Phases of Emergency Management

- Mitigation & Prevention
- Preparedness
- Response
- Recovery
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
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
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
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

<table>
<thead>
<tr>
<th>Hazard</th>
<th>Frequency</th>
<th>Magnitude</th>
<th>Warning</th>
<th>Severity</th>
<th>Risk Priority</th>
</tr>
</thead>
</table>
| 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
Interactive Activity
Resources

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