

Prevention-Mitigation

Emergency Management for Schools

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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



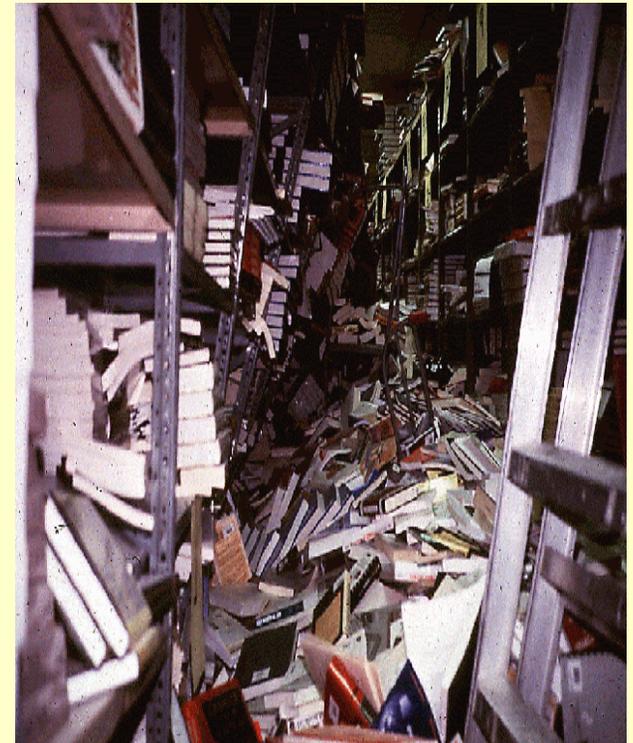
Prevention Examples

- 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/ri/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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ST. JOHN
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CHURCH

WED. 8:30 AM & 11:00 AM
THUR. SCHOOL 9:45 AM
WEL. CLASSES 9:45 AM

ONLY ONLY



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























19 9:41PM









COMPASSION

KINDNESS

DEDICATION

SUCCESS

SELF-ESTEEM

ROBERT B. TURNER
ELEMENTARY

PATIENCE

ATTITUDE

RESPONSIBILITY

TEAMWORK

ACHIEVEMENT

THANK YOU!!!

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