Prevention-Mitigation

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Potomac Center Plaza, 550 12th Street, SW, 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?

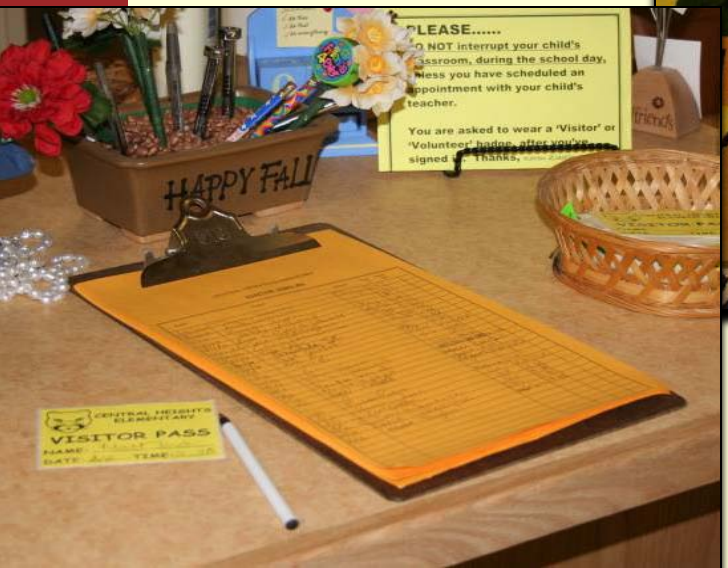
Mitigation Examples (Physical Plant)

- 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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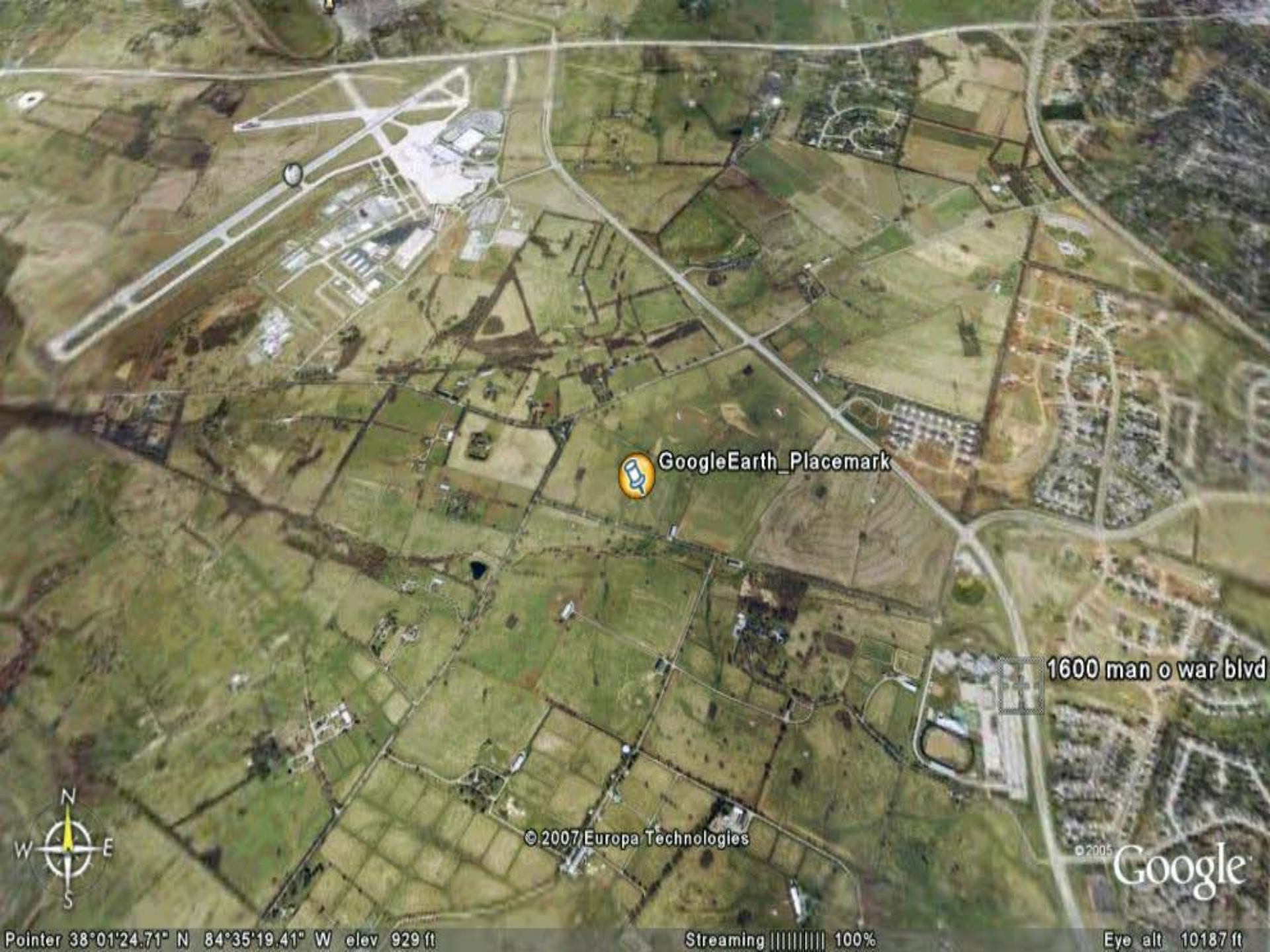
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Safety and Security Needs Assessment: Identify Hazards

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	❑ High ❑ Medium ❑ 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	❑ High ❑ Medium ❑ Low

Source: Kentucky Center for Safe Schools

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


3412


Coca-Cola
NISSAN


STOP
STOP
MUST SHOW ID

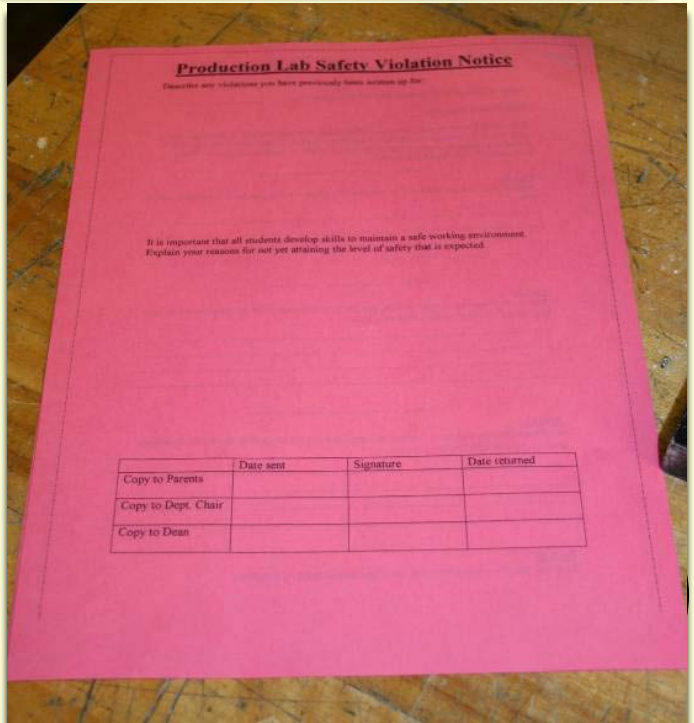

ENTRANCE
1
EXIT


2001-2002
AA
STATE
1989-90
STATE
STATE
2nd PLACE
AA
STATE
2nd PLACE


HOW
WASH
1
2
3


EXIT


SAFETY GLASSES
MUST BE WORN AT ALL TIMES
BRODHEAD-GARRETT CO.


Production Lab Safety Violation Notice
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

THANK YOU!!!

For More Information Contact:

REMS TA Center: 1-866-540-7367 (REMS)

info@remstacenter.org

Risk Matrix Example