He is most free from danger, who, even when safe, is on his guard.

-Publilius Syrus
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Overview

Purpose
This toolkit is designed to guide your school through the process of developing or updating an emergency management plan by providing tools to:

- Assess potential hazards specific to your school
- Identify available resources
- Create and organize your plan
- Strengthen your approach to emergency planning

Why Develop an Emergency Plan?

*Legal and Social Responsibility*
Schools are legally and socially obligated to exercise due diligence in preventing and mitigating harm to students and staff. Lack of a comprehensive emergency plan leave your school vulnerable to lawsuits.

Key Principles of Emergency Planning

*4 Phases Framework*
A comprehensive plan will incorporate all four highly interconnected phases:

1. Mitigation/Prevention
2. Preparedness
3. Response, and
4. Recovery

*All-hazards Approach*
Emergencies are sudden and often unexpected, so it is not enough to plan for just a few possible hazards. Your plan should include a variety of hazards including those deemed unlikely.

*Individualized planning process*
Every school has a unique history, culture, and environment, so it is important to develop a plan specific to your school’s campus. Also, keep in mind that these factors change from day-to-day and year-to-year so the planning process should be ongoing and reflect these changes.

*Collaborative Approach*
Emergency planning is an enormous task if you take it on alone, but collaboration can make it much more manageable. Bring together a team from both inside and outside the school to help develop your emergency plan.

**Key Points:**
- Schools have a legal and social responsibility to develop an emergency plan.
- The plan should take all possible hazards into consideration.
- Schools should collaborate with local organizations to address the school’s unique concerns.
What is an emergency?
Emergencies can vary in scope, intensity, time and location. They may occur on or off campus, during or outside school hours, and affect a single student or the entire campus.

**Emergencies may include:**
- Flood
- Fire
- Tornado
- Earthquake
- Wildfire
- Severe Winter Weather
- Power Outage
- Water System Failure
- Exposure:
  - Chemical
  - Biological
  - Nuclear
  - Transportation Accident
  - Medical Emergency
  - Food Contamination
  - Epidemic/Pandemic
  - Mass Injury
- Bomb Threat
- Suicide Attempt/Threat
- Physical Altercation
- Weapon on Campus
- Drug Overdose
- Death or Homicide
- Intruder
- Lost or Missing Person
- Sexual Assault

### Phases of Emergency Planning

#### Prevention/Mitigation
*Prevention:* Actions taken to decrease likelihood an emergency will occur
*Mitigation:* Actions taken to lessen the impact an emergency will have on a school

#### Preparedness
Actions taken to get ready to respond to an emergency which cannot be prevented

#### Response
Actions taken to effectively respond to an emergency after it occurs

#### Recovery
Actions taken to restore a school or community to pre-emergency conditions
Prevention/Mitigation

Purpose of Prevention/Mitigation:
Taking steps to prevent and mitigate hazards can:
1. Reduce damage to property
2. Prevent and reduce casualties (injury, illness, and loss of life)
3. Reduce the cost of response and recovery

Objectives:

1. **Assess** safety of school facilities, local environment, climate and culture
2. **Address** concerns identified in the risk assessment process

### 7 Steps to Prevent and Mitigate Emergencies

1) Develop an emergency planning committee
2) Identify and document potential hazards
3) Assess vulnerabilities to hazards
4) Assess ability to respond
5) Assess potential consequences of hazards
6) Identify actions to prevent/mitigate hazards
7) Take actions to prevent/mitigate hazards
# Prevention/Mitigation

## Step 1) Develop an Emergency Planning Committee

<table>
<thead>
<tr>
<th></th>
<th>In Progress</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Recruit Emergency Planning Committee members</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>Goal Date:__________  Leader(s):____________________</td>
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<tr>
<td>b. Define clear objectives for Emergency Planning Committee</td>
<td>○</td>
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<td>Goal Date:__________  Leader(s):____________________</td>
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<tr>
<td>c. Establish roles and responsibilities for committee members</td>
<td>○</td>
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<td></td>
<td>Goal Date:__________  Leader(s):____________________</td>
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</tbody>
</table>

### Emergency Planning Committee Objectives:

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________

### Who should be invited to join an Emergency Planning Committee?

- Parents
- Students
- Teachers
- Administrators
- Facility Managers
  - Maintenance
  - Groundskeepers
- First Responders
  - Police
  - Fire Fighters
  - Emergency Medical Services
- Local Businesses
- Emergency Managers
  - Local
  - County
- Public Health Department
  - Local
  - County
Step 2) Identify and Document All Potential Hazards

<table>
<thead>
<tr>
<th>a. Schedule an Emergency Planning Committee Meeting</th>
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<tbody>
<tr>
<td>Goal Date:_________   Leader(s):________________</td>
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</table>

<table>
<thead>
<tr>
<th>b. Perform Risk Assessments (See p. 8-9):</th>
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</thead>
<tbody>
<tr>
<td>i) Physical</td>
<td>Goal Date:____   Leader(s):________________</td>
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</tr>
<tr>
<td>ii) Environmental</td>
<td>Goal Date:____   Leader(s):________________</td>
<td></td>
</tr>
<tr>
<td>iii) Climate/Culture</td>
<td>Goal Date:____   Leader(s):________________</td>
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</table>

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<thead>
<tr>
<th>c. Document all hazards identified on Hazards Profile Worksheet (See p. 10-11)</th>
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</thead>
<tbody>
<tr>
<td>Goal Date:_________   Leader(s):________________</td>
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</table>

Starting a Risk Assessment

Schools are part of a larger community, so look beyond the school building for:

1. Potential Hazards
2. Planning Resources

Quick Tip: The Disaster Mitigation Act requires every community to have a mitigation plan to be eligible for FEMA funding. Check with your local emergency management office to learn more about your community’s risk assessment.

Is there a one-size-fits-all plan?

Unfortunately, there is not. Each community, neighborhood, and school building has unique characteristics which effect vulnerability. Therefore each school must assess and plan for their specific and ever changing needs. There are tools to help though!
Quick Tip: It may be beneficial to divide your planning committee into three subcommittees. Each subcommittee can oversee one type of assessment, review the results, and make recommendations.
## Prevention/Mitigation

### Assessment Resources

<table>
<thead>
<tr>
<th>Assessment Tools</th>
<th>Assessment Type</th>
<th>Cost</th>
<th>Sample Content Areas</th>
<th>Link</th>
</tr>
</thead>
</table>
| **Educational Facilities Assessment Checklist**, National Clearinghouse for Educational Facilities | Physical/Structural Environmental | Free | • Access/exits to buildings  
• Visibility/surveillance  
• Structural integrity  
• Accessibility for disabled | [http://www.ncef.org/checklist/index.cfm](http://www.ncef.org/checklist/index.cfm) |
| **MiPHY**, Michigan Department of Education                                       | Climate/Culture          | Free | • Risk and Protective Factors  
• Violence  
• Alcohol and Other Drugs  
• Suicide (not on MiPHY basic) | [www.michigan.gov/miphy](http://www.michigan.gov/miphy) |
| **Bully-Free Schools Survey**, Michigan Department of Education                  | Climate/Culture          | Free | Perceptions of:  
• Prevention Measures  
• Extent of bullying/aggression (type, frequency, location, ect.)  
• Reactions  
• Participants suggestions | [www.michigan.gov/cshsp](http://www.michigan.gov/cshsp) |
| **School Climate Survey**, Michigan Department of Education                      | Climate/Culture          | Free | Perceptions of:  
• Safety and school structure  
• Positive relationships  
• Self-worth, ability to contribute | [www.michigan.gov/cshsp](http://www.michigan.gov/cshsp) |
| **Community Mitigation Plan**, Local Emergency Management Office                | Environmental            | Free | • Weather patterns  
• Pollution  
• Local Business- Hazards | Contact your local emergency management office |

***For additional information about school health assessment tools please see Appendix A***
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</tbody>
</table>
## Hazard Profile Key

### 1. Potential Hazard
- **Examples:**
  - Flood
  - Fire
  - Tornado
  - Power Outage
  - Water System Failure
  - Transportation Accident
  - Pandemic Flu
  - Drug Overdose
  - Suicide
  - Peer Aggression
  - Unsecured Entry into Building
  - Large Shrubs around Building
  - Poor Visibility in Hallways
  - Neighborhood Violence
  - Major Roadway Nearby
  - Local Business with Hazardous Material

### 2. Potential Severity

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Catastrophic** | Multiple Deaths  
Severe damage to <50% of property  
Facilities closed for 30+ days |
| **Major**     | Disabling injuries and/or illness  
Severe damage to <25% of property  
Facilities closed for 2+ weeks |
| **Minor**     | Injuries and/or illness (Not disabling)  
Severe damage to <10% of property  
Shutdown facilities 1+ weeks |
| **Limited**   | Injuries treatable with first aid  
Major damage to >10% of property  
Shutdown facilities for > 24 hours |

### 3. Frequency of Occurrence

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Highly Likely</strong></td>
<td>Probable in the next year</td>
<td></td>
</tr>
<tr>
<td><strong>Likely</strong></td>
<td>Probable in next 3 years</td>
<td></td>
</tr>
<tr>
<td><strong>Occasional</strong></td>
<td>Possible in next 5 years</td>
<td></td>
</tr>
<tr>
<td><strong>Unlikely</strong></td>
<td>Possible in next 10 years</td>
<td></td>
</tr>
</tbody>
</table>

### 4. Geographic Areas Affected
- **Widespread**
- **Local**
- **Isolated**

### 5. Duration

<table>
<thead>
<tr>
<th>Duration</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;2 Hour</td>
<td>Short-term</td>
</tr>
<tr>
<td>2-5 Hours</td>
<td>3 to 6 Hour Warning</td>
</tr>
<tr>
<td>5-12 Hours</td>
<td>6 to 12 Hour Warning</td>
</tr>
<tr>
<td>12-24 Hours</td>
<td>12+ Hour Warning</td>
</tr>
<tr>
<td>24+ Hours</td>
<td>Long-term</td>
</tr>
</tbody>
</table>

### 6. Speed of Onset

<table>
<thead>
<tr>
<th>Warning System</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimal Warning</td>
<td>Local Media</td>
</tr>
<tr>
<td>3 to 6 Hour Warning</td>
<td>National Weather Service</td>
</tr>
<tr>
<td>6 to 12 Hour Warning</td>
<td>Amber Alert</td>
</tr>
<tr>
<td>12+ Hour Warning</td>
<td>Fire Alarm</td>
</tr>
</tbody>
</table>

### 7. Warning System

- **Examples:**
  - Local Media
  - National Weather Service
  - Amber Alert
  - Fire Alarm

### 8. Risk Priority

<table>
<thead>
<tr>
<th>Frequency of Occurrence</th>
<th>Potential Severity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Highly Likely</strong></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Extreme</td>
</tr>
<tr>
<td><strong>Occasional</strong></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>High</td>
</tr>
<tr>
<td><strong>Likely</strong></td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
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<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td><strong>Unlikely</strong></td>
<td>Low</td>
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<td></td>
<td>Low</td>
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<td></td>
<td>Medium</td>
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<td></td>
<td>Medium</td>
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<tr>
<td><strong>Limited</strong></td>
<td>Limited</td>
</tr>
<tr>
<td></td>
<td>Minor</td>
</tr>
<tr>
<td></td>
<td>Major</td>
</tr>
<tr>
<td></td>
<td>Catastrophic</td>
</tr>
</tbody>
</table>
**Step 3) Assess vulnerabilities to hazards**

a. Share your list of potential hazards with the planning committee

   i) Physical  
      Goal Date:________  Leader(s):___________________________

   ii) Environmental  
      Goal Date:_______  Leader(s):___________________________

   iii) Climate/Culture  
      Goal Date:_______  Leader(s):___________________________

b. Determine how susceptible your school is to each hazard identified by completing Sections 2-8 of the Hazard Profiles Worksheet

   Goal Date:_____________    Leader(s):____________________

---

![Quick Tip: Collaboration is key! Join forces with local emergency responders, businesses, community members and nonprofits to identify vulnerabilities and assess your ability to respond. These relationships will prove invaluable in the Preparedness, Response and Recovery stages.](Image)

**Step 4) Assess ability to respond to hazards**

a. Determine whether there is an established policy or procedure for responding to each hazard identified:

   i) Physical  
      Goal Date:________  Leader(s):___________________________

   ii) Environmental  
      Goal Date:_______  Leader(s):___________________________

   iii) Climate/Culture  
      Goal Date:_______  Leader(s):___________________________

b. Discuss effectiveness of each policy and procedure identified.

   Goal Date:_____________    Leader(s):____________________

c. Brainstorm ideas for improving /developing policies and procedures

   Goal Date:_____________    Leader(s):____________________
Step 5) Assess potential consequences of hazards

a. Discuss the potential consequences of each hazard identified:
   i) Physical   Goal Date:_________ Leader(s):___________________
   ii) Environmental   Goal Date:_________ Leader(s):___________________
   iii) Climate/Culture   Goal Date:_________ Leader(s):___________________

b. Brainstorm ideas for mitigating/preventing consequences (i.e. policies, procedures, activities)
   i) Physical   Goal Date:_________ Leader(s):___________________
   ii) Environmental   Goal Date:_________ Leader(s):___________________
   iii) Climate/Culture   Goal Date:_________ Leader(s):___________________

Quick Tip: Improving school climate and culture can build positive relationships, reduce peer violence and help prevent suicides.

Keys to Improving School Climate:
- Assess the school’s emotional climate
- Emphasize listening
- Take a strong stance against the code of silence
- Encourage students to tell adults about other students who are contemplating suicide
- Find ways to stop bullying
- Sustain safe school climates over time
- Involve students in creating a culture of safety and respect
- Build trusting relationships between students and adults
- Make the physical environment feel safe
- Involve all stakeholders in climate and culture improvement
- Recognize that all climates of safety are ultimately “local”

U.S. Department of Education, U.S. Secret Services

Step 6) Identify actions to mitigate/prevent hazards

a. Review ideas for improving/developing policies and procedures (Step 4C and 5B) for mitigating/preventing hazards and their consequences:
   i) Physical   Goal Date:_________ Leader(s):___________________
   ii) Environmental   Goal Date:_________ Leader(s):___________________
   iii) Climate/Culture   Goal Date:_________ Leader(s):___________________
Step 7) Take actions to mitigate/prevent hazards

a. Discuss feasibility of mitigation/prevention ideas (Step 6) for each ‘Extreme’ priority hazard identified (Step 5B).

b. Discuss potential effectiveness of each policy and procedure identified.

  Goal Date:_____________   Leader(s):____________________

c. Draft an action plan for addressing hazard

d. Submit the plan or policy to the appropriate office/board for approval

e. Once approved, work with appropriate people to implement plan

f. Repeat Steps 7A-E for ‘High’, ‘Medium’, and ‘Low’ priority hazards

  Goal Date:_____________   Leader(s):____________________

Quick Tip: If your school does not have a threat assessment plan consider developing one. Steps to develop your own threat assessment include:

- Establish criteria for student identification
- Gather facts and information
- Assess possible motives and targets
- Conduct interviews
- Take action as necessary

Key Points:

- Your Emergency Planning Committee should be comprised of a diverse group of people that represent your community.
- Three types of assessment:
  (1) Physical/Structural    (2) Climate/Culture    (3) Environment
- There are resources available including: NCEF Assessment Checklist, MiPHY, and local community mitigation plans.
- Mitigation and prevention actions lay the foundation for efficient preparedness, response and recovery planning.
Preparedness

Purpose of Preparedness:
Preparing for an emergency can:

1. Facilitate effective communication and response
2. Reduce damage to property
3. Prevent and reduce casualties (injury, illness, and loss of life)

Objectives:

1. Develop plans and protocols for managing an emergency situation
2. Establish community partnerships to support school response
3. Practice the skills necessary to respond effectively and efficiently

Steps to Prepare for Emergencies

1) Review Hazard Profiles and Risk Assessment

2) Develop Written Emergency Management Plans
   i. Incident Command and Critical Decision Plan
   ii. Threat Response Plan
   iii. Community Partnership Plan
   iv. Disability Specific Plan
   v. Communication Plan
   vi. Parent/Guardian Reunification Plan

3) Conduct Training and Emergency Exercises
Preparedness

Step 1) Review Hazard Profiles and Risk Assessments

a. Review Hazard Profile and Risk Assessments with the Emergency Planning Committee
   Goal Date:___________   Leader(s):____________________

b. Discuss how to incorporate solutions into Emergency Plans
   i. Review established emergency plan (Appendix B)
   Goal Date:___________   Leader(s):____________________

c. Save final results of Hazard Profiles and Risk Assessment in final written Emergency Plan
   Goal Date:___________   Leader(s):____________________

Characteristics of an Effective Emergency Management Plan

- Establishes Crisis Response Team (CRT) with National Incident Management System
- Demonstrates collaboration with local community
- Reflects an “all-hazards” approach
- Obtains and documents School Board approval
- Aligns with federal, state, and local emergency management plans
- Contains specific plans for accommodating individuals with disabilities or special needs
- Provides a timeline for maintaining/updating the plan

U.S. Department of Education

Quick Tip: Mark your calendar! Hazards and risks are constantly changing, so keep your Hazard Profiles and Risk Assessments updated throughout the year. Plan ahead and schedule hazard review dates so you do not forget.
Step 2i) Develop Incident Command and Critical Decision Plan

a. Develop an Emergency Management Team
   
   a. Learn about the National Incident Management System (NIMS) (p.18-19)
   
   Goal Date: ____________  Leader(s): __________________

   b. Invite Members to join Emergency Management Team
   
   Goal Date: ____________  Leader(s): __________________

   c. Identify Roles and Responsibilities

   Goal Date: ____________  Leader(s): __________________

b. Draft Incident Command and Critical Decision Plan using NIMS principles

   First Draft  Goal Date:________  Leader(s):____________________

   Second Draft  Goal Date:________  Leader(s):____________________

   Final Draft  Goal Date:________  Leader(s):____________________

c. Submit to School Board for Approval of Document

   Goal Date: ____________  Leader(s): __________________

d. Implement Plan as approved by School Board

   Goal Date: ____________  Leader(s): __________________

e. Develop timeline for reviewing and updating

   Goal Date: ____________  Leader(s): __________________

Quick Tip: Federal funding for emergency management requires the use of the National Incident Management System (NIMS). Planning your emergency management program using NIMS could pay off in the future.
Preparedness

What is the National Incident Management System (NIMS)?
The National Incident Management System (NIMS) is a systematic approach to mitigating, preventing, planning for, responding to, and recovering from the effects of an emergent incident. The system standardizes the approach to incident management for all persons responding to all types of incidents.

5 Components of NIMS

1. **Preparedness**
   - Essential to achieving effective emergency management
   - Requires partnerships between government, private and nongovernmental organizations
   - A continuous cycle of planning, organizing, training, practicing, evaluating and updating

2. **Communications and Information Management**
   - Establishes a common operating and communication plan between organizations
   - Utilizes flexible communication and information systems

3. **Resource Management**
   - Describes standard resource management practices for inventorying, organizing and tracking resources
   - Allows for sharing of critical resources when needed

4. **Command and Management**
   - Utilizes three key organizations constructs
     - (1) *Incident Command System*
     - (2) *Multiagency Coordination Systems*
     - (3) *Public Information*

5. **Ongoing Management and Maintenance**
   - Continuously refine NIMS concepts, practices and principles

How to Adopt NIMS

1. Establish formal, written adoption of NIMS through School Board
   - Goal Date: ___________   Leader(s): ________________

2. Incorporate NIMS into your school’s plan
   - Goal Date: ___________   Leader(s): ________________

3. Participate in NIMS Training
   - Goal Date: ___________   Leader(s): ________________

4. Report NIMS implementation to the [NIMS Compliance Assistance Support Tool](https://www.fema.gov/nims) (Optional)
   - Goal Date: ___________   Leader(s): ________________

5. Network with others in your area to learn about preparedness events
   - Goal Date: ___________   Leader(s): ________________

**Quick Tip:** Get the details about NIMS by visiting [www.fema.gov/nims](https://www.fema.gov/nims) and speak with your local emergency manager to learn more. Find your local emergency manager [here](#).
Preparedness

What is an Incident Command System?
The Incident Command System (ICS) is a standardized, on-scene management approach, which:
- Facilitates coordinated response between multiple organizations
- Establishes common planning and resource management process
- Allows organizations to communicate effectively, while sharing equipment & personnel

What is the structure of the Incident Command Team?
A typical ICS command structure will look like this:

![Incident Command System Diagram]

Quick Tip: Be sure to define roles and responsibilities for each member of the team to avoid confusion and chaos while conducting response efforts.

How does our Crisis Response Team fit into the ICR?
Your Crisis Response Team will work with the operations manager to set up mental health and counseling services during and after the incident. Be sure that the Crisis Response Team leader and the operations manager have one another's personal contact information so they can easily communicate.
Preparedness

Step 2ii) Develop Threat Response Plan

- a. Develop policy for Immediate Risk Assessment (p. 20)
  
  \[ \text{Goal Date:_________} \quad \text{Leader(s):___________________} \]

- b. Develop policies and protocols for responding to threats (p. 21)
  
  \[ \text{i. Evacuation} \quad \text{Goal Date:_______} \quad \text{Leader(s):___________________} \]
  
  \[ \text{ii. Lockdown} \quad \text{Goal Date:_______} \quad \text{Leader(s):___________________} \]
  
  \[ \text{iii. Shelter-in-place} \quad \text{Goal Date:_______} \quad \text{Leader(s):___________________} \]

- c. Develop Go Kits (See Appendix C)
  
  \[ \text{i. Administration} \quad \text{Goal Date:_______} \quad \text{Leader(s):___________________} \]
  
  \[ \text{ii. Classroom} \quad \text{Goal Date:_______} \quad \text{Leader(s):___________________} \]

- f. Develop timeline for reviewing/updating Risk Assessment, Response Policies and Procedures, and Go Kits
  
  \[ \text{Goal Date:_______} \quad \text{Leader(s):___________________} \]

**Quick Tip:** If your school does not have a threat assessment plan consider developing one which incorporates these features:

- Establish criteria for student identification
- Gather facts and information
- Assess possible motives and targets
- Conduct interviews
- Take action as necessary
# Preparedness

## Types of Emergency Response

<table>
<thead>
<tr>
<th>Response</th>
<th>Evacuation</th>
<th>Lockdown</th>
<th>Shelter-in-Place</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Provide evacuation orders, including destination</td>
<td>2. Lock exterior doors and windows</td>
<td>2. Close windows and doors</td>
</tr>
<tr>
<td></td>
<td>3. Take Go-Kit</td>
<td>3. Restrict entry/exit from building</td>
<td>3. Heating and air conditioning systems shut off (if necessary)</td>
</tr>
<tr>
<td></td>
<td>4. Account for students at destination</td>
<td></td>
<td>4. Remain indoors until shelter order is lifted</td>
</tr>
<tr>
<td>When Implemented</td>
<td>Threat located inside the building and it is safer to exit the building</td>
<td>Threat located inside and/or outside building and it is safest to restrict movement of persons</td>
<td>Threat located outside building and safer to remain inside the building</td>
</tr>
<tr>
<td>Example Scenarios</td>
<td>- Fire</td>
<td>- Bomb threat</td>
<td>- Severe weather</td>
</tr>
<tr>
<td></td>
<td>- Gas Leak</td>
<td>- Active Shooter</td>
<td>- Threat of chemical/biological exposure</td>
</tr>
<tr>
<td>Special Considerations</td>
<td>- Assisting students with disabilities during evacuation</td>
<td>- Entry protocol for public safety officials</td>
<td>- May last for a long period:</td>
</tr>
<tr>
<td></td>
<td>- Accounting for students</td>
<td>- Parents knowledge of lockdown procedure</td>
<td>- Schedules for learning and recreation</td>
</tr>
<tr>
<td></td>
<td>- Esp. when evacuation occurs between classes</td>
<td>- Parents not allowed on campus</td>
<td>- Sanitation</td>
</tr>
<tr>
<td></td>
<td>- Offsite Evacuation</td>
<td></td>
<td>- Food service</td>
</tr>
<tr>
<td></td>
<td>- Identify Routes</td>
<td>- Send letter to parents with emergency protocols</td>
<td>- Sleeping arrangements</td>
</tr>
<tr>
<td></td>
<td>- Avoid disrupted utility lines</td>
<td></td>
<td>- Healthcare needs</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>+ Asthma</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>+ Diabetes</td>
</tr>
</tbody>
</table>
## Step 2iii) Develop Community Partnership Plan

<table>
<thead>
<tr>
<th></th>
<th>In Progress</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Brainstorm list of potential partners</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Goal Date: ___________  Leader(s): ____________________

b. Contact partners to discuss potential service arrangement

Goal Date: ___________  Leader(s): ____________________

c. Draft pre-negotiated contracts for:

<table>
<thead>
<tr>
<th></th>
<th>In Progress</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Transportation</td>
<td>☐</td>
<td>☐</td>
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</tbody>
</table>

Goal Date: _____  Leader(s): ___________

<table>
<thead>
<tr>
<th></th>
<th>In Progress</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>ii. Food Services</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Goal Date: _____  Leader(s): ___________

<table>
<thead>
<tr>
<th></th>
<th>In Progress</th>
<th>Complete</th>
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</thead>
<tbody>
<tr>
<td>iii. Comfort Items</td>
<td>☐</td>
<td>☐</td>
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</tbody>
</table>

Goal Date: _____  Leader(s): ___________

<table>
<thead>
<tr>
<th></th>
<th>In Progress</th>
<th>Complete</th>
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</thead>
<tbody>
<tr>
<td>iv. Mental Health</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Goal Date: _____  Leader(s): ___________

d. Submit pre-negotiated contracts to School Board for review

Goal Date: ___________  Leader(s): ____________________

e. Re-negotiate contracts if necessary

Goal Date: ___________  Leader(s): ____________________

f. Submit to School Board for adoption of pre-negotiated contracts

<table>
<thead>
<tr>
<th></th>
<th>In Progress</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Transportation</td>
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</table>

Goal Date: _____  Leader(s): ___________

<table>
<thead>
<tr>
<th></th>
<th>In Progress</th>
<th>Complete</th>
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</thead>
<tbody>
<tr>
<td>ii. Food Services</td>
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</tbody>
</table>

Goal Date: _____  Leader(s): ___________

<table>
<thead>
<tr>
<th></th>
<th>In Progress</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>iii. Comfort Items</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Goal Date: _____  Leader(s): ___________

g. Develop timeline for reviewing/updating negotiated contracts

Goal Date: ___________  Leader(s): ____________________

---

**Quick Tip:** The American Red Cross is an abundant source of information about emergency planning including:

1. What supplies to store  
2. How/Where to store supplies  
3. How much to stockpile
Step 2iv) Develop Plans for those with Disabilities

a. Consider including a response team member specifically responsible for students with disabilities

   Goal Date:________________  Leader(s):____________________

b. Draft Plan for addressing disabilities/special needs including:
   
   i. Visual
   
   ii. Hearing
   
   iii. Mobility
   
   iv. Cognitive
   
   v. Attention
   
   vi. Emotional
   
   vii. Medical

   Goal Date:________________  Leader(s):____________________

c. Submit to School Board for approval

   Goal Date:________________  Leader(s):____________________

d. Implement plan as approved by the School Board

   Goal Date:________________  Leader(s):____________________

e. Include lists of students with special needs in Go-Kits
   Keep Confidential!

   Goal Date:________________  Leader(s):____________________

f. Develop Timeline for reviewing and updating list and plans for students with disabilities/special needs

   Goal Date:________________  Leader(s):____________________
### Step 2v) Develop Communication Plans

<table>
<thead>
<tr>
<th>Task</th>
<th>In Progress</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identify a Public Information Officer (PIO)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Draft plan for communicating with students and staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Draft plan for communicating with parents and media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Include templates for communicating via:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Media/Public Relations Announcements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Text Message</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Email</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Voice-Recordings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Website Announcement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Written Letter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Submit to School Board for approval</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Implement as approved by School Board</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Step 2vi) Develop Parent/Child Reunification Plan

<table>
<thead>
<tr>
<th>Task</th>
<th>In Progress</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Draft plan for reunifying parents/guardians and students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Identify individual(s) responsible for reunification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Submit to School Board for approval</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Communicate plan to parents/guardians</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Preparedness

Step 3) Conduct Trainings and Emergency Exercises

<table>
<thead>
<tr>
<th>Exercise Type</th>
<th>Tabletop Exercises</th>
<th>Drills</th>
<th>Full Scale Exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
<td>Participants from multiple agencies and organizations come together to work on a response scenario through discussion</td>
<td>Students, faculty and staff practice procedures, such as evacuation, lockdown and/or shelter in place</td>
<td>Simulate a full-scale emergency response, because of logistics and costs this is only done approximately once a year</td>
</tr>
</tbody>
</table>
| Goal          | ✷ Practice decision making  
✷ Clarify roles/responsibilities  
✷ Identify resources  
✷ Build relationships  
✷ Evaluate plans/procedures | ✷ Define procedures  
✷ Communicate plans  
✷ Designate routes and shelter locations  
✷ Practice accounting for students | ✷ Build relationships and planning capacity  
✷ Practice roles and responsibilities  
✷ Share resources  
✷ Evaluate plans/procedures |

Quick Tip: Check Appendix E: Resources for links to sample scenarios. And, when planning your exercise include unanticipated impediments, such as a blocked evacuation route to force flexibility and creativity.

Key Points:
- Developing mini-plans can make the planning process more manageable
- Clear, efficient communication is the key to effective planning and response
- Three types of response: (1)Evacuation  
(2)Lockdown  
(3)Shelter-in-place

Goal Date:____________________  Leader(s):____________________  
Goal Date:____________________  Leader(s):____________________  
Goal Date:____________________  Leader(s):____________________  
Goal Date:____________________  Leader(s):____________________
Response

Purpose of Response:
Mobilizing an emergency plan and emergency services can:
1. Reduce damage to property
2. Prevent and reduce casualties (injury, illness, and loss of life)

Objectives:
1. Clearly communicate with students, staff, parents and the public
2. Effectively cooperate with first responders and community partners
3. Efficiently deploy resources to those affected
4. Account for students, faculty and staff

Steps for Responding to an Emergency
1) Activate Emergency Management Plan
2) Determine Response Strategy
3) Deploy Resources
4) Utilize Community Partnership Agreements
5) Activate Communication Plans
6) Account for Students, Faculty and Staff
7) Reunify Students with Parent/Guardian
8) Document Emergency Response and Debrief
Response

Step 1) Activate Emergency Management Plan
   a. Identify threat using school’s Threat Assessment Tool
   b. Immediately activate Incident Command System

Keys to Responding to an Emergency
- Be flexible
- Use good judgment
- Remain calm
- Communicate clearly

Note: The plan is there to help. Do not let it hold you back. You may have to make new plans as the scenario unfolds.

Quick Tip: As part of the preparedness section, you established an Incident Command System and Emergency Management Team. Create a contact list including personal contact information for each of the team members and include several copies in each go-kit.

Step 2) Determine and Communicate Response Strategy
   a. Assess the threat
   b. Determine appropriate response strategy
   c. Clearly and calmly communicate strategy to students and staff

Three Common Response Strategies

Evacuation
- Threat inside building
- Safer to exit building

Shelter
- Threat outside building
- Safer to remain inside building

Lockdown
- Threat inside and/or outside building
- Safest to restrict movement of persons
Response

Step 3) Deploy Resources
   a. Establish a safe zone to organize the deployment of resources
      i. This may include, but is not limited to, areas for:
         1. Medical Services
         2. Search and Rescue Teams
         3. Transportable Shelters
         4. Decontamination Equipment
   b. Provide services, as needed

Is there an example set-up for deploying resources?
Here is a sample layout:

![Diagram of school layout](Image provided by U.S. Department of Education, Readiness and Emergency Management for Schools)

**Quick Tip:** Keep a map of the school property in each go kit. They can help first responders determine the best strategy for entering the building and help you determine where to safely set up resources.

Step 4) Utilize Community Partnership Agreements
   a. Review community partnership agreement forms
   b. Determine which services may be required based on immediate needs
   c. Contact community partner(s) to activate agreement(s)
      i. Clearly define your schools immediate needs
      ii. Provide partner with point of contact
Response

Step 5) Activate Communication Plan

a. Provide clear and consistent information to students, staff, parents and the public via multiple communication mediums

b. Utilized pre-drafted communication templates to communicate timely and accurate information
   i. Media/Public Relations Announcements
   ii. Text Message
   iii. Email
   iv. Voice-Recordings
   v. Website Announcement

How does the school control communication?
The designated Public Information Office (PIO) should be the single point of contact for public communication regarding the situation. They are responsible for clearly communicating timely and accurate information to the public. Remember students, bystanders, and media outlets may also be providing information to the public via phone calls, emails and web postings, so timely, accurate, and consistent information from the school is important for reducing confusion and avoiding panic.

Step 6) Account for Students, Faculty and Staff

a. Account for students, faculty and staff using lists provided in the Go-Kits

b. Each instructor accounts for their designated group of students

c. Designated member of emergency management team:
   i. Accounts for all faculty and staff members
   ii. Confirms instructors have accounted for all students

d. Relay information regarding missing persons to search and rescue team
Response

Step 7) Reunify Students with Parents/Guardians

a. Establish a specific location for reunification
b. Release students to authorized individuals listed on their emergency card
   i. Add list of emergency contacts to administrative go-kit
   ii. Proper photo identification required

What should schools communicate to parents/guardians?

Before an emergency

- The school is working hard to protect the children and prepare for possible emergencies.
- A reminder to contact the school to update emergency contact information as it changes
- Information about what parents should or should not do during an emergency
  
  Examples may include:
  Do not come to campus when a lockdown is in place.
  Bring photo identification when picking up your child.

During an emergency

- Basic details regarding the situation
- How the school is responding to the incident
- What parents should do

Quick Tip: Creating communication templates can make this process easier. Check the resources section at rems.ed.gov for sample templates.

After an emergency

- Information about resources available to help students and community members cope
- Estimated timeline for recovery of school programs and services

Key Points:

- Schools have a legal and social responsibility to account for students, faculty and staff. Plan ahead and create/regularly update lists for each go-kit!
- Reunification can be stressful and chaotic! Clearly define a location for reunification and check photo identification to ensure students are released to a pre-approved emergency contact.
- Communication is key! Communicate with parents before an emergency to reduce confusion and stress.
Recovery

Purpose of Recovery:
Taking steps to recover from an emergency can:
1. Return the school to normal operations
2. Reduce social/emotional strain

Objectives:

1. Establish a safe physical environment for learning
2. Re-establish usual business and fiscal operations
3. Return to a typical academic schedule and supportive environment
4. Attend to the social and emotional needs of students, faculty, staff and parents/guardians

4 Types of Recovery

1) Physical Recovery
2) Business/Fiscal Recovery
3) Academic Recovery
4) Social/Emotional Recovery
Recovery

1) Physical Recovery

a. Assess damage to school property, identify safety hazards
   Goal Date: ___________  Leader(s): ____________________

b. Determine measures necessary to repair facilities
   Goal Date: ___________  Leader(s): ____________________

c. Determine how to provide services without use of heavily damaged facilities
   Goal Date: ___________  Leader(s): ____________________

d. Develop timeline for repairing facilities
   Goal Date: ___________  Leader(s): ____________________

e. Implement repair plan and oversee repair projects
   Goal Date: ___________  Leader(s): ____________________

How can I prepare for a property damage assessment?

Before an emergency

 Compile an Inventory of Assets

1. Develop an estimate of potential loss
   What could be lost?

2. Estimate replacement cost
   What would it cost to replace lost items?

Who should be involved with the damage assessment?

At minimum, the assessment team should include:

- Building/Facility Manager
- Facility Engineer/Contractor
- Insurance Adjuster

Quick Tip: Your insurance company may require you to compile an inventory of assets as part of your policy. It may be valuable to review their records before beginning your own.
2) Business/Fiscal Recovery

a. Assess damage to business/fiscal systems
   Goal Date: ____________   Leader(s): ____________________
   [In Progress] [Complete]

b. Determine measures necessary to repair systems
   Goal Date: ____________   Leader(s): ____________________
   [In Progress] [Complete]

c. Determine how to proceed without normal operating systems
   Goal Date: ____________   Leader(s): ____________________
   [In Progress] [Complete]

d. Implement contingency plan and oversee repair projects
   Goal Date: ____________   Leader(s): ____________________
   [In Progress] [Complete]

What should I include in my Business Contingency Plan?
Some emergencies may leave your school without commonly used systems, including:

- Payroll
- Accounts Payable
- Accounts Receivable
- Student Records/Registration
- Other Computer-based Records

Quick Tip: Community partnerships are key! Work with local businesses or non-profits to plan for your potential business/fiscal operation needs. Keep a backup of your program in the Administrative Go-Kit.

If data centers and computer work stations are not heavily damaged you may be able to utilize generators. But, if they are damaged you may need to run your schools software at another location.

Alternate Procedures
Plan alternate procedures for business function in case normal operating procedures cannot be utilized.

Flexible Registration
Some emergencies may require re-registration. The registration system should be easily accessible and flexible.

Succession Plan
Identify an individual to take over the business operations if the person normally in charge becomes unavailable.
Recovery

3) Academic Recovery

- Resume classes
  
  Goal Date: ____________   Leader(s): ____________________

- Resume before/after school programming
  
  Goal Date: ____________   Leader(s): ____________________

- Resume extra-curricular activities
  
  Goal Date: ____________   Leader(s): ____________________

Academic, physical and social-emotional recovery are closely related.

**Primary objective:** Restore normalcy to school environment

To achieve normalcy schools may need to resume programs gradually to allow students time to recover and refocus.

**Quick Tip:** Social and Emotional Recovery is probably the most challenging. Professional development in the area of mental health may help prevent/mitigate emergencies as well as support the recovery process if an emergency does occur.

**Academic Recovery may require:**
- Flexibility and Creativity
- Operating jointly with another school in their facilities
- Portable classrooms, or utilization of non-school buildings in the community

Establish safe physical environment  
Academic structure, normalcy  
Social and Emotional Services  
All-Around Academic Recovery
### 4) Social and Emotional Recovery

#### a. Immediate Response

1. Clearly and consistently communicate with community
   - Goal Date: ____________  Leader(s): ________________
2. Provide counseling services to students, staff and faculty
   - Goal Date: ____________  Leader(s): ________________

#### b. Long-term Response

1. Provide counseling services
   - Goal Date: ____________  Leader(s): ________________
2. Determine how to address memorial and commemoration requests
   - Goal Date: ____________  Leader(s): ________________

---

**How can we prepare to respond to Social and Emotional needs?**

Identify mental health resources in your community and establish a list. Also, establishing pre-planned partnership agreements with local mental health providers can hasten response and recovery.

---

**Memorials and Commemoration**

After a tragedy your school may receive inquiries about establishing memorials and commemorating those lost in the tragedy. Your school should weigh the benefits and disadvantages.

---

**Caring for Caregivers**

Teachers, counselors and emergency responders are also dealing with a large burden. Care for caregivers by providing counseling services, facilitating conversation groups and establishing relaxing areas for them to rest.

---

**Key Points:**

- Physical safety is imperative for academic and social-emotional recovery to occur.
- Community partnership agreements can help speed up all four types of recovery.
- Flexibility and creativity are crucial to recovery.
- Recovery may take years. Be prepared to care for your student, faculty, staff and caregivers long-term needs.
### Purpose
- **The HSAT are a set of online tools designed to help school buildings create a healthier school environment.**
  - **Assess** - your school environment
  - **Plan & Act** - to make it better
  - **Brag a Bit** - get recognized and help others
  - **Assess Again** - check your progress or assess new topics

- To help schools gain insight on the behaviors and enablers of healthy eating and physical activity for students.
- To measure student behavior changes over time.
- To help schools and districts collect and utilize comprehensive youth health behavior data for local-level decision making.
- To help schools meet reporting requirements of Title IV Safe and Drug Free Schools and other grant funding.

### Content Areas
- Asthma Management
- Healthy Eating and Nutrition Education
- Physical Activity and Physical Education
- Tobacco-Free Lifestyles
- Violence and Injury Prevention

- Healthy Eating
- Physical Activity
- Violence
- Tobacco
- Nutrition
- Alcohol & Other Drugs
- Physical Activity
- Risk & Protective Factors
- Suicide (not on MiPHY Basic)
- Sexual Behavior (not on MiPHY Basic)

### Eligibility
- Elementary Schools
- Middle Schools
- High Schools: K-12th Grades

- Middle Schools: 5-12th Grades

- Middle Schools: 7th grade
- High Schools: 9th & 11th grades

### Methods
- Coordinated School Health Team completes an online Assessment (approximately 4 hours) and develops an Action Plan.
- Students complete the online survey in approximately 15-20 minutes.
- Students complete the online survey in less than one class period in a controlled computer lab.

### Timing
- Continuous availability. Schools can add topic areas and/or reassess at any time.

- Continuous availability.

- Every other year during even school years, e.g., 2007-08 year. Opposite year of the Michigan YRBS (see back).

### Cost
- No cost to schools.

### Available Reports
- Assessment Summary Report
- Action Plan Summary Report
- Classroom Report
- School Summary Report
- Summary Tables by content area
- Graphic Reports
- Demographics
- Trend Reports

- Sub-analysis on:
  - Gender
  - Grade level
  - Academics
  - Race/ethnicity

### Aggregate Levels
- School
- State

- Classroom
- School State

- School District
- ISD
- County

### Example Questions/Statements
- Our school has a written policy that prohibits use of physical activity as punishment.
- Yesterday, how much soda pop did you drink at school? If you had any soda pop at school yesterday, how many ounces do you estimate you drank?

- % of students who used tobacco in the past month
- % of students who ever drank alcohol
- % of students who got the recommended level of physical activity

### Website
- [www.mihealthtools.org/hsat](http://www.mihealthtools.org/hsat)
- [www.mihealthtools.org/studenthealthsurvey](http://www.mihealthtools.org/studenthealthsurvey)
- [www.michigan.gov/miphy](http://www.michigan.gov/miphy)

### Appendix A
# Michigan Tools for Healthy Schools

**State-level data and needs assessment to support Coordinated School Health**

<table>
<thead>
<tr>
<th></th>
<th><strong>YRBS</strong></th>
<th><strong>Profiles</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level</strong></td>
<td>Michigan and National</td>
<td>Michigan and National</td>
</tr>
</tbody>
</table>
| **Purpose**             | - To determine the prevalence of health-risk behaviors.  
- To assess trends in behaviors. | - To provide data on health policies and practices at schools. |
| **Content Areas**       | - Injury and Violence  
- Tobacco Use  
- Alcohol and Other Drug Use  
- Sexual Behavior  
- Nutrition  
- Physical Activity | - School Health Education  
- Physical Education  
- Asthma Management  
- Nutrition and Food Service  
- School Health Policies on HIV/AIDS, Tobacco, Violence, and Physical Activity |
| **Eligibility**         | Randomly selected Michigan public schools that include grades 9-12. | Randomly selected Michigan secondary public schools that include grades 6-12. |
| **Methods**             | Students complete paper-pencil questionnaires conducted in classrooms. | Principals and health education teachers self-administer mailed questionnaires. |
| **Timing**              | Every other year during odd school years. Opposite year of the MiPHY. | Every other year during even school years. |
| **Available Reports**   | Summary tables  
Fact sheets by content area and graphs incorporated in many state health reports | Topical Reports |
| **Aggregate Levels**    | - All Michigan students in 9th-12th Grade  
- Gender  
- Grade in school  
- Race/Ethnicity  
- Academics | - All Michigan secondary schools  
- Middle schools in Michigan  
- Junior high schools in Michigan  
- Senior high schools in Michigan |
| **Example Questions/Statements** | In 2009, 37% of Michigan high school students had drank alcohol in the past 30 days.  
In 2009, 46% of Michigan high school students had ever smoked a cigarette. | In 2010, 90% of Michigan schools required physical education in any grade 6-12.  
In 2010, 55% of Michigan secondary schools had 24/7 tobacco-free school policies. |
| **Websites**            |  
www.michigan.gov/yrbs  
www.cdc.gov/HealthyYouth/yrbs | www.cdc.gov/HealthyYouth/profiles |

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**How do we get started?**
As the table illustrates, there are many options for gathering data on need in your school district. Knowing where to begin may be the hardest step.

**Some suggestions are to:**
- Form a Coordinated School Health Team. Include partners from a variety of disciplines.
- Review state and local level data.
- Visit the websites of the presented tools to learn more about how to participate, what is involved, and how other schools and districts are using their results.
## Prevention/Mitigation Rubric

<table>
<thead>
<tr>
<th>Conduct Assessment</th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Develop an emergency planning committee</strong></td>
<td>School discusses and commits to establishing an emergency planning committee</td>
<td>Recruitment of committee members has begun, committee meeting(s) scheduled</td>
<td>Membership established, includes participants from a variety of backgrounds, committee has well-defined objectives, members have clearly defined roles and responsibilities</td>
<td>Committee includes members from a variety of backgrounds, has clearly defined roles, responsibilities and objectives, all members participate equally</td>
</tr>
<tr>
<td><strong>Identify &amp; document potential hazards</strong></td>
<td>Establish sub-committees to conduct assessments: 1) Physical/Structural 2) Environmental 3) Climate/Culture</td>
<td>Discuss potential hazards, determines the appropriate assessment tool, begin to complete the Hazard Profiles Worksheet</td>
<td>Documents all potential hazards in Section 1 of the Hazard Profiles Worksheet, shares results with planning committee</td>
<td>Documents all potential hazards on the Hazard Profiles Worksheets, shares results with planning committee and school community for comment and revisions</td>
</tr>
<tr>
<td><strong>Assess vulnerability to hazards</strong></td>
<td>Review hazards identified, begin to discuss vulnerabilities to each hazard</td>
<td>Discuss vulnerabilities to each hazard listed, begins completing Sections 2-8 of the Hazard Profiles Worksheet</td>
<td>Completes Sections 2-8 of the Hazard Profiles Worksheet using the Hazard Profiles Key, shares results with planning committee</td>
<td>Documents all vulnerabilities on the Hazard Profiles Worksheets, shares results with planning committee and school community for comment and revisions</td>
</tr>
<tr>
<td><strong>Assess ability to respond</strong></td>
<td>Review hazards identified, begin to discuss ability to respond to hazards documented</td>
<td>Discuss ability to respond, communicates with local first responders, begin to document concerns</td>
<td>Communicate with local first responders, local organizations and businesses to determine concerns, document concerns re: response</td>
<td>Document all concerns regarding ability to respond, share results with planning committee and school community for comment</td>
</tr>
<tr>
<td><strong>Assess potential consequences of hazards</strong></td>
<td>Review hazards identified, begin to discuss potential consequences of hazards</td>
<td>Discuss potential consequences of hazards with first responders, begin to document concerns</td>
<td>Communicate with local first responders, local organizations and business to determine potential consequences of hazards</td>
<td>Complete assessment and documents results, share results with school community, schedule dates for future hazard assessments</td>
</tr>
</tbody>
</table>
## Prevention/Mitigation Rubric

<table>
<thead>
<tr>
<th>Identify actions to prevent/mitigate hazards</th>
<th>Review hazards, vulnerabilities, ability to respond, and potential consequences identified in the hazard assessment</th>
<th>Brainstorm possible prevention and mitigation measures to address highest level concerns identified in the assessment</th>
<th>Discuss possible prevention and mitigation measures to address all concerns identified in the assessment</th>
<th>Identify possible prevention and mitigation measures to address all concerns found in the assessment, share results with planning committee and school communities for comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take actions to prevent/mitigate hazards</td>
<td>Review potential prevention and mitigation measure identified, begin to determine feasibility of each recommendation</td>
<td>Discuss which prevention and mitigation measures to prioritize, begin to draft a formal recommendation to be submitted to School Board,</td>
<td>Determine which prevention and mitigation measures to recommend, send formal recommendation to submit to School Board for approval</td>
<td>Identify and recommend prevention and mitigation measures to School Board for all hazards, begin to implement projects as approved, oversee completion, reassess</td>
</tr>
</tbody>
</table>

### Notes:
## Preparedness & Response Rubric

<table>
<thead>
<tr>
<th>Activity</th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Develop written incident command and critical decision plan</strong></td>
<td>Discuss incident command and critical decision planning needs</td>
<td>Identify incident command and critical decision needs, organize command structure and draft chart, draft roles and responsibilities for each position, identify individuals to fill roles and responsibilities</td>
<td>School board adopts incident command and critical decision plan, train incident command team members, disseminate plan to school community</td>
<td>School board adopts incident command and critical decision plan, train team members, distribute plan to school community, plan and relevant contact information included in each Go Kit</td>
</tr>
<tr>
<td><strong>Develop written threat response plan</strong></td>
<td>Discuss threat response planning needs</td>
<td>Identify threat response plan needs, draft written plan for responding to potential hazards</td>
<td>Threat response plan adopted by School Board, plan communicated to school community, and practiced</td>
<td>Threat response implemented as adopted, plan communicated to school community, posted in each room and hallway</td>
</tr>
<tr>
<td><strong>Develop written community partnership plan</strong></td>
<td>Discuss possible community partnership needs, brainstorm list of potential partner organizations</td>
<td>Identify community partnership needs, contact potential partners, begin to negotiate contracts</td>
<td>Community partnership plan adopted by school board, revised and updated as needed</td>
<td>Community partnerships implemented as needed, copies of the plan(s) included in administrative Go Kit</td>
</tr>
<tr>
<td><strong>Develop written disability specific plan</strong></td>
<td>Discuss potential disability specific planning needs</td>
<td>Identify disability related needs, partner with stakeholders, draft written plan for addressing needs, identify individual to support those with disabilities when responding</td>
<td>Disability specific plan adopted by school board, plans made for individual students as needed, plan communicated to students and their families</td>
<td>Disability response plan implemented as needed, confidential list of student specific needs included in each Go Kit</td>
</tr>
<tr>
<td><strong>Develop written communication plan</strong></td>
<td>Discuss prospective communication planning needs</td>
<td>Identify communication plan needs, draft written communication plan, begin to develop templates for communicating with students, staff, parents/guardians and the public</td>
<td>Communication plan adopted by School Board, communicate plan to school community, revise and update as needed</td>
<td>Communication plan implemented as needed, information is consistent and clearly and calmly communicated</td>
</tr>
</tbody>
</table>
## Preparedness & Response Rubric

### Develop written parent/guardian reunification plan
- Discuss potential parent/guardian reunification planning needs
- Identify parent/guardian reunification needs, draft written reunification plan, draft letter to parents/guardians explaining plan
- Parent/guardian reunification plan adopted by School Board, communicate plan to school community
- Parent/Guardian reunification plan implemented as needed, parents/guardians clearly communicated their responsibilities, Go Kits include emergency contact information for each student

### Conduct training and emergency exercises
- Discuss possible professional development training and/or emergency exercises to conduct
- Identify training and/or exercises to conduct, communicate time, date, and location to school community (if appropriate), work with community partners to conduct training or exercise
- Training and/or emergency exercise conducted in coordination with local first responders and community partners, post-training or exercise debriefing
- Training and/or exercise completed, post-training or exercise debriefing, results shared with planning committee, changes to emergency plans made as appropriate

### Notes:
Administration Go-Kit Checklist

- All Student & Personnel List
- List of Special Needs Students
- Written Emergency Procedures
- Contact Information for Crisis Team
- Parent Reunification Plan

Incident Command System Position Checklist & Job Descriptions

- First Aid Kit
- Flashlight & Batteries
- Utility Turn-Off Procedures
- Pre-negotiated Plans:
  - Transportation
  - Food Service
  - Comfort Items
- Emergency Communication Device

Appendix C

- Property Maps
  - Building Map
  - Plot Plan
  - Ariel Photos

Quick Tips:
- Store go-kit in an easily accessible location
- Update and check supplies at the start of each term
- Hat/Vest to Designate Leader
- Whistle
### Classroom Go-Kit Checklist

<table>
<thead>
<tr>
<th>Item</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of Classroom’s Students</td>
<td></td>
</tr>
<tr>
<td>Incident Command System Position Checklist &amp; Job Descriptions</td>
<td></td>
</tr>
<tr>
<td>First Aid Kit</td>
<td></td>
</tr>
<tr>
<td>List of Special Needs Students</td>
<td></td>
</tr>
<tr>
<td>Keep Confidential</td>
<td></td>
</tr>
<tr>
<td>Flashlight &amp; Batteries</td>
<td></td>
</tr>
<tr>
<td>Age Appropriate Activities</td>
<td></td>
</tr>
<tr>
<td>Written Emergency Procedures</td>
<td></td>
</tr>
<tr>
<td>Paper &amp; Pens</td>
<td></td>
</tr>
<tr>
<td>Hat/Vest to Designate Leader</td>
<td></td>
</tr>
<tr>
<td>Emergency Communication Device(s)</td>
<td></td>
</tr>
<tr>
<td>Whistle</td>
<td></td>
</tr>
<tr>
<td>Emergency Contact Information for Student’s Parents/Guardians</td>
<td></td>
</tr>
</tbody>
</table>

### Quick Tips:
- Place the go-kit supplies into an easily carried bag
- Store the bag in a convenient location
- Update/Check supplies at the start of each semester
**Michigan law requires schools to:**

**Practice Drills**  
*Michigan Public Acts 187, 337, & 207*

**What is required?**
- Each school building must conduct at least eight (8) emergency drills each school year
  1) Six (6) fire or tornado drills
  2) Two (2) lockdown or shelter-in-place drills
- At least two (2) drills must take place at an inconvenient time (i.e. lunch, recess, between classes)

**How to conduct drills?**
- At minimum, schools must coordinate with:
  1) Their local emergency manager, and
  2) At least one of the following
     - County Sheriff
     - Local Chief of Police
     - Local Fire Chief

**Report Certain Infectious Diseases**  
*Michigan Public Act 368*

**What to report?**
- Any condition listed in the [Reportable Diseases in Michigan](#) guide
- Any unusual occurrence, or outbreak of a disease, infection or other condition

**Where and how to report?**
Contact your [local health department](#) with:
- The patient’s full name
- The patient’s residential address, including street, city, village or township, county, and zip code
- The patient’s telephone number
- The patient’s date of birth (or age) and sex
- The name of the disease, infection, or condition reported and date of onset, if known
- The specific laboratory test (if tested), date performed, where performed, and results
- The name and address of the reporting facility

***Reporting is expressly allowed under HIPAA***

**Report Crimes & Violence**  
*Michigan Public Act 102*

**What should I report?**
- Any of the 21 incidents listed in the [Statewide School Safety Information Policy](#), if the incident occurs on/at:
  1) School property
  2) School sponsored transportation, or
  3) School sponsored event
- Criminal activity occurring off school property that may “pose a significant threat of imminent danger to students, staff or school property

**Where and how should I report?**
Contact your local law enforcement office to provide information about the incident.

**For additional information about drills, see**  
[Lockdown Drill/Shelter-in-Place Policy Packet](#)

**For additional information, visit the Michigan Department of Community Health’s website**
### Assessment Tools and Checklists

<table>
<thead>
<tr>
<th>Assessment Tools</th>
<th>Description</th>
<th>Resource Link</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Michigan Tools for Healthy Schools</strong></td>
<td>Includes information about state and local school-based health and safety assessment tools</td>
<td>Appendix A</td>
</tr>
<tr>
<td><strong>National Clearinghouse for Educational Facilities</strong></td>
<td>Provides free checklists for assessing the safety of school facilities</td>
<td><a href="http://www.ncof.org/checklist/index.cfm">http://www.ncof.org/checklist/index.cfm</a></td>
</tr>
</tbody>
</table>

### Toolkits & Samples Resources

<table>
<thead>
<tr>
<th>Tools &amp; Resources</th>
<th>Description</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7 Signs of Terrorism</strong></td>
<td>Intended to help citizens identify seven common signs of terrorism and learn about reporting</td>
<td>Email Sgt. Bruce Payne to request a copy: <a href="mailto:EMHSD-Citizencorps@michigan.gov">EMHSD-Citizencorps@michigan.gov</a>@michigan</td>
</tr>
<tr>
<td><strong>Bomb Threat Assessment Tool for Schools</strong></td>
<td>Designed to help schools respond to a bomb threat in a systematic and orderly manner</td>
<td>Available through Mary Gager Drew at: 517-336-3985 or <a href="mailto:drewm@michigan.gov">drewm@michigan.gov</a></td>
</tr>
<tr>
<td><strong>Mental Health Toolkit for Schools</strong></td>
<td>Provides tools to assess a school’s mental health approach and improve educational performance</td>
<td><a href="http://www.michigan.gov/schoolmentalhealthtoolkit">www.michigan.gov/schoolmentalhealthtoolkit</a></td>
</tr>
<tr>
<td><strong>Pandemic Planning Workbook &amp; Online Toolkit</strong></td>
<td>Provides tools to assess and prepare for a pandemic</td>
<td><a href="http://mdch.train.org/panflu/education/">http://mdch.train.org/panflu/education/</a></td>
</tr>
<tr>
<td>- Drills, Tabletop, and Full-Scale Exercises</td>
<td></td>
<td></td>
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<tr>
<td>- Organization Charts</td>
<td></td>
<td></td>
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<tr>
<td>- Job Descriptions</td>
<td></td>
<td></td>
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<tr>
<td>- Memorandum of Understanding (MOU)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Templates</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Michigan School Health & Safety Policies

<table>
<thead>
<tr>
<th>Policy</th>
<th>Description</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Additional Model Policies</strong></td>
<td></td>
<td><a href="http://www.michigan.gov/mde/0.4615,7-140-28753-38684.29823-195853-.00.html">http://www.michigan.gov/mde/0.4615,7-140-28753-38684.29823-195853-.00.html</a></td>
</tr>
</tbody>
</table>

## Michigan Agencies

<table>
<thead>
<tr>
<th>Agency</th>
<th>Description</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Local Emergency Managers Contact Information</strong></td>
<td>Includes contact information for local emergency managers across Michigan</td>
<td><a href="http://www.michigan.gov/documents/msp/LocalDir_external_320561_7.pdf">http://www.michigan.gov/documents/msp/LocalDir_external_320561_7.pdf</a></td>
</tr>
<tr>
<td><strong>Local Health Department Contact Information</strong></td>
<td>Gathers contact information for local health departments across Michigan</td>
<td><a href="http://www.michigan.gov/mdch/0.1607,7-132-96747-.00.html">http://www.michigan.gov/mdch/0.1607,7-132-96747-.00.html</a></td>
</tr>
<tr>
<td><strong>Michigan Department of Community Health, School and Childcare Settings</strong></td>
<td>Offers guidance on preventing injury and illness in school and childcare settings</td>
<td><a href="http://www.michigan.gov/mdch/0.1607,7-132-2940_2955_279.40563.48357-199676-.00.html">http://www.michigan.gov/mdch/0.1607,7-132-2940_2955_279.40563.48357-199676-.00.html</a></td>
</tr>
<tr>
<td><strong>Michigan Department of Education, Coordinated School Health and Safety Programs Unit</strong></td>
<td>Provides health and safety resources to Michigan schools</td>
<td><a href="http://www.michigan.gov/cshsp">http://www.michigan.gov/cshsp</a></td>
</tr>
</tbody>
</table>
### Federal Agencies

<table>
<thead>
<tr>
<th>Agency</th>
<th>Offers guidance for preventing and responding to a variety of school health and safety concerns and provides resources for planning</th>
<th>Website(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for Disease Control and Prevention</td>
<td></td>
<td><a href="http://www.cdc.gov">www.cdc.gov</a></td>
</tr>
<tr>
<td>Federal Emergency Management Agency</td>
<td>Offers resources to use while planning and preparing as well as support for those recovering from disaster</td>
<td><a href="http://www.fema.gov">www.fema.gov</a></td>
</tr>
<tr>
<td>Office of Safe and Drug Free Schools</td>
<td>Offers information and resources for school leaders to plan for emergencies</td>
<td><a href="http://www2.ed.gov/emergencyplan">www2.ed.gov/emergencyplan</a></td>
</tr>
<tr>
<td>Readiness &amp; Emergency Management for Schools</td>
<td>Provides free training opportunities, information on emerging issues in emergency management and a variety of resources to help your school plan</td>
<td><a href="http://www.rems.ed.gov">www.rems.ed.gov</a></td>
</tr>
</tbody>
</table>

### Non-Governmental Organizations

<table>
<thead>
<tr>
<th>Organization</th>
<th>Offers information, training and support for health and safety programs and emergency management</th>
<th>Website(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Red Cross</td>
<td></td>
<td><a href="http://www.redcross.org">www.redcross.org</a></td>
</tr>
<tr>
<td>Emergency Preparedness: A Quick Guide for Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>National School Safety Center</td>
<td>Provides resources, information and training related to school safety</td>
<td><a href="http://www.schoolsafety.us/">http://www.schoolsafety.us/</a></td>
</tr>
</tbody>
</table>

## Resources