



U.S. Department of Education (ED)
Office of Safe and Drug-Free Schools (OSDFS)
Readiness and Emergency Management for Schools (REMS)



FY 2010 Initial Grantee Meeting ♦ Santa Monica, CA ♦ December 8 – 9, 2010

Concurrent Session

PREVENTION–MITIGATION

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Orange County Office of Education
(CA)

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Purpose of Session

Present information on the first phase of the school emergency management cycle.

Overview of Session

- ♦ Discuss key messages, definitions and examples of Prevention-Mitigation phase
- ♦ Identify key components of Prevention-Mitigation:
 - Collaboration
 - Safety and security needs assessment
 - Hazard analysis
- ♦ Next steps
- ♦ Practice Prevention-Mitigation techniques

Key Messages

- ♦ The Prevention-Mitigation phase is designed to assess and address the safety and integrity of facilities, security, and culture and climate of schools
- ♦ Prevention-Mitigation builds on what schools are already doing
- ♦ Schools need to take an all-hazards approach when assessing risks and vulnerabilities
- ♦ Prevention-Mitigation is an ongoing process that is directly linked to the other three phases of emergency management
- ♦ Strong community partnerships and leadership support facilitate a more comprehensive Prevention-Mitigation strategy



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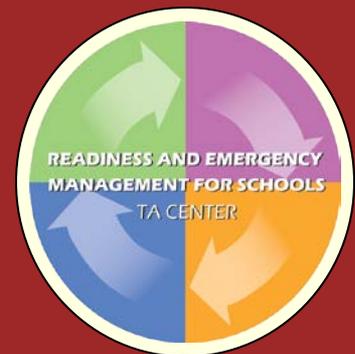


FY 2010 Initial Grantee Meeting ♦ Santa Monica, CA ♦ December 8 – 9, 2010

About the Presenters

ARTHUR CUMMINS, ED.D. currently serves youth as Director of Safe and Healthy Schools within the Orange County Department of Education. He has served as a classroom teacher and school site administrator in both middle and high school in the states Oklahoma, Texas, and California. Dr. Cummins also serves as the Southern California Lead for the School and Law Enforcement Partnership, which facilitates collaborative relationships between law enforcement agencies and school district personnel. He also serves on the Executive Board for the California School Resource Officers Association. In addition to holding multiple certifications in emergency management, Dr. Cummins is also an approved trainer for the International Critical Incident Stress Foundation which provides psychological recovery services to school populations.

PEGI MCEVOY has spent the last twenty-five years in public education and currently works in the Seattle Public Schools, an urban district comprised of approximately 100 schools and 7,000 staff. As a Nurse Practitioner, her experience varies from direct service in the schools as a School Nurse to Director of Health and Safety including both operational and strategic responsibilities related to health, safety, and critical incident management. Her responsibilities include the development and implementation of the District's "All-Hazard" program, including both human crises and natural disasters. The All-Hazard safety model includes prevention, preparedness, response, and recovery programs. She currently serves on the U.S. Commission on Children and Disasters School Subcommittee, the U.S. Department of Education's Safe and Drug Free School Advisory Board and the Washington State School Safety Center Advisory Committee. Ms. McEvoy speaks nationally on such topics as school emergency management, pandemic influenza planning, adult sexual misconduct, playground safety, bullying, and school threat assessment. She has also been a consultant to the U.S. Department of Education, National Institute of Justice, U.S. Department of Homeland Security, and Institutes of Medicine of the National Academies and the Center for Disease Control. Ms. McEvoy has been the executive producer for several award-winning videos on a variety of topics related to school safety and has published several articles in journals such as the *School Administrator* and the *Public Risk Magazine*. Most recently, she was the primary contributor to the U.S. Department of Education's publication, *"Adult Sexual Misconduct in Schools: What School Staff Need to Know and Do."*



Prevention-Mitigation

Fiscal Year 2010 Initial Grantee Meeting
December 8 – 9, 2010, Santa Monica, California



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Potomac Center Plaza, 550 12th Street, S.W., 10th Floor / Washington, DC 20202

Overview of Prevention-Mitigation Session

- Present learning objectives
- Define and provide examples
- Identify key components
- Practice techniques



Phases of Emergency Management



Learning Objectives for Prevention-Mitigation (P-M)

- Understand the difference between prevention and mitigation
- Understand the concept of an all-hazards approach
- Realize the importance of involving key stakeholders for collaboration
- Integrate prevention throughout all four phases
- Conduct vulnerability assessment



What is the Prevention-Mitigation Phase?

- **Prevention** decreases the likelihood that an emergency will occur.
- **Mitigation** actions are steps that eliminate or reduce the loss of life or property damage for events that cannot be prevented.



Goal of the Prevention-Mitigation Phase

Assess and address the safety of facilities, security, culture and climate of schools to ensure a safe and healthy learning environment.



Prevention Examples

What types of prevention activities is your district/school using?



Prevention Examples

- Behavioral threat assessment programs
- Safety procedures such as hazardous weather drills
- Emergency management plans
- Student accounting
- Building access
- Food preparation
- Mail handling
- Assessments related to threat, physical infrastructure and culture and climate



Prevention Through Building Relationships

- Enhancing teacher/student relationships
- Building trust
- Building student connectivity
- Establishing a welcoming school climate and culture
- Student Assistance Programs



Mitigation Examples

What types of mitigation strategies are used in your district/school?



Mitigation Examples (Physical Plant)

- Bolting bookshelves to the wall
- Fencing hazardous areas
- Anchoring outdoor equipment that could become a flying projectile
- Applying *Crime Prevention Through Environmental Design* (CPTED) principles to school grounds and structures

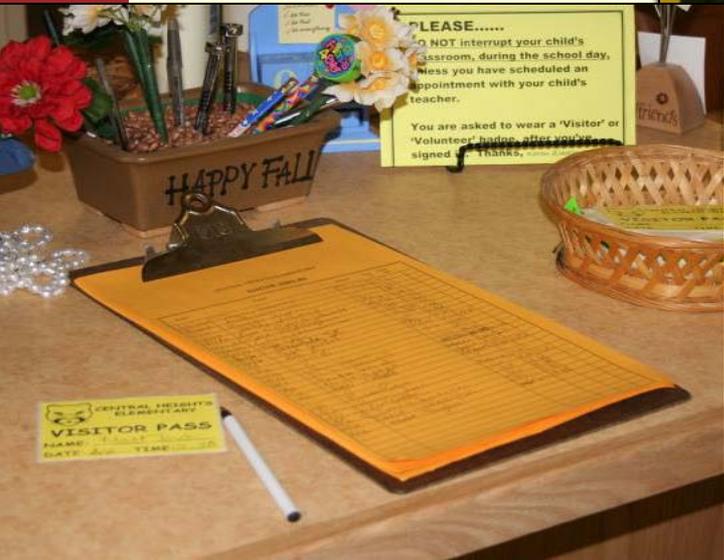


Three Principles of Crime Prevention Through Environmental Design (CPTED)

- Natural surveillance
- Natural access control
- Territoriality-maintenance



CPTED Examples



Mitigation Examples (Psycho/Emotional/Physical)

- Behavioral threat assessment
- Climate and culture assessments
- Hand washing, masks
- Identifying issues related to students with disabilities (minimizing potential stressors/strategically placing students for response)
- Allergies (e.g., latex/peanut-free zone signs)



P-M: Key Components

- Collaborate
- Assess
- Analyze
- Act



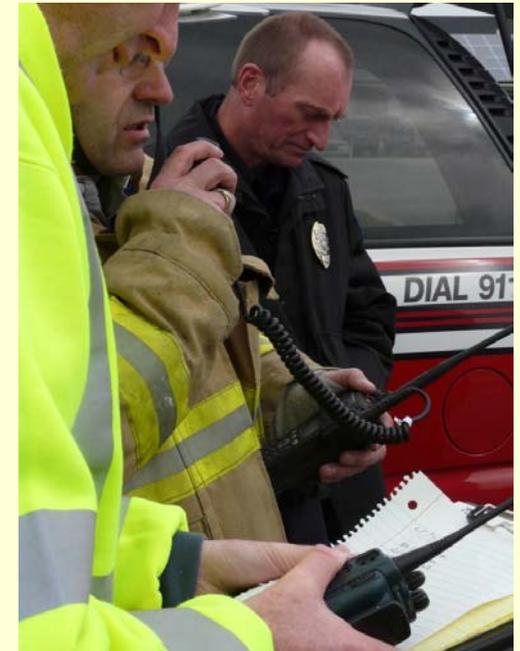
Why Collaborate?

- Utilizes collective wisdom
- Initiates partnerships critical to all phases of emergency preparedness
- Proactive—potentially reduces liability
- Mitigation of community hazards beyond the control of school officials
- Time and cost efficient



With whom should school-based officials collaborate?

- First responders
- City/county emergency managers
- Central school administration/program directors
- Public health
- Local businesses
- Mental health
- Parents/guardians and students
- DHS protective security advisors (PSAs)



Assess Safety and Security Needs

Previous and current assessments:

- City or county vulnerability assessments
- Facility assessments, e.g., CPTED
- School culture and climate assessments
- School specific incident data
- After-action reports from prior emergencies or exercises



Safety and Security Needs Assessment: Understanding the Environment

Assessments should be comprehensive and address “all-hazards” or risks in the following settings:

- School-based
- District-wide
- Surrounding neighborhood
- Greater community





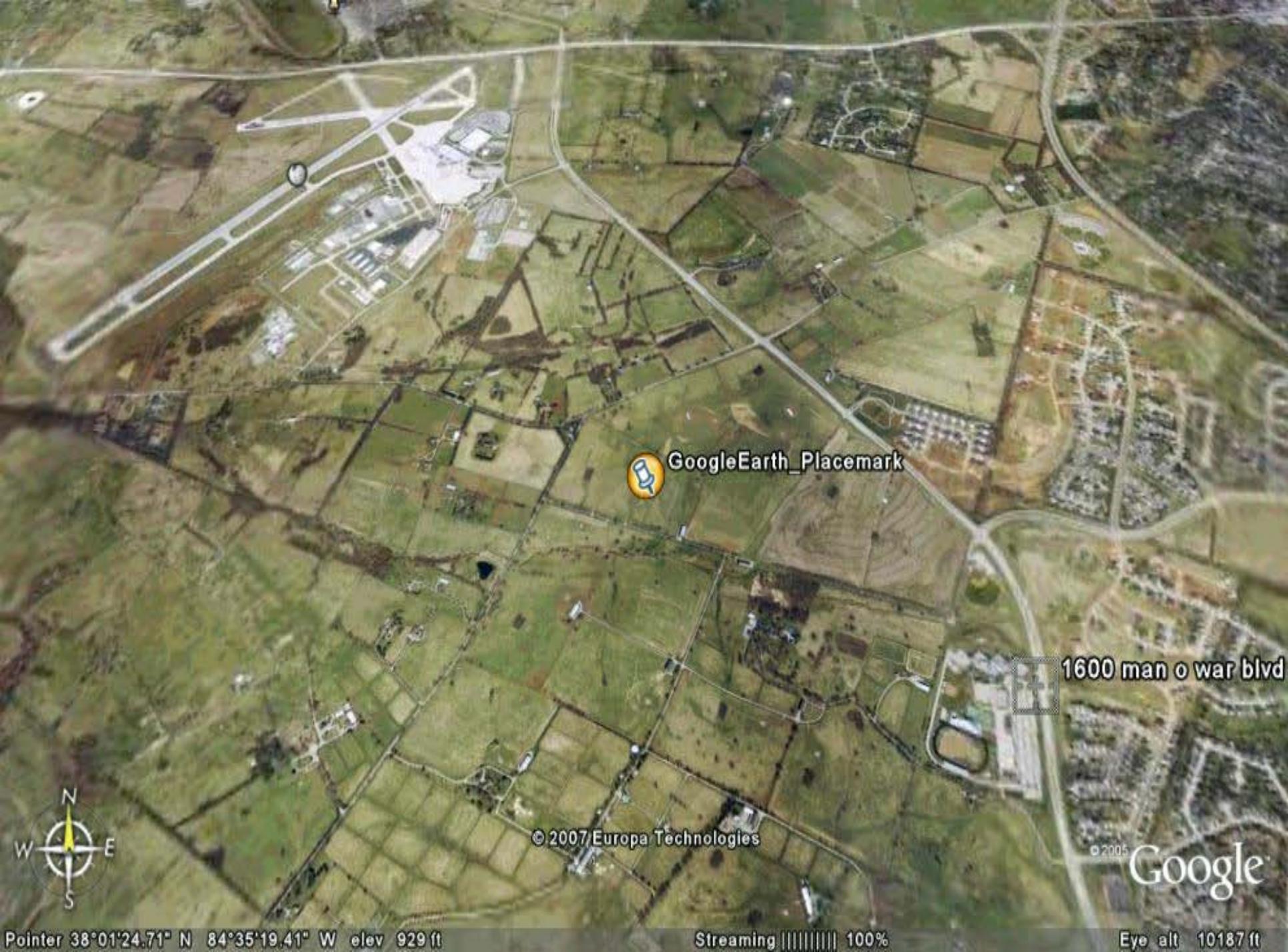
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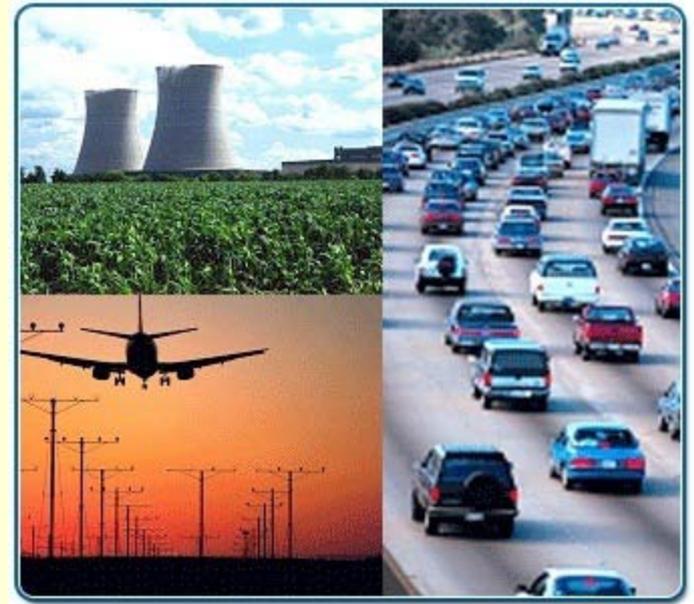
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Safety and Security Needs Assessment: Identify Hazards

A comprehensive emergency management plan should address all-hazards:

- *Natural*
- *Technological*
- *Infrastructure*
- *Nonstructural*
- *Man-made*
- *Biological*
- *Physical wellbeing*
- *Student culture and climate*



Safety and Security Needs Assessment: Profile Hazards

When developing a hazard profile, consider:

- Frequency of occurrence
- Magnitude and potential intensity
- Location
- Probable geographical extent
- Duration
- Seasonal pattern
- Speed of onset
- Availability of warnings



Risk Matrix Example

RISK INDEX WORKSHEET					
Hazard	Frequency	Magnitude	Warning	Severity	Risk Priority
Tornado	4. High likely 3. Likely 2. Possible 1. Unlikely	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24 + hrs.	4. Catastrophic 3. Critical 2. Limited 1. Negligible	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Hazmat Spill outside the school	4. High likely 3. Likely 2. Possible 1. Unlikely	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24 + hrs.	4. Catastrophic 3. Critical 2. Limited 1. Negligible	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low



Analyze Hazards: Determine Vulnerability and Risk

- Vulnerability is the susceptibility of life, property or environment
- Risk is the probability of suffering loss or injury from the impact of a hazard



Act

- Connect with and keep partners engaged
- Review assessments and data
- Conduct new or ongoing assessments with all partners
- Assign or determine responsibility
- Implement necessary changes



Summary of Learning Objectives

- Understand the difference between prevention and mitigation
- Understand the concept of an all-hazards approach
- Realize the importance of involving key stakeholders for collaboration
- Conduct vulnerability assessment
- Prevention is ongoing throughout all four phases of emergency management



Interactive Activity









2412









NISSAN

Coca-Cola



SAN MAR
HIGH SCHOOL

NO
SMOKING

STOP

MUST
SHOW
ID

STOP













Production Lab Safety Violation Notice
Describe any violations you have previously been warned up for

It is important that all students develop skills to maintain a safe working environment. Explain your reasons for not yet attaining the level of safety that is expected.

	Date sent	Signature	Date returned
Copy to Parents			
Copy to Dept. Chair			
Copy to Dean			





COMPASSION

KINDNESS

DEDICATION

SUCCESS

SELF-ESTEEM

ROBERT B. TURNER
ELEMENTARY

PATIENCE

ATTITUDE

RESPONSIBILITY

TEAMWORK

ACHIEVEMENT



Resources

More information on CPTED is available at
www.edfacilities.org/rl/cpted.cfm#10905



Risk Matrix Example

Probability	High			Hurricane Tornado
	Medium		Flood	Violence
	Low			Hazmat Spill
		Low	Medium	High
Severity				