Prevention-Mitigation

FY 2007 Initial Grantee Meeting

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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
- Questions?

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 facilitates a more comprehensive Prevention-Mitigation strategy

Phases of Emergency Management

What is the Prevention-Mitigation Phase?

- *Prevention* is the action(s) schools and districts take to decrease the likelihood that an event or crisis will occur
- *Mitigation* is the action(s) schools and districts take to eliminate or reduce the loss of life and property damage related to an event(s) that cannot be prevented

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

Prevention Examples

- Communication procedures for staff, parents, students and the media
- Current efforts being implemented by the school:
  - Wellness activities (mental health services, alcohol prevention, etc.)
  - Bullying prevention programs
  - Safety procedures such as hazardous weather drills
- Established and current policies that are related, but not limited, to:
  - Food preparation
  - Mail handling
  - Building access
  - Student accounting
- Assessments related to threat, physical infrastructure and culture and climate

Mitigation Examples

- 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

What is Crime Prevention Through Environmental Design (CPTED)?

- The three principles of the CPTED program are:
  - *Natural surveillance* – the ability to easily see what is occurring in a particular setting
  - *Natural access control* – the ability to restrict who enters or exits an environment
  - *Territoriality-maintenance* – the ability to demonstrate ownership of and respect for property
- More information on CPTED is available at www.edfacilities.org/rl/cpted.cfm#10905

Good CPTED Examples

Prevention-Mitigation: Key Components

- Collaborate and build relationships with partners
- Conduct a safety and security needs assessment:
  - Become familiar with available resources
  - Understand the environment
- Analyze hazards
- Take next steps

Building Relationships

- Establishing teacher/student relationships
- Building trust among school staff, students and parents
- Finding ways for students to be "connected" to the school—during and after the school day
- Establishing a welcoming school climate and culture

Partner Collaboration Considerations

- Invite community partners to be part of the planning process
- Work closely with emergency managers as mitigation of community hazards may be beyond the control of school officials
- Involve regional, local and school–based leaders
  - Generate broad based support in the Prevention-Mitigation phase, this helps create “buy-in” for the entire emergency management process

Safety and Security Needs Assessment: Available Resources

Prior to conducting a safety and security needs assessment, schools and districts should gather current resources including, but not limited to:

- Previous assessments:
  - City or county vulnerability assessments
  - Facility assessments, e.g., Crime Prevention Through Environmental Design (CPTED)
  - Culture and climate assessments
- Relevant and recent data:
  - School specific incident data
  - School climate and culture data
  - Community hazard profile

Safety and Security Needs Assessment: Understanding the Environment

Assessments should be comprehensive and address hazards or risks in the following settings:

- School-based
  - Negative school climate perceptions
  - Obstructed pathways, unsafe playground equipment
- District-wide
  - Unclear or outdated school policies and procedures
- Surrounding neighborhood
  - High crime rates
  - Next to an intersection with heavy truck traffic
- Greater community
  - Nearby nuclear power plant, located on a fault line

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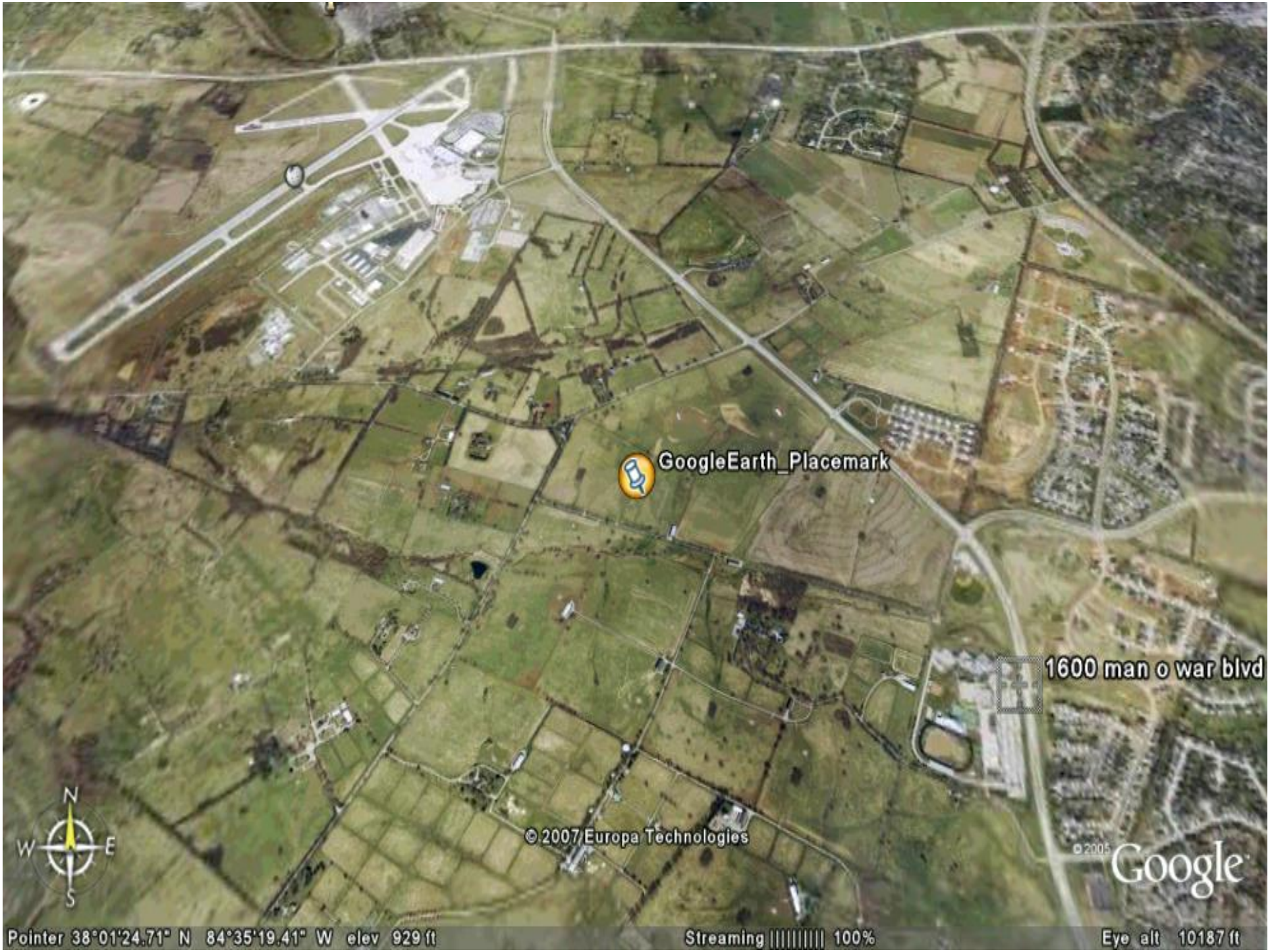
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Safety and Security Needs Assessment: Identify Hazards

A comprehensive emergency management plan should address all-hazards, including, but not limited to:

- *Natural* – Earthquakes, tornados, floods
- *Technological* – Power outages, nearby nuclear plant
- *Infrastructure* – Roads and bridges, utilities
- *Nonstructural* – Portable room dividers, bookshelves, suspended ceilings and light fixtures
- *Man-made* – Hazardous materials release, terrorism
- *Biological* – Pandemic influenza, contaminated food
- *Physical wellbeing* – Broken bones, suicide
- *Student culture and climate* – Bullying, drugs, violent behavior

Safety and Security Needs Assessment: Profile Hazards

When developing a hazard profile, schools should Consider questions, such as:

- *Frequency of occurrence* – How often is it likely to occur?
- *Magnitude and potential intensity* – How bad can it get?
- *Location* – Where is it likely to strike?
- *Probable geographical extent* – How large an area will be affected?
- *Duration* – How long could it last?
- *Seasonal pattern* – What time of year it is more likely to occur?
- *Speed of onset* – How fast will it occur?
- *Availability of warnings* – How much warning time is there? Does a warning system exist?

Hazard Analysis: 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:
  - Creating a risk analysis matrix is one means of graphically representing risk

Risk Matrix Example

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

Severity

Take Action

Some suggested Prevention-Mitigation action items and next steps:

- Connect with partners
- Review audits and data
- Assign or determine responsibility
- Encourage participation of all partners
- Assess problems
- Conduct an assessment with all partners
- Implement necessary changes

Summary

- Prevention-Mitigation is a continual process
- Schools are already involved in creating safe learning environments—Prevention-Mitigation builds on these efforts
- Both physical facilities and social/emotional needs of students and staff must be considered prior to the occurrence of an incident or event
- Prevention-Mitigation involves establishing key community partnerships and assessing and addressing identified safety and security needs

Interactive Activity

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DEDICATION
SUCCESS
ROBERT B. TURNER
ELEMENTARY
PATIENCE
ATTITUDE
TEAMWORK
ACHIEVEMENT

THANK YOU!!!

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