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# Guidance Notes

School Emergency and Disaster Preparedness

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Text written by Andres Winston C. Oreta

Illustrations by Airi Beltran

Editing by Antonio Fernandez and Kristoffer Berse

Layout design by Kristoffer Berse

### **About the cover photos**

*Front cover.* ASB's deaf trainer, Galuh, shows a Concept Check Card to check the student's understanding. SLB Mardi Mulya, Kretek, Bantul, Indonesia. (Sae Kani / ASB Indonesia, 2009)

*Back cover.* Primary school students take cover under the desk during an evacuation drill. SD Putren, Bantul, Yogyakarta, Indonesia. (Sae Kani / ASB Indonesia, 2009)

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One Million Safe Schools and Hospitals Campaign

## Guidance Notes

School Emergency and Disaster Preparedness

# Introduction

School administrators, staff, teachers and students should be prepared in case of emergencies and disasters due to natural hazards (e.g. earthquakes, floods, typhoons, landslides, etc.) or man-made causes (e.g. urban fire, chemical spills, bombs, etc.) to protect themselves from personal injury and loss of life and protect the school property from damage. Emergency and Disaster Preparedness is one important component of Disaster Risk Reduction. It consists of actions intended to increase the coping capacity of people and make them more resilient to disasters.

School preparedness requires undertaking the following important actions:

- (1) Create a school emergency and disaster preparedness committee,
- (2) Design a school emergency and disaster preparedness plan,
- (3) Know the responsibilities of stakeholders, and
- (4) Conduct emergency drills and exercises.

## 1

# School Emergency and Disaster Preparedness Committee



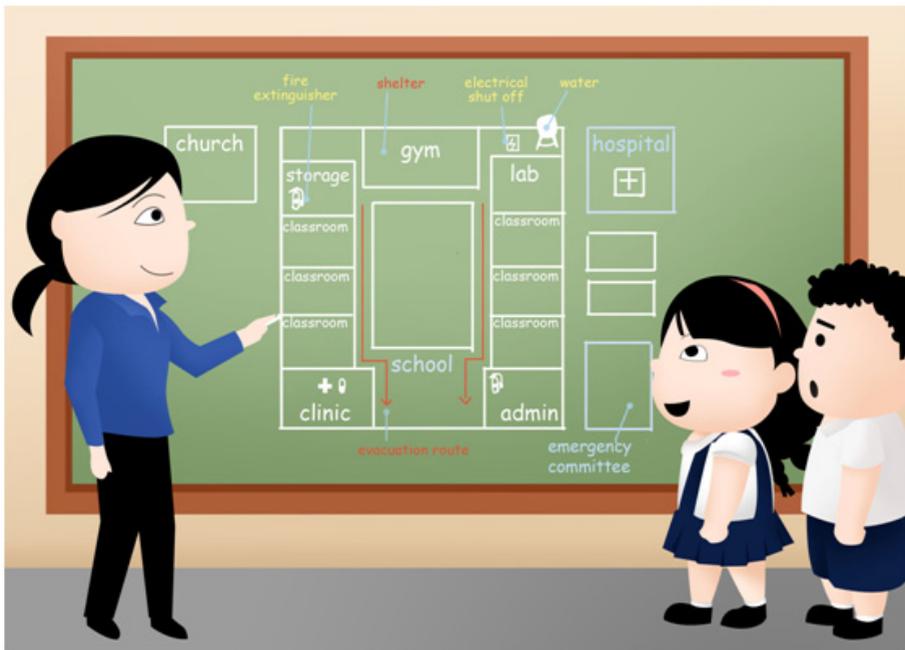
- ✓ School principals, college deans and university presidents should provide leadership for the establishment of a **School Emergency and Disaster Preparedness Committee**.
- ✓ The type and size of the committee depend on campus size and population, and school level (i.e. grade school, high school or university).
- ✓ The committee should preferably be made up of teachers, administrative personnel, parents and students.

# Functions and Responsibilities of a School Emergency and Disaster Preparedness Committee

1. **Develop, review and implement** a School Emergency and Disaster Preparedness Plan.
2. **Organize** emergency brigades (e.g. fire, first aid, evacuation, etc.) and assign responsibilities to teachers and administrative staff based on individual capacities for each anticipated emergency situation. Do not assign dangerous activities to students.
3. **Plan, organize and conduct** emergency preparedness training and drills for all students and staff, including persons with disabilities.
4. **Put** an emergency warning system in place that shall inform the school population of the actual or impending danger.
5. **Coordinate and communicate** with local authorities (e.g. police, fire departments, hospitals) and the parents or guardians of students in crisis situations.
6. **Integrate** emergency preparedness into the curriculum.
7. **Provide** for procurement, storage, and maintenance of emergency supplies, equipment, and program instructional materials.
8. **Provide** procedures for regular maintenance

# 2

## School Emergency and Disaster Preparedness Plan



A **School Emergency and Disaster Preparedness Plan (or the Plan)** consists of policies and procedures developed to promote the safety and welfare of students, protect school property, or regulate the operation of schools in the event of an emergency or disaster. The Plan assures the protection and safe care of students and staff before, during, and immediately after a threatened or actual emergency or disaster.

# Characteristics of a School Emergency and Disaster Preparedness Plan

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1. The Plan should provide specific directions for immediate action, yet flexible enough to allow for adjustments and changes as unexpected situations develop.
  2. The Plan must be reviewed and kept current with
    - a. Growing school population;
    - b. Changes in physical plans;
    - c. Technical and technological advances; and
    - d. Changes in rules and policies in the community.
  3. The Plan should consist of simple step-by-step procedures that are clear and easy to implement
  4. The Plan should assign a standard procedure for a particular emergency response.
  5. The Plan should have specific instructions for backup, with a clear chain of command (for instance, if the principal or emergency committee head is absent, then the next person in-charge should be identified).

# Components of a School Emergency and Disaster Preparedness Plan

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1. **Complete contact information**, such as office, home and mobile phone numbers, and e-mail addresses of all members of the school emergency and disaster preparedness committee.
  2. **Telephone numbers of emergency and support agencies** (e.g. fire departments, hospitals, police, radio and television stations, etc.).
  3. **Maps and floor plans**
    - a. Maps of the community and school site, and school floor plans that provide summaries of the natural and man-made features of the area.
    - b. Topographic maps and street maps that can be used to assess the vulnerability of the school to hazards such as floods, landslides, forest fires, and transportation accidents involving hazardous materials.
    - c. Floor plans and site plans of the school facilities which offer planners a summary of building features in order to:
      - i. Identify shelter areas;
      - ii. Plan evacuation routes;
      - iii. Locate shut-off devices for gas, water and electricity, underground gas lines, and fire suppression equipment; and
      - iv. Locate chemical storage areas.

## Components of a School Emergency and Disaster Preparedness Plan

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4. **Emergency warning system** for informing the school population of the actual or impending danger. Aside from a public address system, new technologies like emails, mobile phones, etc. can be used.
5. **A school evacuation plan and map** for specific disasters, showing the location and route inside and outside the school.
6. **List of school buildings** to be used as shelters for evacuees in case of a community disaster.
7. **Emergency Preparedness Plan orientation and drills** for all students, teachers and staff.
8. **Procedures for informing parents and guardians** during school emergency situations (e.g. local radio, TV, internet, telephone or cellphone)
9. **A school property inventory** may reveal equipment that may pose danger in the event of a disaster or emergency
10. **Provision of emergency transportation** for students and staff
11. **Alternate warning system** to alert the entire campus if and when there is a power failure.
12. **Contingency plan** for continuity of student learning (e.g. home study or conduct of classes at alternative locations) in case the school IS temporarily closed for repairs or used as an evacuation shelter.
13. **Off-site back-up** of important school records.

# Emergency Evacuation Plan

Identifying the evacuation assembly area and the evacuation route is critical in a School Emergency and Disaster Preparedness Plan.

- ✓ An **Evacuation Route Map** showing the site and neighborhood map with identified evacuation routes and locations should be posted in strategic and conspicuous places (preferably in each room with the room marked on the map).
- ✓ Depending on the hazard, the school should identify safe evacuation areas.
  - ☞ Open areas for earthquake and fire
  - ☞ Shelter for windstorms, typhoons, cyclones
  - ☞ Higher ground for tsunami and floods
- ✓ Evacuation routes should avoid potentially hazardous conditions and elements.
  - ☞ Avoid routes where objects (e.g. toppled cabinets, broken glass, fallen trees, cut electrical wires) may fall and obstruct passage.
  - ☞ Avoid flooded areas.
  - ☞ Avoid storage areas of combustible or hazardous chemicals.
- ✓ Simple rules for building evacuation:
  - ☞ Do not push.
  - ☞ Do not run.
  - ☞ Do not talk.
  - ☞ Do not go back.

# Site Hazard and Vulnerability Assessment



A site hazard analysis generates the basis upon which the Plan shall be developed, and provides implementation procedures for the analysis of natural, technological, and security hazards likely to occur in the school area, as well as assessment of facilities and available resources, both material and human.

The general steps in performing a hazard assessment to determine the hazards that threaten the school are:

1. **Begin** with a building and site assessment. Examine the grounds and identify potential hazards like old foundations, slopes or embankments that could cave in or slide, and areas exposed to risk such as low-lying and flood prone areas.
2. **Check** neighboring areas for hazardous vegetation, buildings, or activities.
3. **Get** data and information on hazards due to earthquakes, floods, landslides, fires, windstorms, etc. from government agencies and research centers dealing with weather, earthquake, geology, environment or housing.
4. **Research** the history of natural, technological, and security hazards in your vicinity from local historical clubs, emergency service agencies, libraries, and newspaper files.

## Site Hazard and Vulnerability Assessment

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5. **Ask** community members regarding past events (e.g. flooding) in the school's vicinity; the elderly can provide an oral history of the area.
6. **Make** a site hazard assessment with the assistance of the local government and experts like geologists, seismologists, engineers, hydrologists, etc.
7. **Determine** the vulnerability of people, property, and the environment to the various hazards.
8. **Identify** the school's assets (i.e., students, facilities, buildings, property) that are at risk and implement risk reduction measures.

For a detailed discussion on site hazard and vulnerability assessment, refer to the Guidance Notes on Risk Reduction and related references.





# 3

## Emergency Responsibilities of Stakeholders

### Teachers and Administrative Staff

- ✓ **Participate** in developing the Plan.
- ✓ **Participate** in in-service emergency preparedness training programs.
- ✓ **Receive** skills training on how to deal with children and co-workers in an emergency situation.
- ✓ **Train** in first aid procedures.
- ✓ **Provide** instructions on emergency preparedness and practice survival techniques appropriate to grade level.
- ✓ **Provide** continuous leadership training and activities to bolster the confidence and enhance the abilities of students to care for themselves and be of help to others during an emergency, including a period of enforced confinement.
- ✓ **Be** prepared to assist students and staff who have disabilities.

# School Maintenance and Technical Staff

- ✓ **Report** structural defects and safety hazards to the school emergency committee.
- ✓ **Identify** shut-off valves and switches for gas, oil, water, and electricity.
- ✓ **Post** charts that show location of protective equipment for use by personnel in an emergency.
- ✓ **Instruct** all school staff in the use of fire extinguishers and other emergency equipment.
- ✓ **Maintain** an inventory of tools and equipment.
- ✓ **Advise** school emergency committee of hazardous and protected areas within



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the school, available emergency equipment, supplies, and alternate power sources.

# Parents and Guardians



- ✓ **Participate** in the development and implementation of the Plan.
- ✓ **Support** emergency preparedness programs within the school.
- ✓ **Volunteer** services in school emergency preparedness planning and during actual emergencies.
- ✓ **Provide** input through organizations associated with the school.
- ✓ **Provide** schools with current student emergency notification information.
- ✓ **Be** knowledgeable of community and school emergency preparedness plans.
- ✓ **Encourage** coordination among local officials, businesses and schools to maximize efforts in preparedness and response.
- ✓ **Encourage** students to discuss with their parents the emergency preparedness and response techniques learned at school.
- ✓ **Receive** training in emergency preparedness procedures appropriate for providing assistance to the school and community.
- ✓ **Practice** emergency preparedness at home to reinforce school training, provide models, and ensure family safety.

# Students



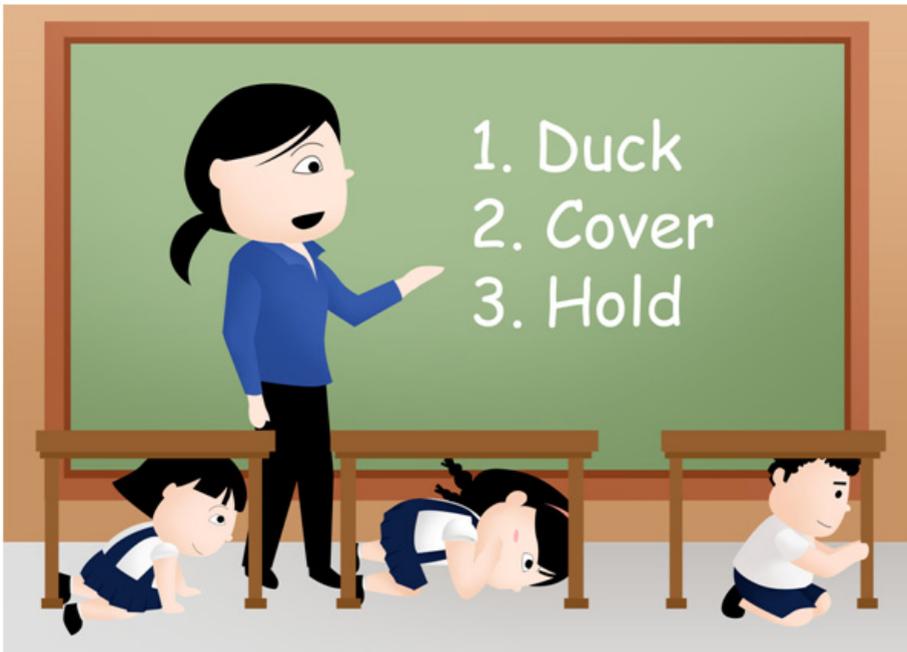
- ✓ **Cooperate** during emergency drills and exercises.
- ✓ **Learn** to be responsible for themselves and others.
- ✓ **Develop** awareness among students on various hazards that affect the school.
- ✓ **Organize** activities to promote safety awareness.
- ✓ **Prepare** a first aid kit and learn first-aid procedures.
- ✓ **Take care** of younger children and assist classmates with certain disabilities.
- ✓ **Take** an active role in school emergency response and assume a variety of tasks when properly trained.



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# 4

## Emergency Drills and Exercises



Emergency drills and exercises should be conducted regularly in schools to develop the capacity of students to respond to a disaster, as well as to raise the awareness of students and staff on disaster mitigation. Drills offer the opportunity to identify training needs, establish new reflexes, and teach through action and repetition.

## Emergency Drills and Exercises

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There are various drills that can be conducted in schools depending on the hazard. After conducting a drill, an evaluation should be made to determine any lapses in the drill. Here is a list of drills that are appropriate to both sudden disasters (e.g. earthquakes, tsunami) and early warning situations (Petal 2008):

- ✓ Drop, cover and hold (for earthquake).
- ✓ Building evacuation and evacuation assembly (for fire, earthquake)
- ✓ Reading of maps for emergency exits and evacuation routes
- ✓ Putting on life jackets and practicing water safety (for flood, tsunami)
- ✓ Moving to higher ground (for tsunami)
- ✓ Take shelter (for windstorm, tornado)
- ✓ Use of the fire extinguisher and extinguishing small fires
- ✓ Stop, drop and roll (when on fire)
- ✓ Shelter-in-place (for some hazardous materials release and violence)
- ✓ Administering mass casualty non-medical triage and first aid
- ✓ Protocols for student release
- ✓ Emergency communications
- ✓ Assisting the disabled during emergencies
- ✓ Public relations, communications and documentation
- ✓ Relief operations
- ✓ Conducting light search and rescue

# School Fire Drill Procedure



## Alarm Operation

When a fire is discovered, immediately sound the alarm by operating the nearest fire alarm call point.

## Calling the Fire Brigade

Report the fire immediately to the Fire Department. This task could be assigned to the school secretary as a telephone will be readily available at that location.

## Evacuation and Assembly

- ✓ Upon hearing the fire alarm, pupils must be instructed to leave the building in single file and in a calm, orderly manner.
- ✓ The person in-charge of each class must indicate the exit route to be used

and everyone must be directed to pre-identified evacuation areas.

- ✓ Specific arrangements must be made for students with physical or mental disabilities to ensure that they are assisted during evacuation.
- ✓ No running is to be permitted to avoid panic.
- ✓ On staircases, everyone must descend in single file. Overtaking of classes or individuals must not be permitted.
- ✓ Lifts must not be used.
- ✓ Anyone who is not in class when the fire alarm goes off must go immediately to the assembly point.
- ✓ At the assembly point, a roll call or body count must be made to ascertain that no one remains in the school premises.

## School Fire Drill Procedure

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- ✓ Each teacher must report whether everybody is accounted for or if there are missing students.
- ✓ No one must be allowed to re-enter the building until told to do so by the authorities.



# School Earthquake Drill Procedure



## Alarm Operation

A pre-arranged signal such as a siren or bell is set off indicating earthquake shaking. Pupils and teachers will be alerted by this signal.

## Response

- ✓ While the signal is ongoing, move away from windows, glass and unfastened furniture.
- ✓ Everyone should perform “duck, cover and hold” under tables, desks or chairs until the “shaking” signal stops.
- ✓ Somebody should hold the door open to prevent it from locking the people inside.
- ✓ If outside, get clear of buildings, power lines, trees, light poles and

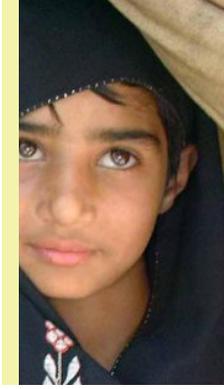
other dangers, drop down to your knees and cover your head and neck.

## Evacuation and Assembly

- ✓ Once the shaking stops, students must be instructed to leave the building in single file and in a calm, orderly manner.
- ✓ The person in-charge of each class must indicate the pre-determined route to be used and everyone must be directed to pre-identified evacuation areas.
- ✓ Specific arrangements must be made for pupils with physical or mental disabilities to ensure that they are assisted during evacuation.
- ✓ No running is to be permitted to avoid panic.

## School Earthquake Drill Procedure

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- ✓ On staircases, everyone must descend in single file. Overtaking of classes or individuals must not be permitted.
- ✓ Lifts must not be used.
- ✓ Watch out for potential falling objects.
- ✓ Anyone who is not in class when the “shaking” signal went off must stop and observe the surroundings for potential hazardous objects. Then proceed immediately to the evacuation point.
- ✓ At the assembly point, a roll call or body count must be made to ascertain that no one remains in the building.
- ✓ Each teacher must report whether everybody is accounted for or if there are missing students.



## 5 First Aid Kit



A well-stocked first aid kit is a handy thing to have. To be prepared for emergencies, keep a first aid kit ready always. Whether you buy or put one together, make sure it has all the items you may need such as medications, emergency phone numbers, and other items your health-care provider may suggest. Check the kit regularly. Make sure the flashlight batteries work. Check expiration dates and replace any used or out-of-date contents.

# Sample First Aid Kit



The American Red Cross recommends that all first aid kits for a family of four include the following:

- 2 absorbent compress dressings (5 x 9 inches)
- 25 adhesive bandages (assorted sizes)
- 1 adhesive cloth tape (10 yards x 1 inch)
- 5 antibiotic ointment packets (approximately 1 gram)
- 5 antiseptic wipe packets
- 2 packets of aspirin (81 mg each)
- 1 blanket (space blanket)
- 1 breathing barrier (with one-way valve)
- 1 instant cold compress
- 2 pair of nonlatex gloves (size: large)
- 2 hydrocortisone ointment packets (approximately 1 gram each)
- Scissors
- 1 roller bandage (3 inches wide)
- 1 roller bandage (4 inches wide)
- 5 sterile gauze pads (3 x 3 inches)
- 5 sterile gauze pads (4 x 4 inches)
- Oral thermometer (non-mercury/nonglass)
- 2 triangular bandages
- Tweezers
- First aid instruction booklet



# Useful References

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<http://www.safe-schools-hospitals.net>





  
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