ASSESSING THE RISK POSED BY THE IDENTIFIED THREATS AND HAZARDS

IDENTIFYING ASSESSMENT TYPES, DESCRIPTIONS, PURPOSES, AND RESULTS

Assessments can be used to develop the initial plan and to inform updates and revisions on an ongoing basis.

TYPE OF ASSESSMENT	DESCRIPTION	PURPOSE AND RESULTS
Site Assessment	A site assessment examines the safety, accessibility, and emergency preparedness of the school's buildings and grounds. This assessment includes, but is not limited to, a review of building access and egress control measures, visibility around the exterior of the building, structural integrity of the building, compliance with applicable architectural standards for individuals with disabilities and others with functional and access needs, and emergency vehicle access.	• Increased understanding of the potential impact of threats and hazards on the school buildings and grounds. • Increased understanding of risk and vulnerabilities of the school buildings and grounds when developing the plan. • Knowledge of which facilities are physically accessible to students, staff, parents, volunteer workers, and emergency response personnel with disabilities and can be used in compliance with the law.
Culture and Climate Assessment	In schools with positive climates, students are more likely to feel connected to adults and their peers. This fosters a nurturing environment where students are more likely to succeed, feel safe, and report threats. A school culture and climate assessment evaluates student and staff connectedness to the school and problem behaviors. For example, this assessment may reveal a high number of bullying incidents, indicating a need to implement an anti-bullying program. If a student survey is used to assess culture and climate, student privacy must be protected. A range of school personnel can assist in the assessment of culture and school climate, including school counselors and mental health staff.	• Knowledge of students' and staff's perceptions of their safety. • Knowledge of problem behaviors that need to be addressed to improve school climate.

READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS

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TYPE OF ASSESSMENT	DESCRIPTION	PURPOSE AND RESULTS
School Threat Assessment	A school threat assessment analyzes communication and behaviors to determine whether or not a student, staff, or other person may pose a threat. These assessments must be based on fact, must comply with applicable privacy, civil rights, and other applicable laws, and are often conducted by multidisciplinary threat assessment teams. While a planning team may include the creation of a threat assessment team in its plan, the assessment team is a separate entity from the planning team and meets on its own regular schedule.	• Students, staff, or other persons that may pose a threat are identified before a threat develops into an incident and are referred for services, if appropriate.
Capacity Assessment	The planning team needs to know what resources will be at their disposal. A capacity assessment examines the capabilities of students and staff as well as the services and material resources of community partners. This assessment is used to identify people in the building with applicable skills (e.g., first aid certification, search and rescue training, counseling and mental health expertise, ability to assist individuals with disabilities and others with access and functional needs). Equipment and supplies should also be inventoried. The inventory should include an evaluation of equipment and supplies uniquely for individuals with disabilities, such as evacuation chairs, the availability of sign language interpreters and technology used for effective communication, accessible transportation, and consumable medical supplies and durable medical equipment that may be necessary during a shelter-in-place or evacuation.	• Increased understanding of the resources available. • Information about staff capabilities will help planners assign roles and responsibilities in the plan.

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