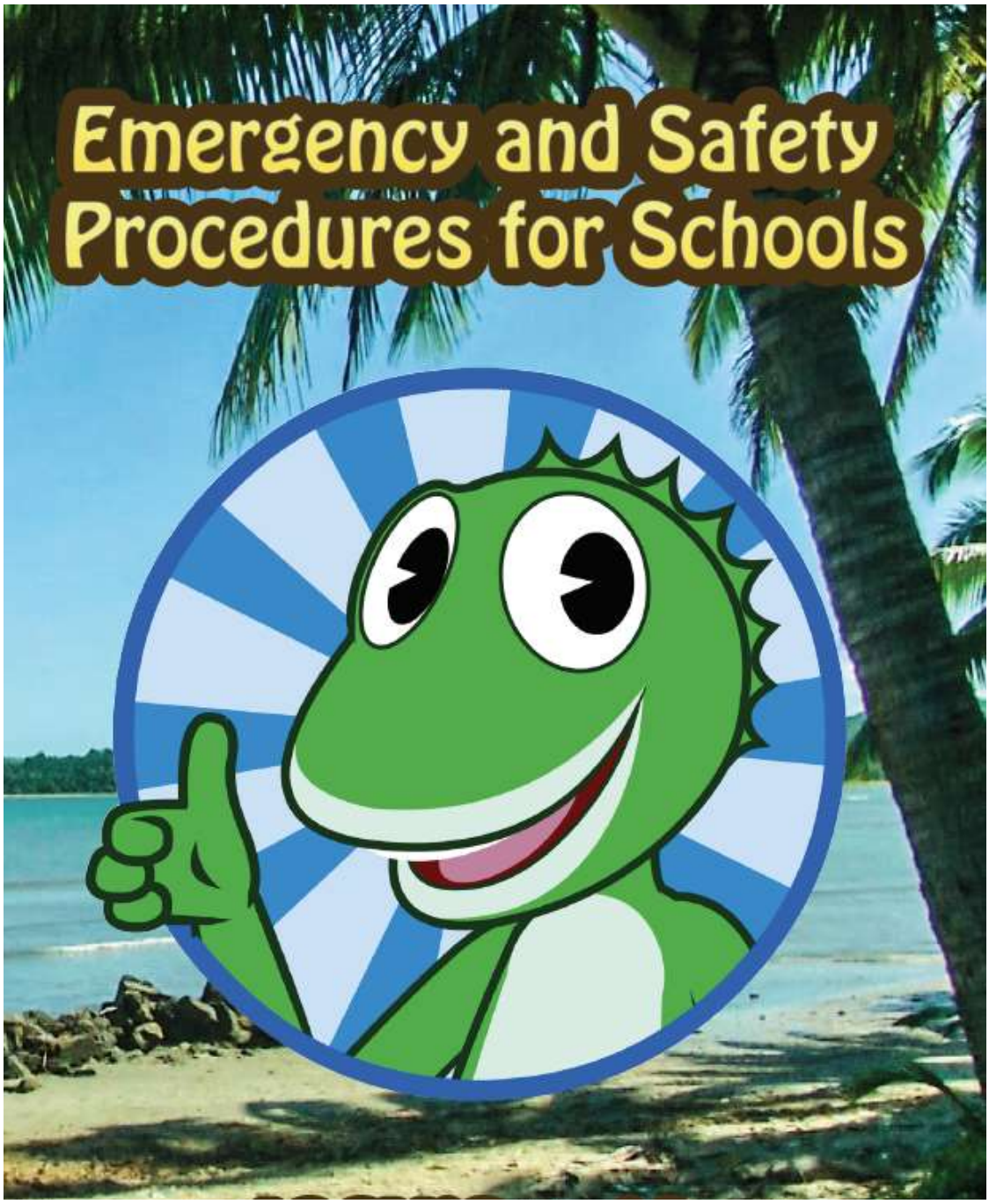
FIJI SCHOOL DISASTER MANAGEMENT:
A GUIDE



This material was adapted by Save the Children from the following resources:
1. World Bank, IFC (2010). Disaster and Emergency Management Guidance for Schools and Universities.
2. Risk RED (2010). Toolkit for Disaster Resilience and Readiness
3. Save the Children (2012). Tips for Supporting Children in Disasters
4. Concern Worldwide (2011). Disaster Preparedness for School Safety, India.

Save the Children

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Contents

1 Introduction to Comprehensive School Safety

1.1 Hazard impacts and children's rights

Every year, natural hazards and technological hazards become both small and large disasters. These disasters threaten the lives of children, their families, and education personnel. These disasters also deprive children of their right to a continuous, quality, basic education in a safe environment.

Many, perhaps even most of these risks can be avoided by the actions we take.

School disaster management is designed to protect children, education personnel, and education itself.

The most terrible consequences of disasters are deaths and injuries in schools. Schools that are unusable because of damage, prolonged use as shelters, unsafe access, loss of equipment and materials, or lack of teachers can lead children to fall behind, fail to achieve their goals, and lose their hopes and dreams.

1.2 The goals of DRR in the education sector

The goals of DRR in the education sector are simple:

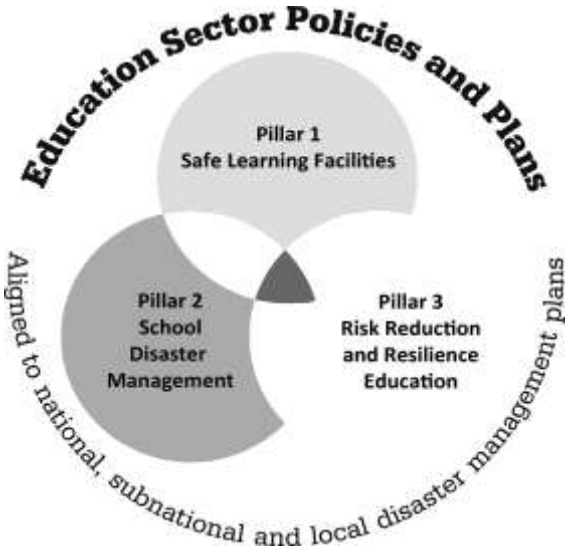
1. To protection children's right to safety and survival, and

2. To protect children's right to educational continuity.

In the process we will also be safeguarding educational investments and strengthening disaster resilience everywhere, through education.

There are three major areas:

1. Safe School Facilities
2. School Disaster and Emergency Management
3. Disaster Risk Reduction and Resilience Education



This *Handbook* primarily addresses pillar #2: School Disaster and Emergency Management and is a contribution to the Education in Emergencies Policy (EiE). It is written for school administrators, and staff, and local disaster management to fulfil their obligations under the EiE Policy. However, the goal of school disaster management is *not* 'a plan'. The goal is *ongoing* plann*ing,* in which every small step adds to increased safety over time. By *using* the film and this handbook, and completing the activities outlined in the film, administrators and teachers will be fulfilling some of their most fundamental responsibilities to children.

School disaster management planning is a part of all good education and school management. Known, expected, and even unexpected hazards can be planned for, using the same simple approaches, as a regular part of school life. When schools are role models and work together with local communities successes can be enjoyed by present and future generations.

2 School Disaster Management Guidance

> *School disaster management is the process of assessment and planning, physical protection and response capacity development to meet the goals of comprehensive school safety at the individual school level as well as education sector administration at all levels.*

The full scope of activities are as follows:

STEP 1: KNOW YOUR DANGERS	
Assess your risks, hazards, vulnerabilities and capacities	1. Natural hazards and human made risks 2. Hazard Calendar
Involve everyone in identifying hazards and capacities	3. School Grounds Safety and Mapping 4. Community Walk, Survey and Mapping 5. Meeting the needs of all children
STEP 2: REDUCING OUR DANGERS	
Learn about your early warning systems and natural warning signs	6. Early Warning Systems
Plan for risk reduction; Meet together to decide on what needs to be done, what small steps you can take, and what help you need to seek.	7. Mind Mapping and Risk Reduction Planning
STEP 3: PREPARE TO RESPOND (Skills and Provisions)	
Think everything through; Adopt Standard Operating Procedures; Develop response skills and organization. Hold simulation drills to practice, reflect upon and update your plan.	8. Packing a Go-bag 9. Safety Rules 10. Fire Safety Skills 11. Geophysical Hazard Safety
STEP 4: MONITOR, SHARE, AND ADVOCATE	
Monitor how well you are doing; Work together and communicate your plan; Reach out to others.	12. Sharing and Reaching out
Check how you are doing	School Disaster Readiness and Resilience checklist

2.1 Knowing Our Dangers

Assessment and planning is the starting point for all thoughtful mitigation and safety efforts. For without assessment, planning is arbitrary and without planning, assessment has no purpose.

The film guides the teachers to host a discussion in your classroom and document the hazards that you face. Steps to undertake this activity with your classroom are provided in *Annex 1, Activity 1 and Activity 2.*

2.1.1 Assess risks, hazards, vulnerabilities and capacities

Risks are assessed by considering potential hazards (natural, man-made, or combined) in relationship to a community's vulnerability characteristics. Vulnerabilities may be physical, social, economic, or environmental. For example, young children, older adults, people with disabilities, poor people, minority language groups, recent immigrants, and illiterate people may be more vulnerable if they don't have a support system. Buildings not constructed to withstand hazards are vulnerable. Coastlines unprotected by coral reefs and mangrove forests are vulnerable to high winds.
Assessments should be carried out by the students under the guidance of their teachers within the school premises and of the neighbouring areas.

An important element of Planning is the profile of the school, like general information on the total number of students and staff. It will contain a brief description of the physical location of the school, surrounding areas and vulnerabilities. This should include two maps:

- Map showing School Grounds and nearest critical resources and evacuation routes
- Map of the community and nearest critical resources and evacuation routes

The map showing nearest critical resources should also indicate the following:

- Main physical features (mountains, ocean, flat land, etc.).
- Land use (what crops are grown where? Etc.)
- Transportation and communication network.

See Activity 3 and 4 in Annex 1.

2.2 Reduce Your Dangers

A school should plan for risk reduction; maintain their school buildings and grounds for safety; Implement non-structural mitigation measures; and consider local infrastructure and environmental mitigation.

An individual cannot do this alone, and we must encourage motivation to make the school a safer place. Involve staff, students, and school community in developing and discussing your plan. Meet together to decide on what needs to be done, what small steps you can take, and what help you need to seek.

2.2.2 Risk Reduction Plan

What can be done?	Who can do it, and who can help?	How much will it cost?	Status update / date

2.3 Prepare to Respond: Skills and Provisions

Think everything through; Adopt Standard Operating Procedures; Develop response skills and organization. Hold simulation drills to practice, reflect upon and update your plan.

- Learn how to organise after a disaster, and plan a division of labor
- Learn and adapt standard operating procedures.
- Practice school drills and reflect on them to improve.
- Collect your emergency supplies

2.4 STANDARD OPERATING PROCEDURES

Standard emergency response procedures depend on the hazard, and can and should be customised to your unique circumstances. These are built around six basic emergency procedures detailed below:

Lockdown
Building Evacuation
Shelter-in-Place
Assemble & Shelter Outside
Evacuate to Safe Haven
Safe Family Reunification

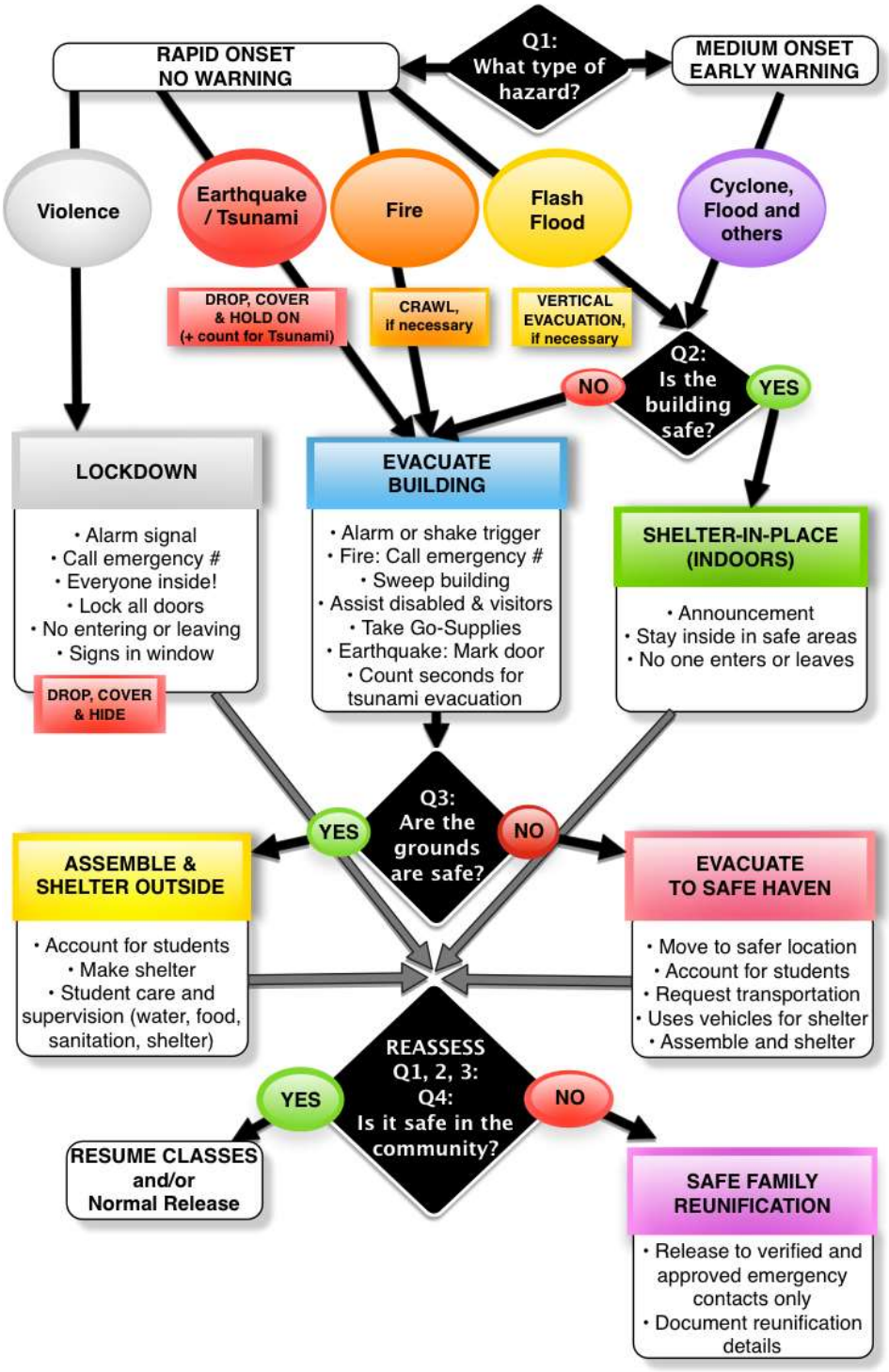
The ***Emergency Procedures Decision-Tree*** illustrates the different circumstances that lead to these six basic procedures. Remember that individuals with disabilities may need assistance to participate in these procedures.

Is the building safe? If the building is unsafe then ***Building Evacuation*** should be immediately triggered. If the building is safe then the students and staff should be instructed to ***Shelter-in-Place***.

Are the school grounds are safe? If school grounds are safe then ***Assemble and Shelter Outside*** is the procedure. If school grounds are known to be unsafe then ***Evacuation to Safe Haven*** should take place

Reassess for safety. No matter which procedure you have followed, you then need to reassess your conditions from time to time. If conditions are completely safe, you may resume classes, and you may release children to return home, as usual. However, if conditions are not safe, or there are disaster impacts, you must use Safe Family Reunification Procedures. Students should returned to the care of their parents/guardians or pre-designated emergency contacts, and each reunification documented. Students should remain cared for and supervised until the last student is reunited. In the case of drills and small events a *Reverse Evacuation* may be practiced to return to class, prior to '*All Clear'* instruction and resumption of classes.

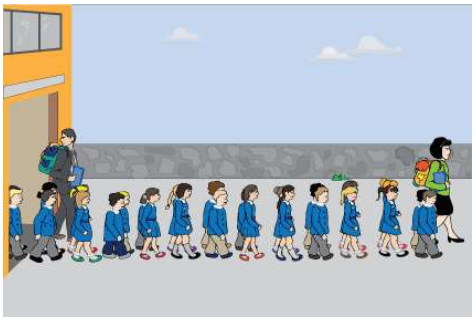
2.4.1 EMERGENCY PROCEDURES DECISION TREE



BUILDING EVACUATION

School Principal: Sounds building evacuation alarm. Makes announcement to students and staff. Activate systems for emergency response as appropriate. Monitor and provide updates and instructions as available. Maintain communication. Announce any new procedure. Announce *'All Clear'* when emergency has ended.

Teachers: *Ahead of time:* Practice as a class, hazard procedures. Identify any students or staff that may need special assistance during evacuation. Learn from these individuals how best to help them.



BUILDING EVACUATION RULES:

Don't talk - so you can hear the teacher
Don't run - so you don't get hurt
Don't push - so no one else gets hurt
Don't go back - so you stay safe

ASSEMBLE AND SHELTER OUTSIDE

1. Remind students to follow instructions for building evacuation: "Don't Talk. Don't Push. Don't Run. Don't Turn Back." Students should exit with buddies in twos. Check that students or staffs needing special assistance have it.
2. Take your Classroom Provisions (see classroom provision checklist)
3. Evacuate with one adult in the front to check that the evacuation route is clear and a responsible student monitor should go immediately behind the teacher, keeping students quiet and orderly. One teacher and responsible student monitor should be at the rear of the group, seeing that everyone is together.
4. Take your seat in the emergency assembly area and take student roll.
5. Remind students about student-release procedures and their purpose to keep them safe.
6. Teachers are to remain with their class at all times. Students must remain seated together as a class. Keep students quiet for announcements.

EVACUATE TO A SAFE HAVEN

1. All schools should designate an alternate site for assembly should school grounds need to be evacuated. Identify evacuation routes ahead of time, and inform parents of this alternate site.
2. Schools that face known risks such as flooding, landslide, debris flow, or schools that do not have a safe assembly area on-site, should arrange and prepare safe havens ahead of time.

Reverse Evacuation

Practice *reverse evacuation* at the end of your drills, when you go back to your classrooms, following all of the same rules.

Shelter in place

You may be requested to shelter-in-place when there are dangers outside the school, such as severe weather or flooding. Shelter-in-place is appropriate when evacuation is not necessary, or when there is not time to evacuate. It should be announced throughout the school using a public address system or face-to-face communication.

1. Activates Systems for Emergency Response as needed. Announce to students and staff to stay in, or return to indoor shelter areas. Close all doors and windows, if appropriate
2. Monitor and provide updates and instructions as available.
3. Assist those with special needs
4. Close all windows and doors and lock entrances, if there is a threat of violence.
5. Take attendance
6. Stay where you are until instructed otherwise by school authorities.
7. Announce 'All Clear' when the emergency has ended.

EMERGENCY STUDENT RELEASE PROCEDURE

Disaster and emergency student release procedures are intended to ensure that students and families are safely reunited, following any unsafe or unusual circumstances. In the event of an emergency or disaster, students under the age of 16 should not be permitted to leave school except in the company of an adult approved by parent or guardian.

Parents: Provide and maintain an updated *List of Emergency Contacts* for their child. This should include parents or guardians and two or three trusted relatives or friends nearby who will be nearby or come to collect student in case of emergency. In the event of emergency or disaster, student will only be released to persons on this list or authorized by persons on this list.

School principal: Ensures that *List of Emergency Contacts* for each student is updated by parents at the beginning of the school year, and can be updated by parents at any time.

Teachers: Make sure that both students and parents are familiar with student release procedures for emergencies and disasters. Greets parents and emergency contacts at Request gate, providing them with ***Student-Family Reunification Form*** *(Permit to Release Child)* form to fill out. Verify that the adult picking up the child is listed on the ***List of Emergency Contacts*** and verify their identity.

2.4.3 STUDENT-FAMILY REUNIFICATION FORM

Make additional copies of this form, as needed, to verify safe family reunification for each student.

Student's Name	Class	Name of approved Emergency Contact picking up student	Contact # and Destination	Signature	Verified by Principal or designee

2.4.4 HAZARD SPECIFIC RESPONSE PROCEDURES

GENERAL:
Visitor registration: To protect visitors from all hazards, and to protect students and staff from intruders, schools should must maintain a single entrance and registration system with name-tags for visitors, so that staff and students will know that unfamiliar people have identified themselves before moving around on campus. Communicate these rules widely and assist visitors in the registration process.

Emergency calls: When calling for police, ambulance, fire or other emergency services be prepared to describe WHAT, WHEN, WHERE, WHAT is happening, WHO you are and how to call you back. Do not hang up until told to do so. For personal safety you should program a next-of-kin phone number under the name "ICE" in your cell phone. This is the universal name for "In Case of Emergency".

Medical Emergency: Provide immediate medical care and call ambulance if necessary.

THREATS OF VIOLENCE:

Violent incidents at school are not impulsive, random, or epidemic. Prior to most incidents the attacker told someone about his/her idea or plans. There is no accurate profile of a violent offender. Some, but not all violent students have social difficulties, and there are many motivations for violence. Prevention can be achieved by building a climate of trust and respect between students and adults. School should provide a place for open discussion where diversity and differences are allowed and communication is encouraged and supported. Attention must be paid to students social and emotional as well as academic needs.

Whenever any threat is made, *do not* ignore them, and do not over-react. Threats of violence may be: *direct* - specific act against a specific target is identified in a clear and explicit manner; *indirect* - *v*ague, unclear, ambiguous or implied violence; *veiled* - implied but not explicitly threat; *conditional* – warning of violence, if terms are not met (eg. extortion). A professionally-trained threat assessment team may need to evaluate whether the threat poses low, medium or high risk, considering student behavior, personality, school, social, and family dynamics.

If there is a suspicious or unknown persons: If you sense a threat, ask a colleague for immediate help. If you feel threatened trust your feelings. Keep distance. Use assertive verbal language and strong body language. Call police as necessary. Call for immediate **Lockdown** if necessary.

If you encounter bullying: School culture should not tolerate bullying and anyone witnessing or experiencing bullying should feel comfortable reporting it and knowing that adults will follow up. Supportive family intervention may be needed for both victims and perpetrators of bullying. For more information see http://www.stopbullyingnow.hrsa.gov/kids/

If there is a fight among students: Call or send someone to the Office. You are *not* required to physically intervene. Identify yourself and instruct combatants to stop. Call them by name, instruct spectators to move away. Keep track of events for subsequent report. Dispatch staff to control and disperse onlookers.

If there is a person with a weapon: Call or send someone to Office. You are *not* required to physically intervene. Try to remain calm. Try not to do anything that will provoke an active shooter. The threat may be high, medium or low risk depending on many factors. One staff member should call police and describe the situation: eg. static (intruder barricaded somewhere) or dynamic (moving around), any injuries to staff or students, number, location and description of intruders. Also report suspicious devices, with description and location.

If there is a bomb threat: Stay calm. Keep caller on the line. Do not upset the caller. Indicate your willingness to cooperate. Do *not* pull fire alarm. Signal silently to co-workers to call police, *immediately*. Permit the caller to say as much as possible without interruption. Take notes on everything said including observation of background noise, voice characteristics, language, etc. Ask as many specific questions as possible. Stay on the line if you can. Speak with Police. Write everything down. Police will advise if building evacuation is necessary. If so, administration should announce **Building Evacuation**. Staff should make a visual check of classroom or immediate area. Anything suspicious should be reported immediately but not touched. School personnel

should not handle, search for, or move a suspected bomb. Classroom teacher should evacuate immediate vicinity of any suspicious object. Do not use radios, walkie-talkies or cellular phones to avoid accidentally triggering an explosive device. Staff nearby should turn off stoves, equipment, and gas supply to building. Do not return to the building again until police, fire personnel or administration give the 'all clear'.

When you are in transit: When traveling to and from school, to reduce vulnerability to random acts of violence, staff and students should use well-travelled, open routes. Walk assertively and be alert to everything around you, and travel with a buddy or escort, especially at night. There may be some circumstances when authorities advise people to vary their routes, to avoid being targets of attack. Avoid dangers by getting away quickly. Scream loudly for help "Call the Police". A variety of professional and community security patrols may all be important to increasing personal safety.

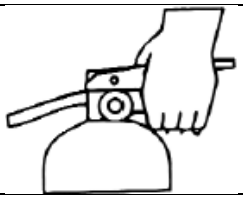
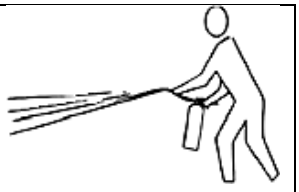
FIRE SAFETY RULES:

If you hear a fire alarm: Treat as a real emergency. Follow building evacuation procedures. Never open a closed door without checking first for heat. Do not open a hot door.

IF YOU SEE A FIRE: Put out small fires with fire extinguisher or cover source of fuel with blanket. For modern fire extinguisher use, remember "*P.A.S.S.*": ***P****ull* safety pin from handle. ***A****im* at base of the flame. ***S****queeze* the trigger handle. ***S****weep* from side to side at the base of the flame. Shut off source of fuel if safe to do so (eg. gas).
Activate fire alarm. Alert others. Call emergency telephone number and report location of fire. Evacuate building. Close doors and windows.

If it is as big as a bucket, activate fire alarm. Alert others. Call emergency telephone number and report location of fire. Evacuate building. Close doors and windows. Shut off source of fuel if safe to do so (eg. gas).

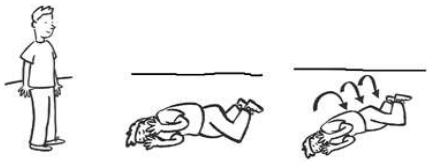
If you have an ABC fire extinguisher:

			
1. PULL safety pin from handle	**2. AIM** at base of the flame.	**3. SQUEEZE** the trigger handle	**4. SWEEP** from side to side at the base of flame.

IF YOU ARE CAUGHT IN SMOKE*:*
Drop down on knees and crawl out. Breathe shallowly through your nose. Hold breath as long as possible. Use damp cloth over mouth and nose. **Get down low, and go go go! Feel door - do not open an interior door, if it is hot.**

IF TRAPPED IN A ROOM BY FIRE*:*
Block smoke from entering with damp cloth, under door. Retreat closing as many doors as possible. Signal and phone your location.

IF YOU ARE ON FIRE:
Stop where you are. Drop to ground. Roll over. If another person is on fire,



push them down, roll them and/or cover with blanket, rug or coat: **STOP, DROP and ROLL.**

EARTHQUAKE RULES:

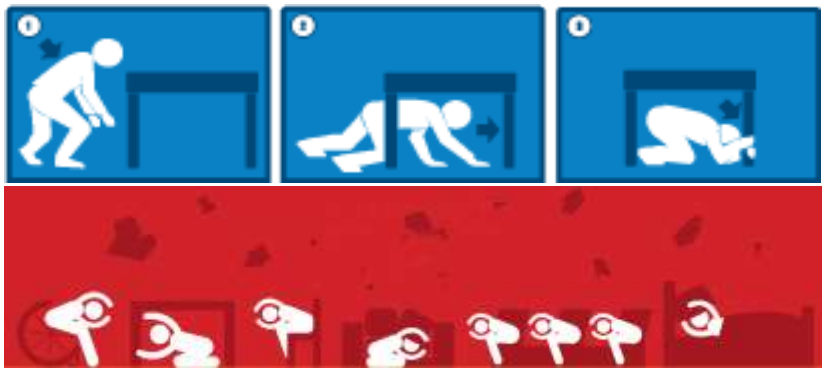
During the shaking: At first indication of ground shaking, instruct loudly: “Earthquake position: Drop, Cover & Hold On”. When the shaking is over, evacuate outdoors, away from the building.

THE EARTHQUAKE POSITION:

DROP to your knees, on the floor
COVER your head and neck
HOLD ON to your cover

In classrooms, the person closest to the door should open it fully. Anyone near an open flame should extinguish it. DROP down on your knees and make yourself as small a target as possible. COVER your head, neck and face. GO under a sturdy desk or table to protect your head and neck and as much of your body as possible. HOLD ON to your cover. Stay away from tall and heavy furniture or heavy equipment, and overhead hazards. Do not use elevators.

- **In a wheelchair**, lock it and take the “brace position” covering head and neck. If in stadium seating, take the brace position in your seat.
- **In science labs and kitchens** extinguish burners and close hazardous materials containers and/or place out of harm’s way before taking cover. Stay away from hot stove, overhead cabinets and from hazardous materials that may spill.
- **Inside in open areas** where no cover is available, move towards an interior wall and away from falling and overhead hazards. Drop, Cover and Hold, protecting you head and neck with your arms.
- **In library, workshops, performance areas and kitchen** move away from shelves, books and instruments if possible.
- **In stadium seating:** Take the “brace position” until the shaking stops. Follow ushers instructions for orderly evacuation.
- **Outdoors** move away from buildings, walls, power lines, trees, light poles and other hazards. Drop down to your knees and cover your head and neck.
- **In school transportation,** driver should pull over and stop the vehicle, away from overhead hazards. Take the “brace position”.



AFTER THE SHAKING STOPS: move outdoors, away from the building to *Assemble and Shelter Outside*.

DURING AN AFTERSHOCK:
Take the same protective measures as during the shaking.

AFTER THE SHAKING STOPS:

In case of moderate or severe earthquakes, before you exit your room, check around you for anyone injured. Administer life-saving first aid (open airway, stop serious bleeding, treat for shock). Ask responsible students to assist lightly injured. IF a severely injured or trapped individual is inside, make them comfortable. Give them a whistle and comfort item and reassure them that search and rescue team will come for them. If staying would be dangerous, non-ambulatory injured should be transported with class. Put out any small fire. Take ten seconds to look around and make a mental note of damage and dangers to report. Leave your doors unlocked. Check for safe exit routes and then carefully evacuate building, moving away from the building.

FLOOD SAFETY RULES:

SLOW RISE FLOODING: Follow early-warning instructions. Evacuate to higher ground or shelter-in-place. Protect records and electronic equipment. *Evacuate to Safe Haven*

SUDDEN SEVERE FLOODING: Evacuate affected spaces and *Shelter-in-Place* (esp. vertical evacuation). Take "Go Bag" with supplies with you. **Do not enter floodwaters. If you must evacuate, use flotation devices prepared in advance.**

TSUNAMI RULES:

For tsunami generated at close range: Your warning is very strong earthquake shaking, unlike anything you are used to.
For tsunami generated at medium range: Your warning is an earthquake felt shaking that lasts for 30 or 40 seconds or more.
For tsunami generated at long distance: Your warning will come from international agencies and your national tsunami early warning system by TV, radio, loudspeaker, and megaphone. Heed these warnings immediately until announcement that the danger is past.

In all cases: Immediate evacuate to higher ground to previously selected **Safe Haven** at higher ground and away from coast, or vertical evacuation site.

STORM SAFETY RULES:

STAY INFORMED OF CYCLONE TRACKING INFORMATION and follow any early warning instructions and advisories.

WHEN THUNDER ROARS, GO INDOORS!

Stay off telephones. Unplug anything electrical. Stay away from running water. Listen to weather advisories on battery-powered radio.

THE 30/30 RULE:

1. Count the seconds between seeing lightning and hearing thunder. If this time is less than 30 seconds, lightning is still a potential threat. Seek shelter immediately.
2. After the last lightning flash, wait 30 minutes before leaving shelter. Half of all lightning deaths occur after a storm passes. Stay in a safe area until you are sure the threat has passed.

IF YOU ARE OUTDOORS:

Plan ahead. Know where you'll go if an unexpected thunderstorm develops. Monitor weather conditions and be prepared to take immediate action to get to a safe place before the thunderstorm arrives. If you are boating or swimming, get to land, get off the beach and find a safe place immediately. Stay away from water, which can conduct electricity from lightening. Go to safety in a permanent, closed structure, such as a reinforced building. If there are no reinforced structures, get into a car or bus, keeping windows closed. Keep your hands on your lap and feet off the floor. If you are in the

woods, find an area protected by a low clump of trees. Never stand under a single, large tree in the open. As a last resort, go to a low-lying, open place. Stay away from tall things - trees, towers, fences, telephone poles, power lines. Be aware of the potential for flooding in low-lying areas.

IN CASE OF HAILSTONES:
The safest places are indoors, away from windows, with shutters firmly closed. If in vehicle stay inside and face away from windows. Get down and cover head with arms. If outdoors use arms, bag books to cover your head and move towards shelter.

IF YOU SEE OR FEEL LIGHTENING:
If you are caught outside during a lightning storm if your hair stands up on-end or your skin tingles, light metal objects start to vibrate, or if there is only a second or two between the flash and the bang, do the lightning crouch to limit electricity from reaching your vital organs. Do not lie flat on the ground. Leave 3 body lengths between you and the next person!

THE LIGHTENING CROUCH

- SQUAT DOWN
- BALANCE ON YOUR TOES
- TOUCH YOUR HEELS TOGETHER!
- COVER YOUR EARS

IF LIGHTENING STRIKES A PERSON:
Call for help. Get someone to dial your emergency number. A person who has been struck by lightning needs medical attention as quickly as possible. Give first aid. If the person has stopped breathing, begin rescue breathing (if you are properly trained). If the person's heart has stopped beating, someone trained in CPR should administer it. Look and care for other possible injuries and check for burns. Move the victim to a safer place. Remember, people struck by lightning carry no electric charge, and they can be handled safely

HAZARDOUS MATERIALS RULES:

Evacuate upwind to Safe Haven or Shelter-in-Place, closing and sealing windows, air-ducts.

CHEMICAL SPILLS OR SUSPICIOUS MATERIALS:
If possible, limit release at the source and contain the spill. Shut down equipment. Evacuate the immediate area. If danger extends beyond immediate area, pull fire alarm and follow the *Building Evacuation and Assembly Procedure***.** First witness of the hazardous materials leak/spill call emergency telephone number give details of materials and location, and number of people in the vicinity.

GAS LEAK:
Call emergency telephone number. Issue alert using public address system or door-to-door. Evacuate the building following *Building Evacuation and Assembly Procedure*.

EXPLOSION:
Drop and Cover under desk, tables or other furniture that will protect you against flying glass and debris. When it is safe refer to the Emergency Call section and immediately report an explosion. Leave doors open to permit exit, if building is damaged. Stay away from outside walls and areas where there are large pieces of glass and/or heavy suspended light fixtures. Standby for further instructions, from your TEAM LEADER.

2.4.5 Drill Preparedness Checklists

TEACHER CHECKLIST

Teachers: Prepare yourselves
☐ School Emergency Evacuation Route map is posted in your room.
☐ Emergency Provisions are in place
☐ Check that you know the location of your fire extinguisher or fire suppression material.

Teachers: Prepare your students
☐ Encourage your students to all drills very seriously.
☐ Practice building evacuation with your classroom, and with neighboring classroom.
☐ Review the Emergency Evacuation Routes.
☐ Make sure that students understand Disaster and Emergency Student Release Procedures. Inform students that only their parent(s), guardian(s), or other adult(s) listed on their Emergency Contacts Card will be allowed to pick them up from school in a real emergency.

Teachers and Students: Prepare your parents
☐ Teachers are to pass out drill announcements parent letters to their students to take home.
☐ Confirm with parents that their Emergency Contact Form is up-to-date, and explain the importance of the reunification procedures.

2.4.7 Emergency Provisions Checklists

In case of the need for building or site evacuation, there are some key supplies that need to be ready to take with you. These same supplies will be needed if you have to shelter-in-place. The checklists provided in the Addenda recommended supplies to be maintained by administration, nursing office, in each classroom, and schoolwide.

The school **administration office "go-box"** should staff and student class roster and schedules, and for elementary and secondary schools it should contain Student Emergency Contact Cards, and student check-in and absentee log and daily visitors log, school site map, important phone numbers, keys, and office supplies.

Each classroom should have a **classroom "go-bag" or "go-bucket.** These 'evacuation supplies' should be taken on field trips, and can also be used in case of lockdown or shelter-in-place (where the bucket can serve as a makeshift toilet). Each room will also need an **emergency clipboard or notebook** that can be hanging on a hook at the exit, or placed inside the "gob-bag". This should be updated at the beginning of each school year and in preparation for school drills.

Student "comfort-bags" should be requested from parents and kept in a duffle bag or backpack in homeroom classes, ready at exit. Parent-teacher association may want to assist in assembling these items, particularly for those who many not be able to afford them. Parents can also be asked to donate one blanket per child to the school, which will be kept in the Emergency Supplies Container (see below).

School emergency supplies should be located in a shed, container or bin, stored outside the main school buildings. The contents should include supply of water (approx. 4 liters of water per person per day – half drinking, half sanitation). This may be used by the school or community, if the school is utilized as a shelter. It should include communication devices. And as needed, vests and hardhats for response team members, shelter supplies, WC privacy screen, and light search and rescue supplies if needed.

Checklist:

DESCRIPTION	READY	MISSING	INITIALS / DATE
Master student list			
Student Emergency Contact List			
Staff and Student Class Roster and Schedule			
Important phone numbers			
School site map / floor plan (showing evacuation route)			
Pens			
Notepads			
Marking pens			
First aid supplies			
Flashlight			
Whistle			
Blankets			
Water			
Megaphone			
Reunification forms			

2.5 Monitor, Share, and Advocate

Monitor how well you are doing; Work together and communicate your plan; Reach out to others. Consider if there is more you can do - to help yourselves and others.

SCHOOL DISASTER READINESS AND RESILIENCE CHECKLIST

School_____ **Date**_____

1. Focal Point in charge of the school disaster management process

☐ A focal point is tasked with leading school disaster management on an ongoing basis.
☐ School disaster and emergency management plan is reviewed and updated at least annually.
☐ School is incorporating DRR in school development/improvement plan

2: Assessment and Planning for Disaster Mitigation takes place continuously

☐ 'Knowing our Dangers': Hazards, vulnerabilities, risks, capacities and resources are researched and assessed.
☐ 'Risk Reduction Plan': Mitigation measures are identified and prioritized for action.
☐ Building evacuation routes and safe assembly areas/safe havens are identified on a map.
☐ Educational continuity plans are in place (including alternate locations and transitional learning spaces as needed).

3. Physical protection measures are taken to protect students and staff and facilities

☐ Risk mitigation from DRR Plans: School buildings and grounds are maintained and repaired for disaster resilience (eg. Roof for windstorm, plant trees for landslide)
☐ Fire prevention and fire suppression measures are maintained and checked regularly (eg. Bucket with sand, fire blanket, fire extinguisher).
☐ Measures are taken to protect equipment and materials from wind and water damage (eg. Waterproof container for books and documents)
☐ School infrastructure, including access routes, shelters and safe evacuation points are developed as needed and maintained for safety.

4. School personnel have disaster and emergency response skills and school has emergency provisions

☐ School personnel have roles and responsibilities assigned to organize disaster response
☐ School maintains first aid supplies.
☐ School maintains fire suppression equipment.

5. Schools have and practice policies and procedures for disasters and emergencies

☐ Standard operating procedures include: building evacuation and assembly, evacuation to safe haven, shelter-in-place, and family reunification procedures
☐ School personnel have and practice procedures to ensure safe student reunification with emergency contacts identified in advance by parents or guardians.
☐ School drills have been held

2.6 During and After a Disaster: Implement your Plan, and be Flexible

- Use your standard operating procedures and drills to guide you. Keep children safe and protected. Conduct damage assessment.
- Implement your standard operating procedures and your responsibilities matrix. Use your response skills.
- Implement your educational continuity plan.

2.6.1 Damage Assessment Form

The Ministry of Education Heritage and Arts has a electronic damage assessment form, AKVO flow which can be used after a disaster ro assess the damage incurred. Please contact your provincial education office for more information.

Annex 1: Children's Activities

This is a list of suggested activities that you can do with your classroom

Activity 1: Knowing our Dangers: Natural Hazards and Human Made Risks

Purpose

1. To allow students to identify the different hazards and learn the terminology for hazards

Learning Outcomes

- Explain with examples the concepts of 'hazard' 'natural hazard' and 'human-made' hazards
- Develop discussion (speaking and listening) skills

Materials & Preparation

2. Key Messages for Disaster Risk Reduction and Resilience in Fiji: A Guide For Public Education & Awareness

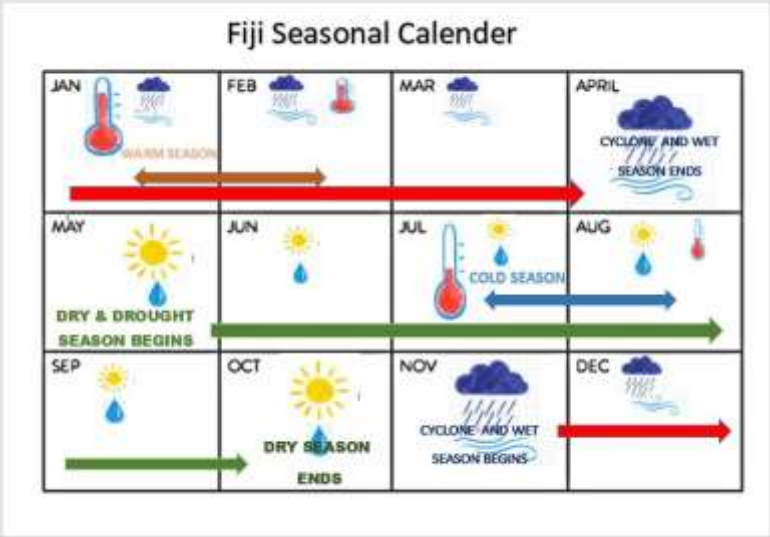
Steps

1. Ask the pupils to form pairs and to discuss what dangers they have faced.
2. Then ask pairs to say which dangers they find most concerning and most wanting to take action. Encourage lively (but respectful) exchanges of opinion.
3. Ask what questions these raise and suggest that over the next few weeks students seek answers to their questions by talking with parents, community members, and visiting experts.

Evaluation

Make note of the hazards that cause the most concerns, and record the students' questions. Return to this in a few weeks to ask students if their understanding has increased, if their questions have been answered, and if they feel that steps are underway to become safer.

Activity 2: Knowing our Dangers: Hazard Calendar



Purpose

To consider the pattern of natural hazard across the year, and messages for disaster risk reduction appropriate to the month or season.

Learning Outcomes

- Understand the seasonal calendar and when natural hazards are likely to occur

Materials & Preparation

- Paper and pencils
- Draw large copies of calendar template

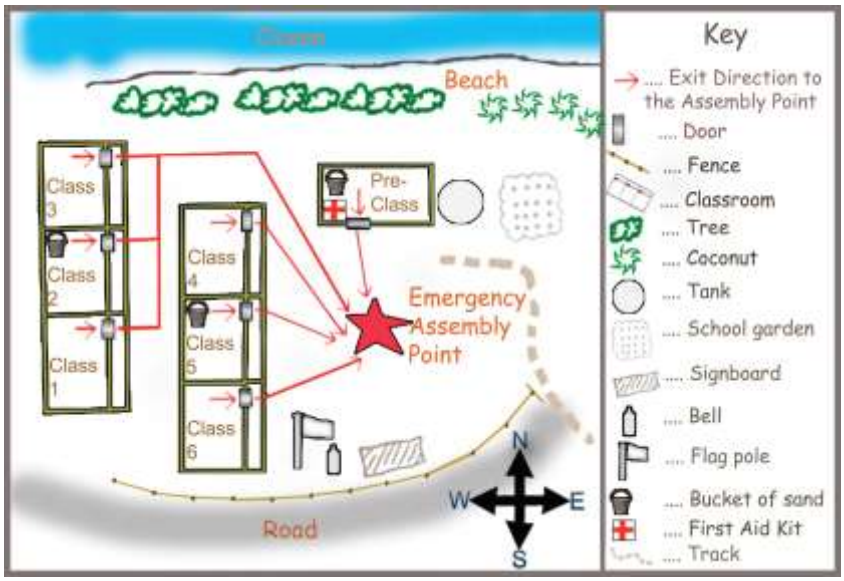
Steps

1. Divide the class into groups of four.
2. Explain to students that their task as a group is to devise a calendar for the year based on natural hazards that may be faced throughout the year. This won't include those that are year-round dangers, but it will highlight hydro-meteorological / weather-dependent hazards. Their calendar should be organized by months. Each month should be given a special name and a description of what happens.students can draw their own pictures
3. Have the students present their calendars to one another.

Evaluation

Have groups present their calendars in an assembly, inviting fellow students and community members to comment and contribute.

Activity 3: Knowing our Dangers: School Grounds Safety and Mapping



Purpose

To involve children in leading in the creation of a school grounds risk and resource map to raise awareness about hazards, vulnerabilities and capacities in the school, and to engaging in awareness and risk reduction.

Learning Objectives

- To learn to identify natural and human-caused hazards (dangers, risks, weaknesses)
- To learn to identify resources and capacities for risk reduction and recovery

Materials

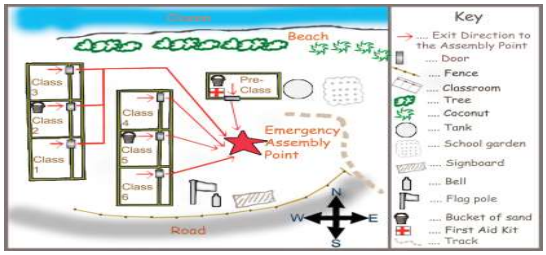
- A map of the school grounds, if one exists.
- Paper and colouring pencils.

Steps

MAPPING ACTIVITIES

If there is a school grounds map, take a look at it. If there is no such map, have older children create a map of the school grounds (This can be done in math and science classes, introducing various forms of measuring and creating drawings to scale, or it can be done conceptually, and refined together). Explain a bird's eye view, which looks at space from above.

1. Ask children if they've seen any maps? Hold an open discussion about what maps can show, what scale they can be, and what kinds of information they can show.



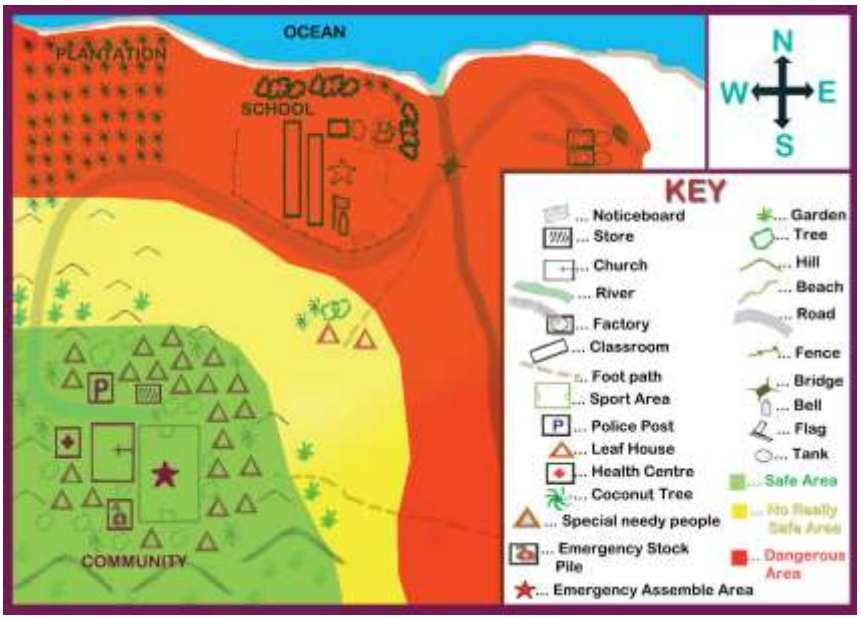
2. Introduce the idea of using a map to show how various natural and human-induced hazards might affect your school. What are the dangers and weak areas, and resources and capacities that would come in handy in case of the various natural and human-induced hazards that could affect your school.
3. Ask students to work in groups to produce school grounds and building maps. Share with children the types of vulnerabilities and resources to be marked:
   Entrance and exit

   Emergency assembly area
   Gas cyclinder location(s)
   Electricity shut off location
   Water shut off location
   Building evacuation routes
   Building dangers
   overhead dangers
   Hazardous material storage
   Emergency exit routes
   School emergency supplies
   Fire suppression equipment (fire extinguisher, bucket of sand, or fire blanket)
   First Aid staging Area
   Generator

Post in visible places in each classroom which clearly marked evacuation routes. Update the School Disaster Management Plan.

Evaluation: Ask for feedback on the maps, and observe whether they are used to help in observing the school environment and improving safety conditions.

Activity 4: Knowing our Dangers: Community Walk, Survey and Mapping



Purpose

To involve children in leading in the creation of a community risk and resource map to raise awareness about hazards, vulnerabilities and capacities in the community, and to engaging in awareness and risk reduction.

Learning Objectives

- Identifying natural and human-caused hazards (dangers, risks, weaknesses) in the local environment
- Identifying resources and capacities for risk reduction and recovery in the local environment
- Enhancing ability to gather, analyze, and communicate information.

Materials

Community Walk Survey sections attached: **SURVEY THE AREA, and SURVEY ACCESS TO SCHOOL.**

A map of the your community, if one exists. If possible, download a street map from Google Maps that you can trace to get started.

Steps

Stage 1: This can be done in class, or in an afterschool club.

1. Ask children if they've seen any maps? Hold an open discussion about what information maps can show, and what scale they can be.

2. Introduce the idea of developing a map to show how natural and human-induced hazards might affect your community. Each group of children should focus on one set of hazards faced (Group 1) hydro-meteorological: cyclone, flood (group 2) geophysical: earthquake, landslide, tsunami, volcano) (Group 3) Technological, biological, others.

3. This way they will be better able to see and understand the dangers, safe evacuation routes and safe havens, and also resources for safety and health.

4. The first map will be a paper draft, based on information they already have. Research (community walk) will let them improve on the information. Then working together with the local community and/or disaster management committees they can transfer the information to a more permanent form, painted on wood, or made into a 3-D model.

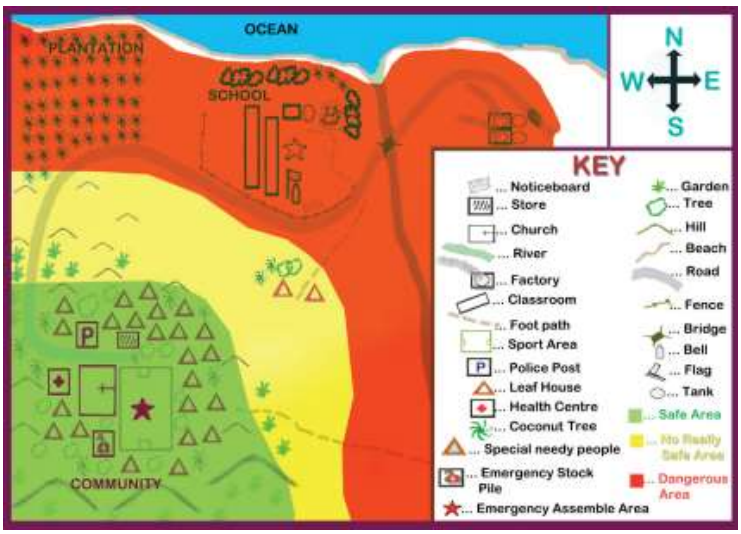
5. Have student form groups of four or five and give each group a big sheet of paper and different color markers.

6. Ask students to decide how big an area will the map cover (around the school), and start by making a plain paper, map or traced map and show: (1) geographical information (e.g. rivers, ponds, mountains/hills, beaches, crop fields, plantations) (2) key buildings and infrastructures (e.g. schools, hospitals/ health centers, roads, bridges, churches, water facilities, shops). (3) four directions (north, south, west, east).

7. Explain a bird's eye view, which looks at space from above.

8. Once groups finish drawing, ask each group to mark up the areas where natural hazards (e.g. earthquakes, tidal waves, flooding, cyclones, droughts, landslides) caused damages before.

9. Discuss map colors, recognizable symbols and legends, and how to mark maps clearly. (The colours used to identify different levels of risk are usually: red - very risky, orange or yellow - moderate risk, green - low risk).



10. After marking in the areas, ask each group to pin their own maps on the classroom wall (or display them on the tables or floor) and invite them to walk around to investigate *e*ach other's maps

11. After the viewing, ask each group to briefly speak about their map and share what they have learned from examining other group's maps. Hold a class discussion.

Stage 2: This can be done as a field trip, and/or as *part* of an open assembly for the whole community, arranging in advance for conversations and guidance from local community leaders and other stakeholders).

Explain that you will be doing a community walk of the area to do some research and to collect more information for your map. Explain to pupils that they are to have a village walk with community members in order to learn more about their local environment. Students can stay in the same group as for *Stage 1.*

1. Have students review the 'community walk survey form' to work up a list of questions to ask on their community walk.

Examples are:

1. What are the land and road conditions like in the area we are visiting (dry, muddy, slippery, flat, steep). Are any of these areas dangerous for any reason?
2. How close is this area to the riverbank?

3. Where are water sources, health centers, community or religious facilities, and other key facilities?
4. Are there designated shelters or evaluation routes if these hazards exist?

Strong wind Flooding

2. Also develop questions to ask people along the way, or at destinations: Eg. “What could you do to help the school/neighborhood in a disaster?” and “What can the school do to reduce its own risks and help the community?” Invite parents to assist in organizing walking tours and visits to local resource sites. At least 1 parent/supervisor per 10 children is advised.

3. After collecting their information on their survey form, students can create one large map of the hazards and resources they have found. Ask students to identify any areas on the map that are particularly exposed to danger or lacking in resources.

4. When you get back have the groups come together to combine this information with the map created earlier. In small groups, have students and community members ask each other questions and share information, and identify questions that remain unanswered. Ask for volunteers who will present their findings in an all-school or open school-community assembly.

5. Display your map for the whole school to see, and develop a plan for updating it at least once a year and update your school disaster management plan

Evaluation

Document whether people refer to the map and use it. Is it helpful when it comes to school community risk reduction planning? Check to see whether students are familiar with the important features on the map, and whether they learn it to use new information. Do children comment on the accuracy of the map and propose change to it? These are all signs of an effective activity.

COMMUNITY WALK SURVEY FORM

SURVEY THE AREA

The School is located near or is adjacent to **IF THE ANSWER TO ANY OF THESE "YES"? -** **These can be a problem**	Yes	No
Small stockbreeding/farming area		
Swampy area/ marsh		
River		
Industrial area		
Minefield		
Dam or Dyke		
Main Road		
Mountain/steep slopes		
Forest		
Open grasslands		
Suggestions to address each of the problems, by reducing risks:		

SURVEY ACCESS TO SCHOOL

Dangers on the way to the school	Yes	No
IF THE ANSWER TO ANY OF THESE BELOW IS "YES"? - **These can be a problem**		
Do children walk to school on roads used by cars (as opposed to pedestrian walkways)?		
Do children go to school using unsuitable canoes/boats?		
Are the roads unsafe, with a history of accidents or speeding vehicles		
Are there missing, unstable, or unusable bridges?		
Trees, coconuts, boulders, stones or any other unstable elements that could fall suddenly?		
Are there unsafe power lines and poles near the school?		
Are there areas on the way to school that become flooded?		
Are there unstable mountain, hill sides or slopes?		
Are there mangrove swamps with crocodiles?		
Are there dangers long the route such as dangerous people / alcoholics?		
IF THE ANSWER TO ANY OF THESE BELOW IS "NO"? **These can be a problem**		
Are pedestrians easily visible when walking along the road?		
Are roads accessible to school in case of emergency?		
Are evacuation routes to safe havens well marked?		

Is the way to school safe for girls?		
Is the way to school safe/accessible for persons with disabilities?		
Suggestions to address each of the problems, by reducing risks:		

SURVEY OF HAZARDS & VULNERABILITIES / RESOURCES & CAPACITIES

Locate and mark any of these on your map. This list is not exhaustive. You may think of many other hazards

HAZARDS & VULNERABILITIES

- Roads (include type and relative width)
- Bridges
- Rivers
- Flood zones
- Steep slopes / landslide areas
- Very tall, old, or unstable trees
- Deforested areas
- Earthquake fault lines & seismic zones
- Factories
- Hazardous materials storage or sales locations
- Overhanging power lines
- Sources of fire
- Buildings located in unsafe places
- Poorly constructed buildings
- Poorly maintained buildings
- Buildings with high concentrations of very young children, older people, or people with disabilities
- Unsafe roads

RESOURCES & CAPACITIES

- Evacuation routes
- Storm shelters and safe havens
- Police station
- Fire station / fire suppression equipment
- Health Center
- Water sources
- Food sources
- People with special skills/Community leaders
- Search and rescue equipment (ladder, levers, work gloves, shovel, buckets)
- Shelter supplies
- Generator

Activity 5: Meeting the needs of all children

Purpose

To consider who might be more vulnerable in your community and plan for how you can help them if there is an emergency

Learning Outcomes

- Understand people's different abilities and how we can help vulnerable groups in the time of disaster

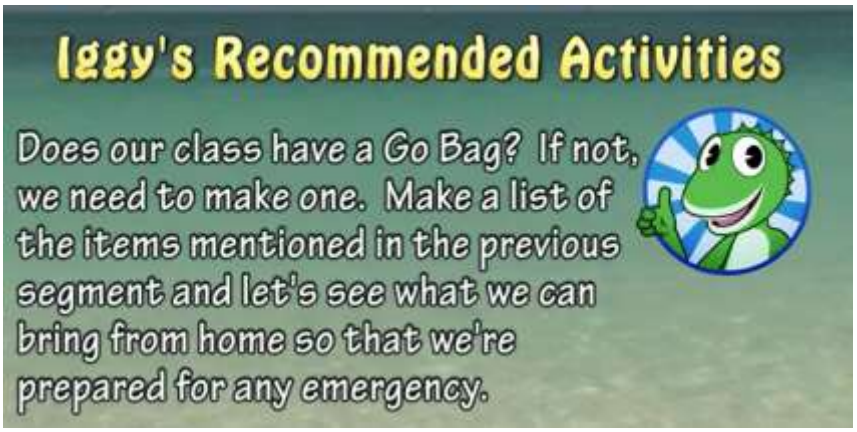
Materials & Preparation

- Paper and pencils

Steps

1. Have students discuss people who might need special assistance during an emergency. This can include the eldery, children, people with disabilities
2. Identify these households in your classroom and arrange for 3-4 students to visit these households and learn about what assistance they might require
3. Have these students report back to the classroom and mark these households on your community map
4. Speak to your village authority about planning for their needs

Activity 6: Packing a Go-Bag



Purpose

To prepare the classroom if there is a need for building or site evacuation, and have some key supplies that need to be ready to take with you.

Learning Outcomes

- Children understand items to take with them in the time of a disaster

Steps

3. Each classroom should have a **classroom "go-bag".** These 'evacuation supplies' should be taken on field trips, and can also be used in case of lockdown or shelter-in-place. Each room will also need an **emergency clipboard or notebook** that can be hanging on a hook at the exit, or placed inside the "gob-bag". This should be updated at the beginning of each school year and in preparation for school drills.
4. Go through the checklist provided and speak with children about where you can get these resources. Request students to speak with their parents and community members to help pull together the items for a go-bag.

Checklist:

DESCRIPTION	READY	MISSING	INITIALS / DATE
Master student list			
Student Emergency Contact List			
Staff and Student Class Roster and Schedule			
Important phone numbers			
School site map / floor plan (showing evacuation route)			
Pens			
Notepads			
Marking pens			
First aid supplies			
Flashlight			
Whistle			
Blankets			
Water			
Megaphone			
Reunification forms			

Activity 7: Safety Rules

Purpose

To remember safety rules for an evacuation procedure

Learning Outcomes

- To remember the basic safety rules

Materials & Preparation

- Song lyrics for rules for safety

Steps

1. Remind students about the ***Rules for Safety*** : Don't Run; Don't Talk; Don't Push; Don't Turn Back.

Don't talk - so you can hear the teacher
Don't run - so you don't get hurt
Don't push - so no one else gets hurt
Don't go back – so you stay safe
Learn the song as a classroom. Practice the actions to go with the words.

2. Ask each group of students to demonstrate what to do, and have the whole class join in a classroom evacuation

Evaluation

Take time to discuss how students can improve. Let them know that in the next lesson they'll learn more about conducting a simulation drill, and help to teach these skills to others.

Activity 8: Preparedness Response Skills: Fire Safety

Purpose

To remember safety rules for fire

Learning Outcomes

1. To remember the basic safety rules for fire

Materials & Preparation

- Fire suppression equipment which can include bucket of sand, extinguisher or fire blanket; first aid kit.

Steps

1. Using the guidance provided demonstrate the Standard Operating procedures for fire with the children

2. Divide your classroom in to groups of three and role play each of the following

Group 1 : (only do this group if your school as a fire extinguisher) Pull, Aim, Squeeze and Sweep.

Group 2: Get down low and go go go. Listen and learn the song.

Group 3: Stop Drop and Roll. This group should practice stop drop and roll as individuals and then get into pairs and practice helping their partner to stop, drop and roll.

Ask each group to rotate.

3. Do a role play: Pretend that there is a fire in the classroom and that one child has also set alight (note: DO NOT light a fire, just pretend). Have one student play the role of catching on fire. Have one student role play getting a bucket of sand to put out the fire, another to assist the person on fire by assisting them to stop, drop and roll and cover them with a blanket. Demonstrate this to the classroom.

4. Practice a fire drill as a classroom and evacuate to your safe haven remembering your rules for safety and your standard operating procedures.

5. Debrief with teachers and students

Sample Drill Scenarios

You have noticed smoke coming into the classroom from a window. You know this is coming from outside, but you are unsure where. The door is on the opposite side therefore you should evacuate. Instruct students to “get down low and go go go” and evacuate to the pre-determined safe assembly area outside the classroom.

Add a problem: During the evacuation one student has run away to look at the fire. The student comes running back and their clothes have caught fire (you can indicate this through a drawing of a fire to be placed over a T-shirt). Observe what the students do to assist the student on fire. They should first make him Stop, Drop and Roll and assist with any burns once the fire is extinguished.

Activity 9: PREPARING TO RESPOND: GEOPHYSICAL HAZARD SAFETY

Purpose

To remember safety rules and the standard operating procedures for earthquake and tsunami

Learning Outcomes

1. To remember the basic safety rules
2. To master standard operating procedures and rules of evacuation
3. Students and parents understand emergency release procedures for real life situation

Materials & Preparation

Preparation: Inform parents that you will conduct a mock evacuation drill and test the emergency student release procedures.

Steps

1. Using the guidance provided demonstrate the Standard Operating procedures with the children

2. Teach the children the rules of a safe evacuation using the simulation guidance provided

3. Encourage student to take drills very seriously. Inform them that you will now practice a building evacuation. See below *drill scenarios* provided. Prepare location of evacuation (referring to your school map), first aid kit, and fire suppression equipment.

4. Practice the drill including the student release procedure and the reverse evacuation to have children return to classroom.

5. Debrief with teachers and students and update the action plan from the lessons that you learn.

Drill Scenarios

EARTHQUAKE DRILL SCENARIO

The drill will be based on a scenario for a likely 4.7 magnitude earthquake and affect all areas of our province. Intense shaking will begin at ____ **[***time***]** and will last for 40 seconds. There will be at least one aftershock within 15 minutes. Electrical power, water, and sewer systems have failed in many areas. The telephones do not work. Larger roads nearby are damaged. There is a risk of tsunami. Staff and students must implement earthquake procedures and implement the appropriate response.

Activity 10: Sharing and Reaching Out

Purpose

For children to share what they have learned with their community

Learning Outcomes

For parents, peers and community members to have knowledge of disaster risk reduction

Steps:

1. All of the activities and games realised by the children during the time could be even more useful if there is a moment to share them with the community! Parents, on one hand, and Disaster Management Committee members on the other could be interested in the achievement of the children. Knowledge and actions should not be stopped at the school level but can be spread widely. One way of sharing what you have learnt is though song. But we also encourage you to be creative with your classroom and think about role plays, demonstrations and games to help the children engage with their community members.
2. Have the children perform their song to the community members and offer an opporunity for parents and peers to ask questions about what they have learnt to keep themselves safe.

Most importantly….have fun!

Annex 2: Template for School Disaster Management Plan

1. School Profile

-
-
-
-
-
-
-

2. School Disaster Management Committee[1]

No.	Members	Name	Contact No.
1	Chair – Principal/Head Teacher		
2	Secretary – Vice Principal/Deputy Head Teacher/Teacher		
3	Female Student		
4	Male Student		
5	Community – Female		
6	Community – Male		
7	EiE Focal Point[2]		
8			
9			
10			

Roles and Responsibilities of Stakeholders (as per EiE policy)

School Heads

- Work in Collaboration with Staff and School Management to select the School Disaster, Risk Management and Response Committee (hereinafter referred to as SDRMRC). The SDRMRC committee appoints the SDRMRC Coordinator
- Ensure the formulation of the school's Emergency Evacuation Plan and the Disaster Management Plan in accordance with the Ministry of Education EiE Policy.
- Facilitate Capacity building of teachers on the Disaster, Risk Management and Response.
- Incorporate Comprehensive School Safety, emergency preparedness and response as integral part of school improvement plan.

[1]To be subcommittee of School Board

[2]Member of staff. To be decided by school Principal.

- Conduct drills and initiate plan reviews based on drill evaluations.
- Keep parents informed of the emergency notification system.
- Supervise periodic safety checks and audit of school infrastructure and facilities.
- In collaboration with the teachers, students and parents, develop the School Disaster Management Plan and Emergency Evacuation Plan.
- Communicate and test the school emergency plan with all staff, students and parents.
- Provide copies of the SDMP and School Emergency Evacuation Plan (hereinafter referred to as SEEP) to the parents, the District Education Office and AMU.
- Keep the District Education Office informed of actions taken and resources needed.
- Supervise the operation of the SDRMRC.

School Disaster, Risk Management & Response Committee

- Conduct site based assessment and planning, risk reduction and response plan as part of routine school management and improvement as well as to coordinate disaster procedures during emergencies.
- Prepare SDMP and evaluate and update at regular intervals (once a year and following a disaster).
- Support Principal/Head Teacher in ensuring that all staff and students, parents, school management and school community are fully familiar with the SDMP.
- Identify Evacuation Centers and Temporary Learning Centers and make arrangements with school management land/property owners.
- Prepare and support the organization and delivery of Awareness Programs on disaster management for school community.
- Facilitate the organization of training on disaster management issues.
- Identify and advise on purchase of equipment for emergency situations.
- Carry out regular review of infrastructure and school facilities, and safety requirements for various hazards (earthquake, fire, cyclone, floods, etc.)
- Work in collaboration with the school heads on arrangements for carrying out preparedness and mitigation measures in schools through school funds and other sources.
- Prepare guidelines and procedures for emergency drills.
- Work with Education Districts and AMU to develop and disseminate materials, posters, pamphlets, and simple guidelines during different disaster settings.
- Work closely with District Education Office on initial damage assessments, seventy two (72) hours after the disaster and longer- term damage assessment, response plan and school recovery.
- In collaboration with School Management and Heads of Schools, Government and non-government agencies, organize urgent school clean-up to make schools safe for children.
- Keep an up-dated list of important telephone/cell-phone numbers and radio contacts in case of emergency.

Teachers

- Participate in developing the SEEP and SDMP.
- Participate in the execution of school emergency plan exercises, drills and trainings.
- Help students develop confidence in their ability to care for themselves and others in times of emergency.

- Provide leadership and activities for students during a period of enforced emergency confinement.
- Be familiar with the psychosocial needs of children in the stress of an emergency situation.

Parents

- Encourage and support school safety, violence prevention and emergency preparedness programs within the schools.
- Provide volunteer services for school emergency preparedness, response and recovery.
- Support and follow the SDMP and SEEP in times of emergencies.
- Practice emergency preparedness, response and recovery in the home to reinforce school training and ensure family safety.

Students

- Participate in developing the SEEP and SDMP.
- Lead students in the execution of school emergency plan exercises, drills and trainings.
- Work in collaboration with prefects and teachers during emergency drills and exercises.
- Be responsible for themselves and others in an emergency.
- Understand the importance of reporting situations of concern.
- Develop an awareness of natural and technological hazards.
- Take an active part in school emergency preparedness, response and recovery, as age appropriate.

3. Hazard Identification and Safety Assessment

Hazard Identification:

Depending on history of past disaster what kinds of hazards occur in the area?
Probability – how likely is it to occur?
Vulnerability – if it occurs, what effect will it have on your school and its students and staff members?
Frequency – how often does it occur? When does it occur – seasonal? (history)
What do you plan to do about it?

	Hazard	Likelihood of the hazard occurring (High, Medium, Low)	Vulnerability		Frequency/Timing	Hazard Reduction Measure
			Who is at risk?	Resources at risk?		
1						
2						
3						
4						
5						
6						
7						
8						
9						

SCHOOL AND VILLAGE RISK AND RESOURCE MAPS *(insert here)*

4. Inventory of Resources Available in the School

The school should also keep the inventory of resources (skill, human power, equipment, etc.) available in the school such as:

No.	Existing	Required	Gap[3]	Comments
1	First aid boxes			What do you plan to do?
2	Ladders			
3	Fire extinguisher			
4				
5				
6				
7				

5. Emergency Warning System

EARLY WARNING SYSTEMS	YES/ NO	NATURAL EARLY WARNING SIGNS? *(describe, if there are any)*	WHO IS THE MESSAGE DELIVERED FROM *(Weather services, community, local authorities, neighbours, school, church)*	HOW IS THE MESSAGE RECEIVED? *(Eg Television, Radio, Bell/alarm, loudspeaker, SMS, email, conch shell, drum, church bell)*	COMMENTS *(eg. Does it reach people with disabilities such as hearing impairment)*
Fire					
Flood					
Storms: Typhoon/Tropical storm/windstorm					
Tsunami					
Landslide / Debris flow					
Dam break					
Drought					

[3]Gap = difference between what is required and what is available

6. Drill Preparedness Checklists

TEACHER CHECKLIST

Teachers: Prepare yourselves

☐ School Emergency Evacuation Route map is posted in your room.
☐ Emergency Provisions are in place
☐ Check that you know the location of your fire extinguisher or fire suppression material.

Teachers: Prepare your students

☐ Encourage your students to all drills very seriously.
☐ Practice building evacuation with your classroom, and with neighboring classroom.
☐ Review the Emergency Evacuation Routes.
☐ Make sure that students understand Disaster and Emergency Student Release Procedures. Inform students that only their parent(s), guardian(s), or other adult(s) listed on their Emergency Contacts Card will be allowed to pick them up from school in a real emergency.

Teachers and Students: Prepare your parents

☐ Teachers are to pass out drill announcements parent letters to their students to take home.
☐ Confirm with parents that their Emergency Contact Form is up-to-date, and explain the importance of the reunification procedures.

7. Emergency Provisions Checklists

DESCRIPTION	READY	MISSING	INITIALS / DATE
Master student list			
Student Emergency Contact List			
Staff and Student Class Roster and Schedule			
Important phone numbers			
School site map / floor plan (showing evacuation route)			
Pens			
Notepads			
Marking pens			
First aid supplies			
Flashlight			
Whistle			
Blankets			
Water			
Megaphone			
Reunification forms			

8. EDUCATION CONTINUITY PLAN

1. MAKE UP DAYS/HOURS: If school is disrupted for up to _____ days per school year, we can make up school hours as follows (include shifts. etc.)**:**

2. ALTERNATIVE SCHOOL LOCATION: If school is disrupted for up to _____ days per school year, we can make up school hours as follows:

3. ALTERNATE MODES OF INSTRUCTION (How we can keep up with school work, accelerate learning, use peer-to-peer instruction?)

4. SURGE CAPACITY (Who can provide teaching and administrative support, if staff are unable to work, or need help?)

5. PLANNING FOR SCHOOL CLEAN-UP (eg. in event of flood)

6. PLANNING FOR LIMITED USE OF SCHOOL AS TEMPORARY SHELTER

7. TEMPORARY LEARNING FACILITY: What would we need in order to set up temporary learning facilities in case of prolonged lack of use of school facility?

Annex 3: Glossary and Definitions for Teachers

Cyclone: relatively slow-moving but severe forward-tracking storms with fast rotational winds of at least 120–320 km per hour. They have an 'eye': a central calm area. Maximum power is close to the 'wall', or outer edge, of the eye. Major hazards associated with tropical cyclones are: strong winds, torrential rainfall, wind-driven water, powerful and destructive marine waves and storm surges, which cause coastal flooding, but can also cause inland flooding of fresh and sea water via tributaries.

Disaster: a natural or man-made (or technological) hazard resulting in an event causing significant physical damage or destruction, loss of life, or drastic change to the environment

Drought: A drought is a slow-onset phenomenon consisting of a longer than normal period of abnormally low rainfall that results in reduced groundwater, surface water and/or reservoir levels.Periods of abnormal dryness are a normal, recurrent feature of climate, and are often predictable. However, they are also impacted by the human land-use degradation, dam construction and climate change.

Earthquake: a sudden, rapid shaking of the ground caused by shifting of rocks beneath the Earth's surface. Earthquakes strike suddenly, without warning, and can occur at any time of the year – day or night.

Earthquakes are among the deadliest of natural hazards. Most deaths are due to building collapse or to secondary hazards, such as fires, tsunamis, flooding, landslide and release of chemicals or toxic materials. Injuries tend to be due to less-severe building damage, parts of buildings or their contents falling or breaking, and failure to take precautions during aftershocks.Tsunamis are usually associated with earthquakes, but they can also be generated by volcanic eruptions or underwater landslides.

Emergency: A situation that poses an immediate risk to health, life, property, or environment requiring immediate action

Flood: Natural causes include: high-intensity or prolonged rains, storms and storm surges, drought. Man-made causes include: the failure of water containment and drainage system, human-generated refuse in riverbeds and run-off channels, deforestation, unsustainable land management, urban cement and asphalt cover. The two main types of floods are inundation floods (which are slow, developing over hours or days) and flash floods (which occur without warning, in places where there are no streams, generally within six hours of a rain event, or after dam or levee failure).

Infestation: Agricultural pests are plants or animals that compete with humans for food sources, can cause destruction to agriculture or livestock and have the potential to spread disease in human and animal populations. Agricultural pests can present in a number of forms, these include:

• Invasive plant species and fungi: These can colonize cultivation or pasture areas with monoculture weeds, or contaminate crops.
• Rodents: Rats and mice may consume or contaminate human and livestock food supplies, and spread disease in human and animal populations.
• Insects: Insects and other invertebrates, may consume or contaminate human and livestock food supplies.
• Animal disease: Animal diseases may be spread by contaminated animals, alive or dead, or by insects, biological products, food waste, wind currents and air.

King tides are naturally occurring and predictable seasonal events caused by the moon's gravitational effect. During winter and summer, high tides are higher than average for three or four days. Predicted heights may be affected by local weather and ocean conditions.

Landslide: a wide range of ground movement, such as rock falls, deep failure of slopes and shallow debris flows. The action of gravity is the primary driving force though other contributing factors are rainfall, earthquakes, volcanic eruptions, groundwater pressure, erosion, destabilization of slopes through deforestation, and cultivation and construction.

Natural Hazards: is a threat of a naturally occuring event that will have a a negative effect on people or the environment

Pandemic: an epidemic of infectious disease that spreads through human populations across a large region, multiple continents or even worldwide. Pandemics are caused by diseases that are able to infect humans and can spread quite easily. Pandemics become disasters when they are associated with enormous numbers of deaths, as well as illness.

Resource: a source or supply made up of materials, services, staff, or other assets that are transformed to produce benefit and in the process may be consumed or made unavailable

Risk: the potential of losing something of value, weighed against the potential to gain something

Standard Operating Procedures: a set of fixed instructions or steps for carrying our usually routine operations.

Storm surges and coastal inundation are associated with low-pressure weather systems and are caused by high winds pushing on the ocean's surface. In areas where there is a

significant difference between high tide and low tide, storm surges are particularly damaging when they occur at the time of high tide.

Tsunami: a series of huge waves carrying a massive volume of water that can flood and inundate land for hours. These can be caused by an underwater earthquake (> 6.magnitude), volcanic eruption, sub-marine landslide, or more rarely a meteorite. The first wave may not be the largest.

Volcano: an opening, or rupture in the earth's surface that allows hot magma, volcanic ash and gases to escape. They are generally found where tectonic plates come together or separate. Volcanoes pose several hazards: volcanic ash, gases, lahars, landslides, lava flows, and pyroclastic flows.

Vulnerability is the susceptibility to suffer from losses of lives, assets or disturbances to economic, environmental or social systems due to hazards.

Wildfire: (also known as a forest fire, brushfire or bushfire) requires three ingredients: oxygen, heat and fuel. A wildfire is a large, uncontrolled and potentially destructive fire that spreads quickly and may change direction or jump across gaps. Wildfires can affect rural and urban areas, and can start in just seconds, sparked by a range of natural causes (for example, lightning) or human carelessness (such as a discarded cigarette). The spread of wildfires depends on the topography, the fuel available, and the weather. Dry vegetation and abundant or uncleared dead wood are an enormous source of deadly fuel. A small fire can become a rapidly spreading inferno in a matter of minutes – particularly in windy conditions.