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FEA Acquires RETA Security

Facility Engineering Associates, P.C. is pleased to announce that Paul Timm and RETA Security, Inc. have joined the FEA team. Combining our firms allows us to offer our clients world class facility security consulting as part of our suite of total asset management consulting services.



RETA SECURITY RETA Security assists school administrators with independent physical security consulting services, including assessments, training, and emergency planning.

Paul Timm, President of RETA Security, is a board-certified Physical Security Professional (PSP), the author of *School Security: How to Build and Strengthen a School Safety Program*, and a nationally acclaimed expert in school security. In addition to conducting numerous vulnerability assessments and his frequent keynote



addresses, Paul is an experienced School Crisis Assistance Team volunteer through the National Organization for Victims Assistance (NOVA). He is certified in Vulnerability Assessment Methodology (VAM) through Sandia National Laboratories and the *ALPHA™ vulnerability assessment methodology. He is also a member of ASIS International's School Safety & Security Council and the Illinois Association of School Business Officials' Risk Management Committee. Currently working on his MDiv at Moody

Facility Engineering Associates (FEA)

is an international engineering and facility management consulting firm specializing in existing facilities and infrastructure.

FEA's areas of expertise:

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If you would like more information about a specific challenge you face, please contact FEA at info@FEApc.com

FEA On The Road

February 7-10
SAME/IFMA Facilities Management Workshop
 Chris Hodges and John Edwards will present "*Mistakes to Avoid when managing Service Contracts*"
 San Antonio, TX

Theological Seminary, Paul holds a degree in Speech Communications and a Certificate in Business Administration from the University of Illinois.

*ALPHA™ is a patented methodology to objectively evaluate security programs and provide prioritized recommendations.



Emergency Planning and Staff Preparedness in Schools

by Paul Timm, PSP

The first law of loss prevention (security) states, "Effective loss prevention is always preceded by extensive losses". As an example, a homeowner often experiences a burglary before installing a burglar alarm system. It is a lot easier to turn a blind eye and avoid thinking about what might happen should things go wrong than to proactively prepare.

The tendency to take action after a problem presents itself is a difficult issue for school administrators. Instead of dwelling on this tendency, let's consider the proactive steps schools can take to effectively address security. This article will present two keys: Emergency Planning and Staff Preparedness.



First, it is always appropriate to start with a plan. There are three primary goals that an emergency plan should have:

- 1) Prevent injuries and fatalities
 - 2) Reduce property damage and
 - 3) Accelerate the restoration of normal operations.
- The order of these goals provides orientation for the planning priorities.

Before beginning work on the plan itself, take time to collaboratively agree upon and discuss the elements of the plan. This step will secure the investment of the key stakeholders involved in the project. The emergency plan should be considered a living document that requires routine review and updating.

February 22-23

SAME DC/NOVA posts
Small Business & Government Conference
Arlington, VA

February 25
WMCCAI
Washington, DC

March 7-8
VAPPA
booth #223
George Mason University
Fairfax, VA

March 7-9
NFMT Baltimore
Maureen Roskoski
will present
"Community Resilience: Preventative Care for Buildings and Infrastructure!"
and
"Business Resilience.... They Cannot do this without you!"
Laurie Gilmer
will present
"Understanding the Four E's of sustainable operations: Explore, Engage, Execute, Enjoy"
Baltimore, MD

March 26-29
DRJ Spring World
Maureen Roskoski
will present
"Equipping you for Success: An ISO 22301 Certification Case Study"
Orlando, FL

April 4-6
IFMA Facility Fusion
John Edwards and
Stephen Clawson
will present
"Back to Business: Business Resilience and the Role of the FM"
Las Vegas, NV

Key contacts change, new threats surface, and state/federal requirements can lead to shifting focus in a given area.

After the preparation step, identify stakeholders that will be part of the formal emergency planning team. In a school, for example, involve internal stakeholders, such as administrators, teachers, nurses, facility managers, technology directors, school psychologists, transportation managers, food personnel, and family service representatives. Student and parent representatives should also be included along with those that represent individuals with disabilities. Be sure to include first responders, local emergency staff, and others who have roles and responsibilities in school emergency management before, during, and after an incident.

What non-negotiables should be included in a every emergency plan? First, it should have a clearly defined purpose and detailed principles. Second, the plan should have specifics for all of the discrete features/procedures involved in your campus. Finally, the plan should focus on training and preparedness. Helpful reference assistance can be found in the Presidential Policy Directive (PPD), Americans with Disabilities Act (ADA) compliance, and the National Incident Management System (NIMS).

PPD - It is important to note that national, state, and local response agencies follow consistent practices and principles in their emergency planning efforts. This can be an excellent place to begin getting ideas for your campus-specific plan. PPD 8, issued in March 2011, defines preparedness around five mission areas: Prevention, Protection, Mitigation, Response, and Recovery.

ADA - In addition to planning for your unique campus according to the five mission areas outlined in the PPD, it is necessary to ensure compliance with the Americans with Disabilities Act (ADA). The ADA, among other things, prohibits disability discrimination and this includes across the spectrum of emergency management services, programs, and activities, including preparation, testing, notification and alerts, evacuation, and transportation. Careful compliance may make the difference for the most vulnerable in an emergency situation.

NIMS - The Incident Command System (ICS) is part of NIMS. Developed in the aftermath of 9/11, NIMS is a consistent framework used by government agencies

April 18
**Illinois School Safety
Conference**

Paul Timm
will present
*"Three Keys to
Effective School Security"*
Chicago, IL

Congratulations



Employee of the Year *Sara Johnson*

Each year FEA selects an employee for special recognition with an Employee of the Year award based on an individual going above and beyond expectations related to client relations, project performance, business development, innovation and overall leadership. This year's recipient is Sara Johnson. Sara certainly exceeded the intent of this award by her tireless work coordinating the condition assessment of Wyoming public schools. Her efficiency and organization ensured minimal delays and directly improved client satisfaction and the success of this large complicated contract.

to respond to disasters. This valuable tool helps identify individuals who are tasked with managing certain aspects of a crisis. Consider making the school's Principal the Incident Commander and prepare contingencies for the absence of such important figures who can step into the role seamlessly. Identifying individuals with the right skill set for each of the roles outlined in ICS can be aided by a Staff Skills Survey of faculty and staff at the school.

Effective protection is most often a function of staff preparedness rather than structures, tools, or philosophy. The reason is simple - staff, teachers, and administrators are making the minute-to-minute decisions that ultimately matter. Whether that involves asking a visitor, "How can I help you?" or simply keeping a sharper eye on children playing at recess, people are the most important resource at the disposal of those tasked with school security oversight.

One of the best places to start in determining the readiness of your staff concerning security is to survey them about how they perceive their preparedness. Utilize questions such as, "How well prepared would you feel in an emergency situation?" and, "What are some key areas that the school should focus on improving?" Questions like these yield great results because staff are paying attention to everything that is happening around them even if they aren't analyzing those activities from a school security perspective. Identifying the areas that staff feel need improvement will assist you in tailoring instruction specific to their needs.



It may seem obvious, but even asking these questions without immediate follow-up training will heighten the awareness of your staff, often to great effect. People want to know that their actions matter. One way to encourage heightened awareness, even without training staff, is to create a system where reporting is rewarded. Often, it can seem like a chore to report an incident. As a result, valuable information can be lost before it makes its way to the administrators. To help counteract this, make reporting an experience that staff think is consequential and produces results. Helping your staff feel as if they are being heard and their concerns are being taken into account is a vital part of this. Instituting policy changes, or taking action based on



Principals Award Serena Zahrah & Jimmy Cressman

Serena's role in BUILDER over the last two years has grown from experienced assessor to team leader. Serena has been the face of FEA in working with our BUILDER client. Serena coordinated travel, data input, and internal reviews for eight FEA staff across all three offices with great balance; keeping the team fresh and maintaining the ability to work on other projects. Serena personally made trips to Alaska and Japan, in addition to states like California, Oklahoma, Washington, and Florida, all of this while pursuing a graduate degree at George Mason. Thanks Serena for being a leader and "explorer"!

Since joining FEA just a few years ago, Jimmy has taken on some challenging tasks and excelled at every one of them. Jimmy has built new versions of assessment tools, including re-making of the FMDiagnostics platform. However, one of his most challenging roles has been to "test out" FMD and the State Department's FMA&A program in some of the most remote places in the world. Recent challenges have included trips to East Timor and Brunei; places that most of us have to look up just to find nearby places that we recognize. So thanks Jimmy for your willingness, enthusiasm, and for

tips or reports from teachers is a fantastic way to do this.

One possibility for instructional focus may be problem indicators (risk factors that may predict future behavior in students). Indicators may include drug use, gang affiliation, or predisposition for violence. Instruction on identifying risk factors and systems that permit teachers to easily note and relay their concerns to administrators, who can then take steps to monitor students and offer them help, is incredibly valuable. This is particularly effective because studies have shown that in approximately 81% of school violence incidents at least one person, other than the attacker, had prior knowledge of the attackers' plan before the incident occurred.



Finally, staff should receive training in the critical area of visitor management. This involves more than just good sign-in practices, the use of identification badges and credential exchange procedures at the main entry. Teaching staff should adopt the "Wal-Mart approach" in addressing visitors. It essentially teaches staff to ask, "How can I help you?" This helpful question is far more effective than the typical inquiry, "Can I help you?" If visitors even respond to that inquiry, most simply respond in the negative. The "Wal-Mart approach" initiates eye contact and forces visitors to state a purpose for being in the building. If the visitor is simply headed to the gymnasium to pick up their child, it will be easy enough for a staff member to escort that person. If there are other motives in play, they can be more easily exposed, if not deterred.

As mentioned earlier, the first law of loss prevention (security) states, "Effective loss prevention is always preceded by extensive losses." School administrators do well to make deliberate efforts to break this law. Good emergency planning and staff preparedness initiatives represent a place to begin. Considering the importance that should be placed on furnishing a safe learning environment, the time to act is now.

being one of FEA's "explorers"!



Innovation Award Jimmy Cressman Stephen Clawson

The 2016 Innovation Award was given to Jimmy Cressman and Stephen Clawson for their work on advancing the interface between technical information and illustrative translations of that information. Jimmy began with FMD, creating a more intuitive construct which included a dashboard. Stephen later translated that idea and created a dashboard for our Business Resilience tool. These gentlemen have brought their creativity and technical savvy to FEA, advancing our ability to connect with clients and users of our tools. Their work has opened our imaginations to new possibilities as we push forward as thought leaders in our industry.

Contributions to Publications

Software Integration

written by

Kion Gibbs

Facility Maintenance Decisions
(FMD)

HVAC Efficiency

written by

Conrad Kelso and

Phil LeBrun

Building Operating Management
(BOM)

FEA-U's

FEA-U's are FREE webinars open
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