

Prevention-Mitigation



**U.S. Department of Education,
Office of Safe and Healthy
Students**

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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

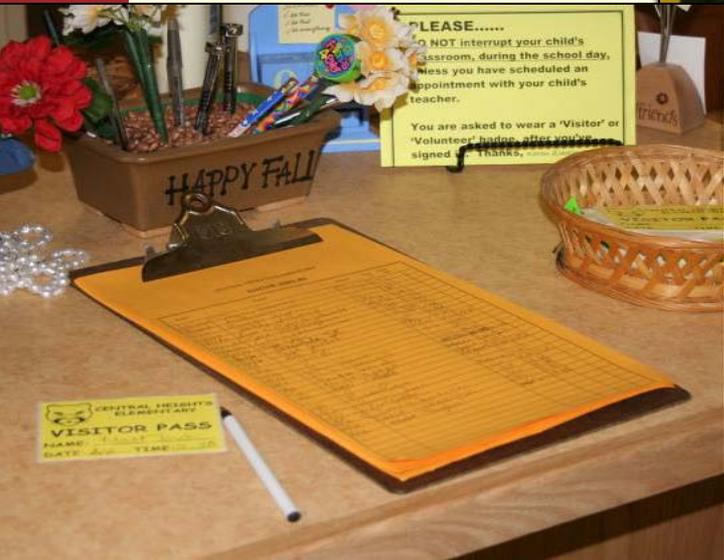


Three Principles of Crime Prevention Through Environmental Design (CPTED)

- 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



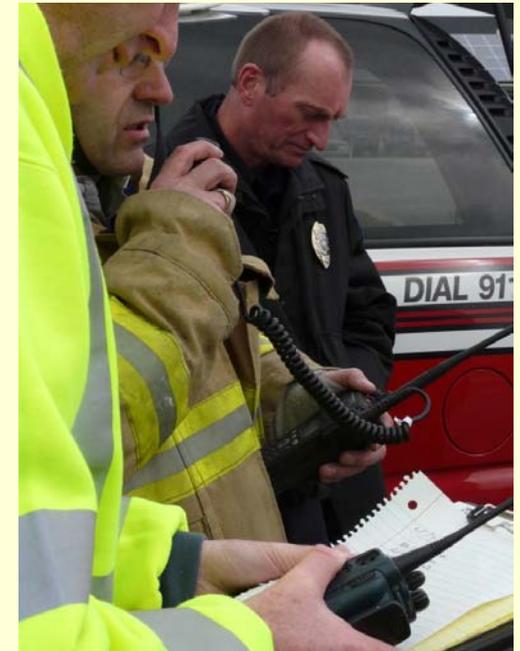
Why Collaborate?

- 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





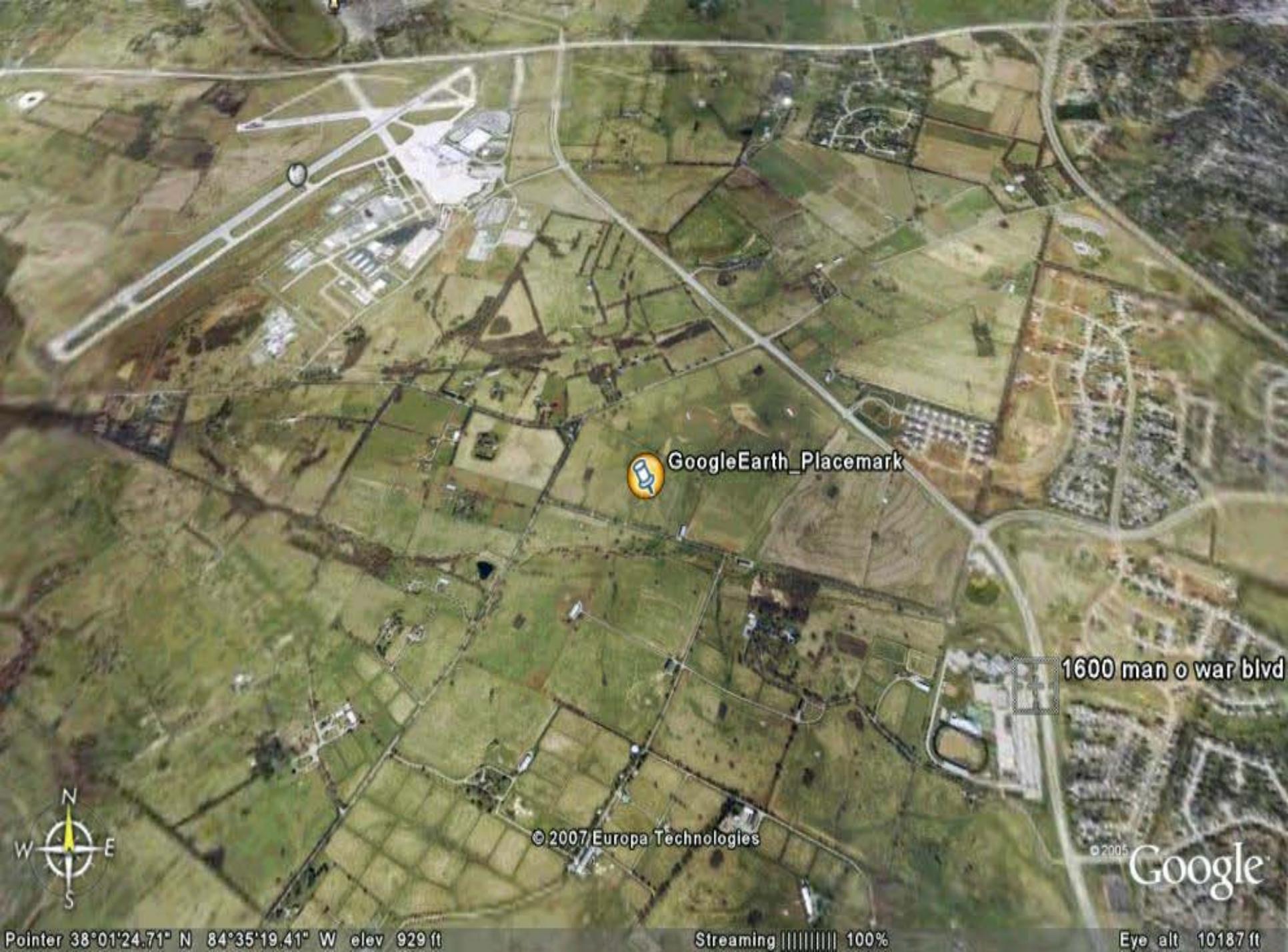
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Safety and Security Needs Assessment: Identify Hazards

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











SAN MAR
HIGH SCHOOL

NO
WEAPONS

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



513

513

Resources

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



The REMS TA Center was established in October 2007 by the U.S. Department of Education, Office of Safe and Healthy Students.

The center supports schools and school districts in developing and implementing comprehensive emergency management plans by providing technical assistance via trainings, publications and individualized responses to requests.

For additional information about school emergency management topics, visit the REMS TA Center at <http://rems.ed.gov> or call 1-866-540-REMS (7367). For information about the REMS grant program, contact Tara Hill (tara.hill@ed.gov).

This publication was funded by OSHS under contract number ED-04-CO-0091/0002 with EMT Associates, Inc. The contracting officer's representative was Tara Hill. The content of this publication does not necessarily reflect the views or policies of the Department of Education, nor does the mention of trade names, commercial products or organizations imply endorsement by the U.S. government. This publication also contains hyperlinks and URLs for information created and maintained by private organizations. This information is provided for the reader's convenience. The Department of Education is not responsible for controlling or guaranteeing the accuracy, relevance, timeliness or completeness of this outside information. Further, the inclusion of information or a hyperlink or URL does not reflect the importance of the organization, nor is it intended to endorse any views expressed, or products or services offered.

Last updated: September 2009.



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