- (cf. 5132 - Dress and Grooming)
- (cf. 5141.6 – Crisis Management Plan)
- (cf. 5146 - Child Abuse and Neglect)
- (cf. 5142 - Student Safety)
- (cf. 5147 - Suicide Prevention)
- (cf. 5143 - Student Health Assessments and Immunizations)
- (cf. 5144 - Administering Medications)
- (cf. 5145 - Communicable and Infectious Diseases)
- (cf. 5114 - Suspension/Expulsion/Exclusion/Removal)
- (cf. 6114 - Emergencies)
- (cf. 6161.11 - Drugs/Alcohol and Tobacco)

- Legal Reference: Connecticut General Statutes
- 4-176e through 4-185 Uniform Administrative Procedure Act.
  - 10-19 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome. Training of personnel.
  - 10-221 Boards of education to prescribe rules.
  - 10-222m – School security and safety plans. School security and safety committees
  - 10-222n – School security and safety plan standards
  - 10-233a through 10-233f re in-school suspension, suspension, expulsion. (As amended by PA 95-304, An Act Concerning School Safety).
  - 52-572 Parental liability for torts of minors. Damage defined.
  - 53a-3 Firearms and deadly weapons.
  - 53-206 Carrying and sale of dangerous weapons.
  - 53a-217b Possession of firearms and deadly weapons on school grounds.
  - PA 94-221 An Act Concerning School Safety.
  - PA 95-304 An Act Concerning School Safety.
  - PA 97-290 An Act Enhancing Educational Choices and Opportunities.
  - PA 13-3 An Act Concerning Gun Violence Prevention and Children’s Safety (Sections 86, 87, 88)

## **Instruction**

### **Safe Schools**

Legal Reference: (continued)

GOALS 2000: Education America Act.

18 U.S.C. 921 Definitions.

Title III - Amendments to the Individuals with Disabilities Education Act.  
Sec. 314 (Local Control Over Violence).

Elementary and Secondary Education Act of 1965 as amended by the Gun  
Free Schools Act of 1994.

*New Jersey v. TLO.*, 469 U.S. 325; 1055. CT. 733.

**Policy adopted:**

rev 2/13

rev 7/13

rev 3/16

*Suggested regulation pertaining to security at athletic events.*

## **Instruction**

### **Safe Schools**

#### **School Athletic Event Security Strategies**

Some athletic events, such as widely attended high school football and basketball games may be considered high risk in terms of security. In such situations, the following strategies may be employed if deemed necessary.

- Provide adequate adult supervision and staffing. Factors to consider in determining what is “adequate” include:
  - The anticipated size of the crowd;
  - The size of the facilities and grounds (including parking lots) used for the event;
  - Past history of incidents at similar events;
  - “Intelligence” information received about current conflicts at the school and in the community that could spill-over into the event, and other related considerations.
- Events with larger crowds should employ sworn law enforcement officers. (School districts with their own school police and/or school resource officers (SROs) should give priority to using these officers.)
- Deploy police, security personnel, and school staff in a manner which provides adequate coverage to the facilities being used for the event. This includes at ticket gates, perimeter entrance/exit points, parking lots, common areas (restrooms, concession stands, etc.), on the playing grounds/inner field perimeter, in the stands, and at other key locations. Have police in uniform and security staff in clearly identifiable clothing.
- Train police, security personnel, and staff on techniques for monitoring crowds (and not the athletic event on the field), verbal de-escalation skills, procedures for handling fights and riots, handling emergency medical situations, evacuation procedures, tasks related to specific operations (ticket-taking procedures, concession stand operations, etc.), and emergency guidelines.
- Equip staff with two-way radios. Issue school cell phones to select staff assigned to the event.
- Review policies related to admission, limitations of items that can be carried in, right to search spectators at admission point (metal detector scans, bag searches, etc.), no passes out and back in once admitted, spectator conduct, and other security protocols. Post rules outside and inside of admission gates, and elsewhere in the facility. Enforce the rules in a firm, fair, and consistent manner.

## **Instruction**

### **Safe Schools**

#### **School Athletic Event Security Strategies (continued)**

- Establish procedures for advance ticket sales and on-site ticket sales. Have staff ticket-selling and ticket-taking procedures with adequate police, security, and ticket-taking staff at admission gates. Stop ticket sales after a designated time.
- Maintain separate locker rooms for home and visitor teams. Have team buses pick-up and drop-off at opposite sides of the playing facility to avoid interaction before and after the game.
- Separate spectator seating into clearly designated areas, i.e., home team in bleachers on one side and visiting team on other side.
- Administrators and safety officials from the schools playing a given event should communicate with each other in advance of the event to discuss procedures, safety concerns, security practices, emergency guidelines, investigation into rumors and any recent incidents which could result in conflicts, and associated logistics.
- Secure perimeter doors of schools and gate off sections of the building not used for the actual athletic event in a manner which is in accordance with fire safety regulations.
- Create a plan for parking procedures, traffic flow, parking lot staffing during entire game and related issues. Advise students in advance to coordinate pick-ups by parents outside of the parking lots on the perimeter of the grounds.
- Evaluate lighting in stadiums, athletic facilities, parking lots, and perimeter around the school and event grounds.
- Establish code of sportsmanlike conduct and educate players, coaches, cheerleaders, the band, students, parents, and others on the code in advance of the game.
- Have P.A. announcers make announcements at the beginning of the game and at other times, as necessary, regarding sportsmanlike conduct behavioral expectations.
- Have clear procedures, roles, and responsibilities for clearing and locking down facilities upon completion of the game.
- Establish written emergency guidelines. Test and exercise the written guidelines to make sure they would work in an emergency. Train all staff involved in supervising events on the guidelines.

## **Instruction**

### **Safe Schools**

#### **School Athletic Event Security Strategies (continued)**

- Administrators and safety personnel from both schools involved in the event should coordinate information in advance and review security procedures and written emergency guidelines.
- School administrators and safety personnel should coordinate with emergency medical personnel in advance of the event.
- Staff assignments with roles and responsibilities in the event of an emergency should be clearly delineated.
- Create emergency communications procedures and protocols to be engaged in the event of an emergency incident at the event.

Regulation approved:

cps 1/08

**This appendix is saved separately as a PDF file.**



# HELPFULHINTS

## FOR SCHOOL EMERGENCY MANAGEMENT

VOL. 2, ISSUE 2, 2007

### COMPONENTS OF COMPREHENSIVE SCHOOL AND SCHOOL DISTRICT EMERGENCY MANAGEMENT PLANS

#### Multi-Hazard Emergency Planning for Schools

This short, Web-based course is part of FEMA's Independent Study Program, a component of its Emergency Management Institute. The one-day class specifically addresses hazard assessment, plan development, emergency management operations and the roles and responsibilities of school crisis team members. School-based professionals with emergency management responsibilities, as well as individuals with an interest in school preparedness, are encouraged to take the course.

Additional information is accessible at <http://training.fema.gov/EMIWeb/IS/is362.asp>.

To ensure the safety of students, faculty and staff, schools and school districts nationwide should create comprehensive, multi-hazard management plans that focus on the four phases of emergency management—prevention-mitigation, preparedness, response and recovery. This plan is a school and school district's most powerful tool for dealing with crises, ensuring the security of the school community and addressing the safety needs of all students, staff and visitors, including those with disabilities and special needs. To begin the process of developing and maintaining an emergency management plan, a district crisis response team should be assembled that includes a variety of professionals with expertise in emergency management (e.g., police, fire and emergency services personnel), and include community partners (e.g., public and mental health professionals) and school-based staff (e.g., facilities and

cafeteria managers, nurses, disability specialists, counselors, teachers and administrators). The district teams should work closely with school-based crisis response teams to develop districtwide and building-specific emergency management plans. Partner agreements, or memoranda of understanding, should also be created by the school and school district crisis response teams to clearly delineate team members' and community partners' roles and responsibilities.

The following checklist, Components of School and School District Emergency Management Plans, can assist schools and school districts in developing a new emergency management plan or refreshing their current one. To use the checklist, individuals should consider the extent to which the school or school district's emergency management plan does each of the activities listed and check the appropriate box.

The contents of this document are not prescriptive best practices for every school or school district, but rather suggestions to consider in a school or district's emergency management efforts.

Components (continued)

<b>COMPONENTS OF SCHOOL AND SCHOOL DISTRICT EMERGENCY MANAGEMENT PLANS</b>				
<b>COMPONENT</b>	<b>Extent of Development</b>			
	<b>Fully In Place</b>	<b>Partially In Place</b>	<b>Not Yet In Place</b>	<b>Estimated Date To Be In Place</b>
Assesses school culture and climate.				
Lists mitigation activities.				
Prioritizes ongoing risks that cannot be mitigated.				
Other				
<b>Preparedness</b>				
Institutionalizes the NIMS' ICS and assigns roles and responsibilities to individuals.				
Outlines crisis teams' and community partners' duties as detailed in the memoranda of understanding.				
Incorporates pre-negotiated contracts for services that may be needed in case of an emergency (e.g., transportation, construction work, food, etc.).				
Outlines steps for transferring command from school administrators to the incident commander as the crisis unfolds.				
Provides criteria for response (e.g., evacuation, lock-down or shelter-in-place).				
Lists emergency supplies and go-kit components tailored to the:				
■ Classroom				
■ Main office				
■ Cafeteria				
■ Gymnasium				
■ Other nonclassroom locations				
Lists available emergency medical supplies.				
Lists available emergency sanitation supplies.				

Continued on next page.

Components (continued)

<b>COMPONENTS OF SCHOOL AND SCHOOL DISTRICT EMERGENCY MANAGEMENT PLANS</b>				
<b>COMPONENT</b>	<b>Extent of Development</b>			
	<b>Fully In Place</b>	<b>Partially In Place</b>	<b>Not Yet In Place</b>	<b>Estimated Date To Be In Place</b>
Provides information about the school's facilities (e.g., maps, floor plans and location of utility cutoffs).				
Details individual communications plans during an emergency with: <ul style="list-style-type: none"> <li>■ Faculty and staff</li> <li>■ Students</li> <li>■ District administrators</li> <li>■ First responders</li> <li>■ Parents or guardians</li> <li>■ Media</li> </ul>				
Lists schoolwide and classroom-specific communication devices and how to use them in different emergencies.				
Incorporates plans for communicating emergency management procedures to parents and guardians.				
Ensures communication equipment interoperability with those of first responders.				
Provides guidance on family reunification plans and procedures.				
Specifies transportation and traffic procedures during and after a crisis.				
Outlines training to be provided to crisis response teams, faculty, staff, students and parents.				
Outlines a schedule of drills and exercises.				
Details maintenance and enhancement activities for the continual revision of the school emergency management plan.				
<b>Response</b>				
Outlines the process for activating the ICS.				

Continued on next page.

Components (continued)

<b>COMPONENTS OF SCHOOL AND SCHOOL DISTRICT EMERGENCY MANAGEMENT PLANS</b>				
<b>COMPONENT</b>	<b>Extent of Development</b>			
	<b>Fully In Place</b>	<b>Partially In Place</b>	<b>Not Yet In Place</b>	<b>Estimated Date To Be In Place</b>
Assigns a public information officer (PIO) to communicate with the media and the public during an emergency.				
Assigns an incident commander to manage the Command function of the ICS.				
Assigns crisis response team members to manage the four other functions of the ICS: Logistics, Operations, Planning, and Finance-Administration.				
Assigns a member of the crisis response team to take detailed notes on practice drills, specific events and actions taken during an emergency.				
Incorporates structure for conducting after-action debriefings.				
Outlines procedures for revising the plan based on lessons learned.				
<b>Recovery</b>				
Provides a damage-assessment protocol for physical assets.				
Outlines procedures and strategies for physical and structural recovery.				
Outlines financial and logistical protocols and resources for recovery.				
Establishes procedures for making decisions about school closures.				
Incorporates a Continuity of Operations Plan (COOP).				
Provides criteria for reopening schools.				
Provides protocols for activating memoranda of understanding with mental health agencies.				
Identifies types of support (e.g., extracurricula activities and mental health interventions) for students and staff exhibiting symptoms of posttraumatic stress disorder.				

Continued on next page.

Components (continued)

<b>COMPONENTS OF SCHOOL AND SCHOOL DISTRICT EMERGENCY MANAGEMENT PLANS</b>				
<b>COMPONENT</b>	<b>Extent of Development</b>			
	<b>Fully In Place</b>	<b>Partially In Place</b>	<b>Not Yet In Place</b>	<b>Estimated Date To Be In Place</b>
Offers strategies for providing follow up and ongoing mental-emotional recovery interventions.				
Addresses parental or guardian consent for mental health services for students.				
Incorporates sample templates (e.g., a letter notifying parents or guardians of a student's death) to notify members of the school community about crisis events.				
Provides guidelines for standing and temporary memorials, and the observance of anniversaries.				
Provides the PIO with protocols and templates for ongoing communication with the media, parents or guardians and the local community.				
Provides guidelines for screening potential volunteers.				
Provides guidelines for accepting donations.				



The Emergency Response and Crisis Management (ERCMT) Technical Assistance (TA) Center was established in October 2004 by the U.S. Department of Education's Office of Safe and Drug-Free Schools (OSDFS). The center supports schools and school districts in developing and implementing comprehensive emergency and crisis response plans by providing technical assistance via trainings, publications and individualized responses to requests. *Helpful Hints* provides a quick overview of school emergency preparedness topics that are frequently the subject of inquiries. For additional information about the National Incident Management System (NIMS) or any other emergency management-related topic, visit the ERCMT TA Center at <http://www.ercm.org> or call 1-888-991-3726.

For information about the Emergency Response and Crisis Management grant program, contact Tara Hill ([tara.hill@ed.gov](mailto:tara.hill@ed.gov)), Michelle Sinkgraven ([michelle.sinkgraven@ed.gov](mailto:michelle.sinkgraven@ed.gov)) or Sara Strizzi ([sara.strizzi@ed.gov](mailto:sara.strizzi@ed.gov)).

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