

School Disaster Management Plan



School Disaster Management Planning

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School Disaster Management Planning

In the event of an earthquake, children and teachers in an unsafe school building are at considerable risk. According to the Government of Gujarat, a total of 31 teachers died and 95 were injured, 971 students perished (910 in primary schools, 37 in secondary schools, 3 in colleges and 21 in technical schools) and 1,051 were injured in the Bhuj Earthquake of 2001. Formal education was disrupted due to widespread damage to physical infrastructure. Many of the buildings collapsed and many were declared unfit for use. Many of these buildings had been poorly constructed, lacked earthquake resistant features and were badly maintained (P1 and P2 show the collapse of a school building in Ahmedabad city on account of the Bhuj earthquake). The casualties might have been much higher had it not been a holiday, when many students were either at home or were in open spaces because of the Republic Day celebrations.



IS MY SCHOOL SAFE???



Aim and Objective:

The aim of emergency planning is to ensure that the safety of the students and the staff is maintained during an emergency. The emergency management plan is a means by which this can be achieved.

In this unit, we will look at

- how to identify the hazards in the school
- how to manage the hazards
- how to mitigate the effects through planning and effective response

Need for the plan:

The School is a densely populated place and has small children that are one of the most vulnerable groups in the society. To reduce this vulnerability particularly for schools, it is important to have a school Disaster Management Plan. Schools also have many resources and are community nodes. Therefore, a School also has responsibility towards its immediate locality, just as the neighbouring community is linked to the school.

Planning Principles:

When developing a school emergency management plan, observance of the planning principles mentioned below.

Simplicity: The plan shall be concise. Roles and responsibilities shall be clearly stated. Emergency procedure which staff shall be expected to remember and implement shall be kept to a minimum.

Flexibility: The plan shall be flexible. Emergency procedures shall still work if key personnel are unavailable on the day, or if a pre planned route to an evacuation assembly area is cut off by the hazard.

Comprehensive: It shall describe arrangements for preventing, preparing for, responding to and recovering from the effects of an emergency.

Decision Making Process: The plan shall describe the decision making process which will be adopted when an emergency occurs. While each emergency will be different, the decision making process shall remain reasonably consistent.

Consultation: The plan shall be derived from consultation with the school community of various levels. One shall see to it that the plan suits and is understood by all in the school. The commitment of individuals to the plan is likely to be greatest when they have been involved in its development.

Dissemination: All members of the school community shall be familiar with the content of the plan, and shall be trained in and regularly exercise its procedures. Apart from the school community, the plan shall be shared with the parents of the students so that they too are familiar with the emergency planning of the school and there is no chaos.

Review: The plan needs to be reviewed on a regular basis, preferably annually and following any significant emergency, to ensure that it remains workable.

Co-ordination: Planning in the school shall be coordinated with other agencies, such as the emergency services and local municipalities, who shall have their own plans linked with the plans of the districts/municipalities/surrounding community.

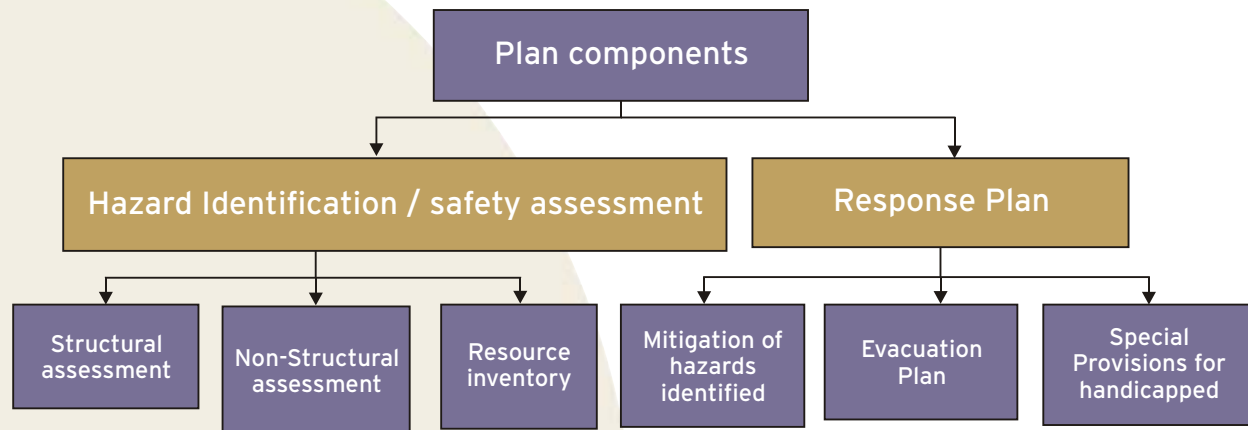
Policy: Policy issued shall be resolved during the planning process. The death of the student inevitably raises issues concerning specially media. The stress could be reduced if local policy issues have been considered in advance.

Consistency: The plans shall be consistent with the local policies of relevant education authorities. The plan shall not permit a lesser degree of supervision of students during an emergency than regulations required.

Scope of Responsibilities: The plan shall describe the scope and the limitations of staff and students responsibilities. The school is responsible for ensuring the ongoing safety of the staff and students for the duration of the emergency. Staff and students shall not be expected to place themselves in danger by combating the emergency themselves.

Co-operation: The plan shall also emphasise the role of the school in providing support to the emergency services (i.e., police, fire services, ambulances etc) that are legally responsible for managing the emergency.

The Plan has two components as depicted in the following chart



While preparing the plan one needs to see to it that the plan prepared has a holistic approach to combat any disaster. A written description of the school and its surroundings shall provide a basis for identifying hazards to which the school might be exposed. Once the hazard has been identified, it becomes possible to develop preparedness, prevention and a response programme to minimise them.

Not all emergencies can be prevented. Therefore, the plan needs to describe arrangements for responding to those Emergencies that do occur/are at a greater chance of occurring. It shall describe key roles and responsibilities including who will be responsible for coordination, control and communication when responding to an emergency.

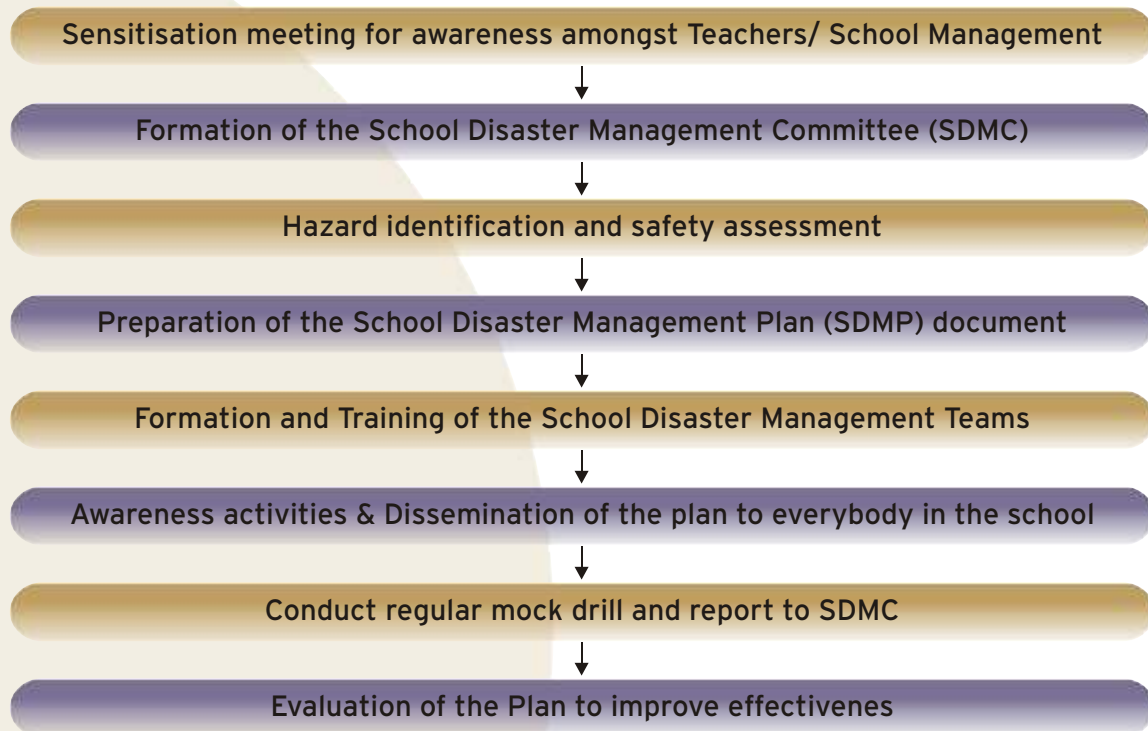
As students and teachers, there are two very important contributions you can make to reduce disaster risk for yourselves and for your communities:

1. Take care of yourself

Prepare for, mitigate and prevent disasters through a School Disaster Management Plan (SDMP) and at home, through a family disaster management plan. This will ensure that during an emergency, we are free from danger, so that we can be of help to others.

2. Spread the word

Create widespread awareness amongst our families, friends, and neighbourhood and not the least of all, those communities that are lesser privileged than us. Here we are talking about helping others to understand their vulnerabilities, and how to overcome them. We can call this our 'social responsibility' as a student or teacher, and as a responsible citizen of India



STEP - 1

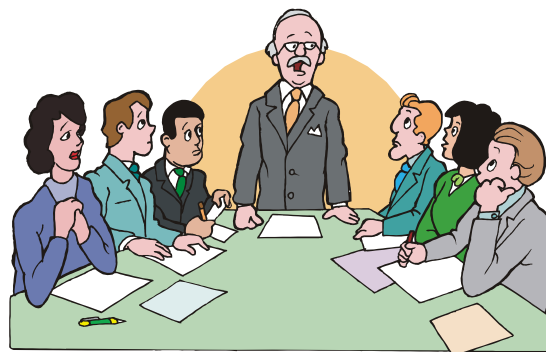
Sensitisation meeting for awareness amongst Teachers/ School Management

As a first step towards preparing a SDMP and training school teachers, on how prepare a plan, the trainer should organise a sensitisation meeting with the school authority where the following should be present from the school side.

- Principal
- Vice principal
- Administrative staff
- All Teachers
- Head boy/girl
- Student Leaders (Head boy and girl, prefects, presidents of different clubs, house captains, etc.)

In the presentation following points can be covered

- Presentation on the potential hazards a school can fac
- What preparations a school should do for disaster management
- Why the school should do these preparation
- And how can they do it



STEP - 2

Formation of the School Disaster Management Committee & Groups

Three groups namely: Co-ordination group, Disaster Awareness group, and Disaster Response group need to be constituted, and their roles and responsibilities defined. We will first discuss about the Co-ordination Group / School Disaster Management Committee.

School Disaster Management Committee (SDMC) / Co-ordination group

Members enginee

- Chairperson: Principal
- Vice Principal, Heads of primary and middle sections
- Education Officer / Deputy Education Officer for the zone
- Parent Teacher Association President
- 1-2 Parents (at least one lady)
- 4 Students (Disaster Awareness Group Student Leader, Disaster Response Group Student Leader, Head Boy and Head Girl)
- Representative of Relief/ Revenue/ Disaster Management Department/ District Administration/ Municipal Corporation

- Representative of the Fire Services (from Closest Fire Station)
- Representative of Police (from Closest Police Station)
- Representative of Health Department
- A Warden from Civil Defence
- Representative from Red Cross / St. Johns Brigade
- Administrative/Logistics Officer / Estate Manager from School Office
- Resident Welfare Association representatives from the local community
- Locally working NGO representative
- Market Trader Association representatives from local community
- Local Doctor(s)
- Others (NCC, NSS, Scouts and Guides, Nehru Yuvak Kendra Sangathan, etc.)



Roles and Responsibilities of SDMC

- The members of the School DMC shall have an understanding of the policy and planning principles, similar to that required for the development of curriculum or a student welfare policy. These members will help the school in preparation of the school disaster management plan.¹
- Evaluation of the school Disaster Management plan
- Carrying out the mock drill twice a year
- Updating of the plans at regular intervals (at least once a year, and after any significant disaster) to ensure that the plan is workable.
- Look into the structural safety requirements of the school for various hazards (earthquake, fire, floods, cyclone, etc.). Get the school building assessed for the hazards identified and prompt remedial measures taken, as required.
- Earmark fund arrangements for carrying out preparedness and mitigation measures in the school through school funds, corporate sectors, civil societies and establishing linkages with various departments and organisations working in the field of disaster management.
- During a disaster the SDMC shall coordinate the groups and teams.
- Media management to be carried out by the SDMC
- Mobilising relief and any external support in case necessary for those who have taken shelter in the school (children and if outsiders)
- Identify separate shelter places for the school children and also for outsiders in case necessary

¹ **Note:** The committee member's don't need to be experts of emergency management. Expertise from the above mentioned departments like the Fire Services, Police, Health, etc. can be sought through the state and district administration.

STEP - 3

Hazard identification and safety assessment

a) Identification of Potential Structural Hazards existing in the area

Structural safety of the building needs to be assessed with regards to its safety from hazards like earthquakes, cyclones, floods and fire. For this the school authorities need to contact their architect or the nearest local disaster management authority / district administration, which can guide them in getting their building assessed.

Is your school building very old? If yes, it is highly likely that the building codes at the time of construction of the school have been updated and the building may not be safe now.

Does your school building look safe and strong? If yes, the only way to be certain is to get it assessed by a qualified / trained structural engineer who knows earthquake engineering.

b) Identification of Potential non-structural hazards existing in the area:

The plan shall identify the potential hazards that frequently occur in that area. It is therefore necessary for us to identify potential hazards to which the school might be exposed. For this a hazard assessment shall be conducted by taking into account the history of disasters that have occurred in that area for the last 20 - 25 years. Based on the hazard assessment, the members of the SDMC will prepare the School Disaster Management Plan. The description shall extend beyond the school and include a description of the neighbourhood in which it is located. This shall include whether the school was located in the urban, residential or industrial environment or a rural and remote area.

A hazard assessment could also be carried out by the children of the school under the guidance of their teachers within the school premises and outside in the neighbouring area by taking a walk.

Walk the class through the designated evacuation route(s) to the appointed reception area(s) outdoors. Ask students to make mental notes, as they go along, of things that might become hazards during an earthquake/fire. When you reach the designated site, talk about what they noticed or hazards they thought of. A list of such hazards is below:

- Power failure (is there emergency lighting?)
- Halls or stairways cluttered with debris from ceiling tiles or plaster from walls
- Halls blocked by fallen lockers or cabinets
- smoke in the hallway
- exit doors and windows that jam and will not open
- bricks, glass and debris piled up, outside electrical wires on the ground
- Suspended ceilings

- Pendant light fixtures
- Large windows - either exterior or interior - not protected against shattering.
- Tall bookcases or cabinets that may topple because they are not bolted to the wall.
- Classroom equipment such as T.V., VCR's, Stereos and Slide projector.
- Stairwells
- Areas where flammable liquids are stored
- Chemistry Labs the bottles used for storing the chemicals are not secured or protected against shattering

Potential hazards outside the school:

- Power lines
- Trees
- Areas near buildings that may have debris fall on them parapets, roof tiles, chimneys, glass etc.
- Routes past concrete block walls
- Covered walkways
- Places under which large gas mains run.
- Areas near chain link fences (Which can be electric shock hazard if touched by live wires.)

When you return to the classroom, discuss with the students how the hazards could be reduced, and/or how they could cope with them if they happened. The seasonality of hazards shall also be listed so that the school is prepared to face it and the children are well prepared to face it.

During hazard assessment the existing coping mechanisms of the hazards identified must be reviewed. If the mechanisms are found inadequate, necessary measures should be incorporated while developing the response plan of the school.

c) Points to remember while co-ordinating a survey

- Different classes take up responsibility to do the survey of the building, grounds, rooms
- A coordination committee consisting of teachers and head boy, girl, sports prefects etc collect and collate the information.
- The areas which would cause problems in an earthquake, flood, cyclone, fire are identified and put up in a public place.
- Report of the work done rewarded on an occasion.



d) Inventory of resources available in the school

All the resources available in the school need to be listed out like:

- List of skilled human resources (teachers and students having a knowledge on first aid, rescue and Evacuation)
- List of material resources available in the school such as a stretcher, fire extinguishers, ladders, thick ropes, torch, communication system, and first aid box, open space in the school premises.
- Inventory of nearest available critical resources
- Resources present within the locality to be assessed and recorded for easy referencing along with the details - name, address and telephone number. E.g. Hospitals near the school with details about the number of beds, doctors etc.
- Make an inventory of
 - i the rooms in the school
 - ii Open areas where evacuation is possible
 - iii Stairs and lifts locations and uses.
 - iv Open verandas and roof tops.

STEP - 4**Preparation of the School Disaster Management Plan document****i The physical location and demographic details of the school building and its surrounding environs**

A detailed situational analysis of the school needs to be carried out. This exercise could be carried out by the teachers and later shared with the students. The map shall indicate the following components:

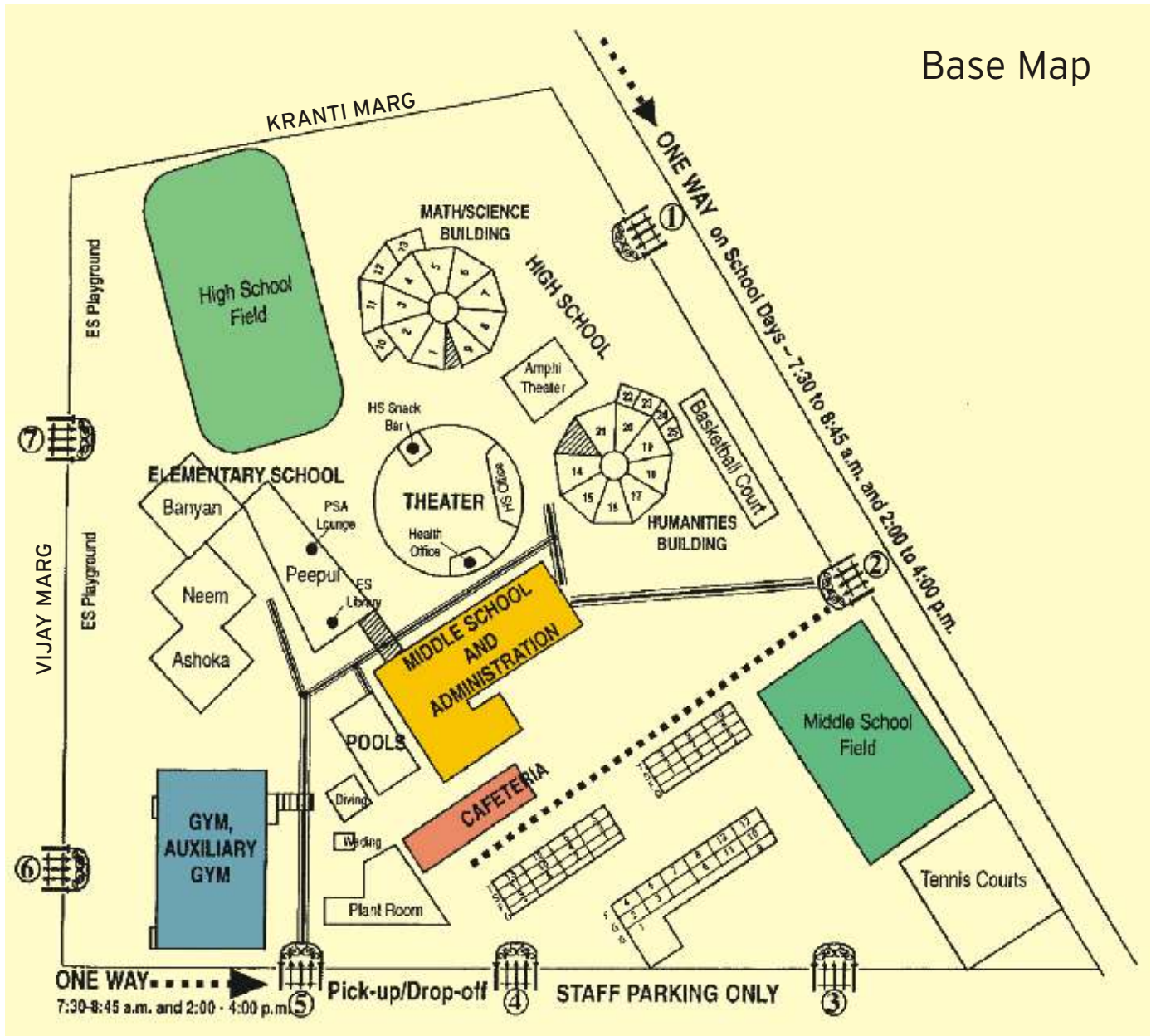
- Number of class rooms in the school (Pacca, RCC, Tiled)
- The staff room in the school
- The laboratories in the schools (physics, chemistry, biology, home science etc)
- The play grounds or open space within the school premises

ii Resource mapping showing the resources available within the school

- The human skills present in the class (students and teachers) to be identified
- Material resources available in the school such as a
 - i Stretcher
 - ii Fire extinguishers
 - iii Ladders
 - iv Thick ropes



Base Map



- v Torch
- vi Communication system
- vii First aid box
- viii Temporary shelters (tents and tarpaulins)
- ix Open space in the school premises.

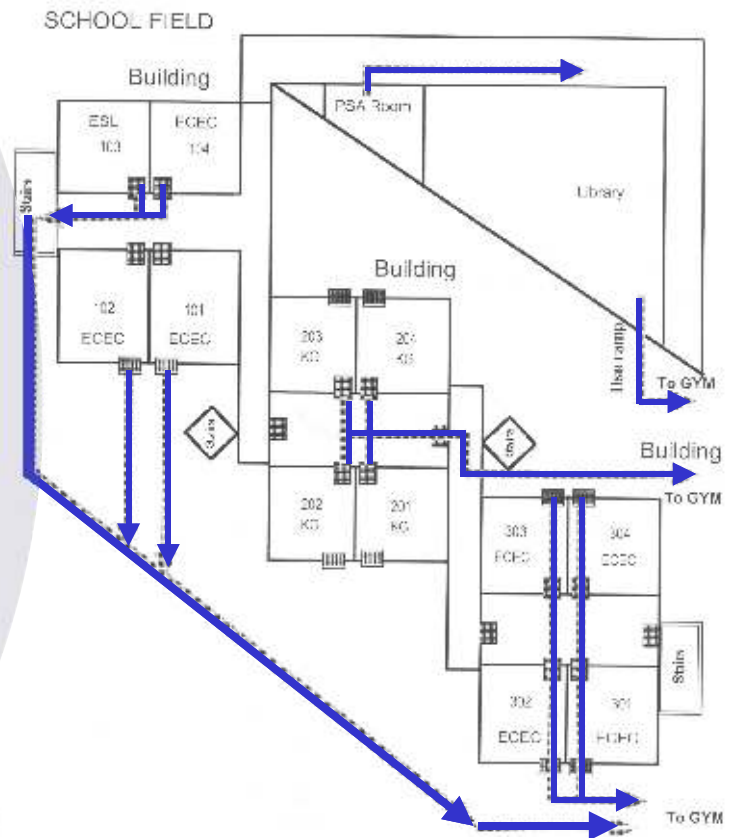
iii Map showing nearest available critical resources:

This can be shown in the form of a “chapatti” diagram chart showing the direction and the distance to the nearest available resources like the fire service station, hospital/ Primary Health Centre/ Dispensary/ private clinic/ medical college/ medical shop, Red cross, St. Johns Ambulance, office of the district collector, police station, NCC and NYKS offices etc.

iv Vulnerability mapping and coping mechanisms showing the vulnerable location of the school building

- Number of children in each class (male, female, physically challenged, sick and ailing). to be demarcated on the map of each class room.
- The vulnerable classrooms in the school
- Taps (for drinking water) located in the vulnerable pockets within the school premises
- Main switch board and the Electrical wires which are vulnerable

SAFEHEAVEN ROUTE PLAN



- If the schools are on slopes of the mountain then based on the soil condition the vulnerability is to be decided.
- Identifying the low-lying areas within the premises.
- Coping mechanisms for the hazards identified should be listed out

V Safe places and evacuation route chart of the school:

In this map we need to identify the safe places

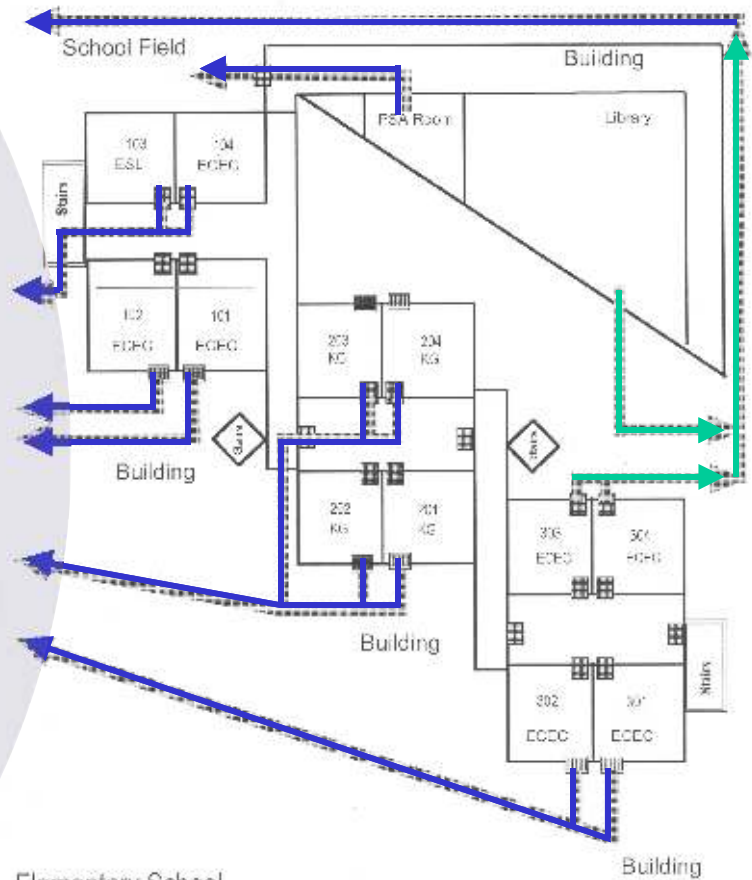
- Safe places where the children and staff members can take shelter (one need to mention the number of children who can be accommodated in the area identified).

Evacuation route:

Use a detailed map of the school showing the all stairs, doors, and windows.

- The exits shall be clearly demarcated in the map in case of a fire / earthquake.
- Show the various exit routes by arrows on the map.
- Post the map at various points in the school mark the location on the map with "You are here" in bold and red. This will help give an orientation of the nearest exits and the evacuation route to anyone who looks at the map.
- Also work on developing alternative exit routes in case the main exits are damaged / not accessible.

BUILDING EVACUATION PLAN



Elementary School
Ground Floor

STEP - 5

Formation & Training of the Disaster Management Teams^{2,3}

DISASTER AWARENESS GROUP

1. Awareness Generation Team

Members

- Disaster management teacher
- Art teacher
- Crafts teacher
- Drama teacher
- Music teacher
- 1-2 parents (preferably working in the print / electronic media/NGO/eminent personality)
- Students active in the creative arts and public speaking

The members of this group should be creative and have an inclination for art and culture. While developing the materials for awareness generation, kindly note that the cultural background of the area should be kept in mind. Both the rural and the urban community should be targeted, based on where the school is located.

Materials Required

- All the IEC (Information, Education and Communication) material available with the district administration and other authorities in the form of posters, pamphlets, films, etc. on disaster management.
- Additional material will be developed by this team simple do's and don'ts, street plays, "nukkad nataks", posters, cartoon strips, songs, etc.
- The team will require:
 - Map of the school
 - Evacuation Plan
 - Information on number of students and classes
 - Information on number of employees
 - Contact information of nearest fire station, civil defence warden(s), nearest medical facility, local Red Cross/St. Johns brigade
 - Contact information of the RWA representatives in the immediate neighbourhood.

Training Required

- A thorough orientation on different aspects of Disaster Risk Management.

² The staff of the school should also be involved in the various teams.

³ Members of all teams would at least have read the Class VIII CBSE textbook on Disaster Management "Towards a Safer India".

Roles and Responsibilities:

Before the disaster

- Develop IEC materials posters, pamphlets, simple tips on do's and don'ts in different disasters, street plays and "nukkad natak"
- Conduct awareness generation activities systematically in the whole school, targeting different classes and also staff and teachers.
- Conduct awareness generation activities in the neighbouring areas in coordination with the RWA representatives, the local police station, and any local NGOs.
- Organise innovative activities and exercises for students and teachers on Disaster Management to ensure continuing interest on the issue during normal time. The school can organize
 - Art Work: Posters, bulletin boards, exhibitions, wallpaper, cards, bookmarks etc.
 - Creative writing competitions Essays, Poetry, Slogans
 - Drama Street plays, "nukkad natak", Role playing.
 - Song writing
 - Debates
- Organise demonstrations on fire safety, first aid, and search and rescue through linkages with the appropriate agencies.
- Assist in organisation of the Evacuation Drills for various hazards
- Work with the Warning & Information Dissemination Team in making students, faculty, and staff aware about the different warning levels and the colours and locations of flags / signs that will be used.



During the disaster

- Duck, cover and hold at first sign of earthquake. Hold on to furniture legs if furniture moves. If outside, move away from buildings.
- In case of other hazards, assist the Evacuation Team in evacuation of the school building.
- For a chemical hazard, assist the Warning Team in disseminating the required safety tip to the entire school.

After the disaster

- Disseminate information on do's and don'ts so that the situation doesn't worsen, in coordination with the Warning and Information Dissemination Team.

2. Warning and Information Dissemination Team

Members

- Computer Teacher (or a teacher who is familiar with computers and surfing the internet)
- Electronics teacher
- Geography teacher
- HAM club in-charge
- 1-2 parents (preferably working in IMD, CWC, Office of the District Magistrate, Police, etc.)
- 4-6 students (know how to operate a VHF set)
- Members of the HAM club

The students in this team shall be from std. VIII to std. XII. The students from the lower grade can help in manning the Emergency Operations Centre (Control Room). Students trained in the operation of VHF sets or members of the HAM club shall be part of this team.

Materials required

- Computer with Internet access and e-mail, telephone, fax machine, radio, television, mobile phone, VHF set / HAM instrument.
- Siren
- Flags of different colours
- Battery operated radio and batteries
- Contact information of the various local authorities district magistrate, police, fire services, health department, Red Cross, etc.

Training Required

- A thorough orientation on different types of hazards
- Training in the operation of VHF wireless equipment.
- Familiarity with the Internet and disaster information websites.

Roles and Responsibilities:

Before the disaster

- Monitoring and taking regular updates from TV/ Radio/Internet on the potential hazard that school can face, e.g. weather updates in case of floods, landslide, cyclones etc.



- Inform the school authorities of any impending hazardous situation
- Maintain contact with district authorities and communicate any directions to the school authorities
- Post warning signs / flags of appropriate colour for different warning level at prominent and designated places in the school.
- Disseminate the information to all the classrooms and teachers
- Coordinate with the other teams and inform them about the latest weather / warning situation

During disaster

- Duck, cover and hold at first sign of earthquake. Hold on to furniture legs if furniture moves. If outside, move away from buildings
- Cross check the warning received from various sources
- Warning the school in case of an emergency by either ringing a bell/siren or on the public address system or through a messenger, whatever is available in the school
- Reporting to the school disaster management committee about the disaster in the school building
- Reporting to the government emergency response departments (Fire, SDM, Police etc.)
- In case of the school being used as a shelter, inform the shelter staff about the latest updates and weather reports.

After disaster

- Continue monitoring the various information sources
- Keep reporting on the situation of the disaster to all concerned teams and coordinate with them
- Disseminate safety tips in coordination with the Awareness Generation Team
- Work with the Incident Management Team from the district administration in preparing updates and disseminating information



DISASTER RESPONSE GROUP^{4,5}

1. Evacuation Team

Members

- All class teachers
- Class monitors and Hall monitors
- Prefects

Materials Required

- A detailed map of the school with the different exits, stairs, doors, and windows clearly marked.
- School Evacuation Plan
- Information on number of students and classes
- Information on number of employees
- Master keys
- Siren
- Signs to post and writing materials
- Special equipment for mobility-impaired students

Training Required

- Training in evacuation procedures through local fire services



Roles and responsibilities:

Before a disaster

- Check the exits
- Identify the open areas where the school can assemble after evacuation in an emergency
- Make sure there are no hazards present for evacuating to the designated area
- Make sure that necessary supplies are accessible
- Assist the Planning Committee in developing options in the event evacuation is required during inclement weather
- Be prepared for special equipment needs for mobility-impaired students

⁴ The members of the various teams in this group may be chosen from NCC, NSS, and Scouts and Guides in the school. However, such students already receive different types of training from these organisations. Other students may also be encouraged to become a part of these teams.

⁵ All students will get consent from their parents before getting involved in the response teams.

- Any special response procedure for special needs students must be tested during drills
- Conduct regular drills in coordination with the other teams and practise the different evacuation procedures used in different hazards
 - These different procedures have to be disseminated to the entire school and separate drills to be conducted for them

During disaster

- Duck, cover and hold at first sign of earthquake. Hold on to furniture unless it moves. If outside, move away from buildings
- Evacuate in an orderly fashion as practised in the drills

After disaster

- Ensure that emergency assembly area is accessible and safe
- Determine if any additional assistance is required for evacuation.
- Take roll call and report group status to Administrator (Emergency Operations Centre).

2. Search and Rescue Team

Members

- Sports teachers
- NCC, NSS, Scouts and Guides instructors
- Civil Defence Trainer
- Fire Service representative
- 1-2 parents (preferably from the Armed / Paramilitary forces / Police / Fire Services / Civil Defence)
- Able-bodied students

Materials Required

- A detailed map of the school with the different exits, stairs, doors, and windows clearly marked.
- Information on number of students and classes
- Information on number of employees
- Torches with spare batteries
- Master keys
- Hard hats
- Stretchers, ropes and ladders



Training Required

- Training through local Civil Defence / Fire Services in basic search and rescue techniques

Roles and responsibilities:**Before a disaster**

- Make sure needed supplies are on site
- Make sure team members stay current with their training
- Any special response technique for special needs students must be tested during drills

During disaster

- Duck, cover and hold at first sign of earthquake. Hold on to furniture legs if furniture moves. If outside, move away from buildings
- Start rescue and search operations in case of another disaster

After disaster

- According to pre-established pattern, check (visually, vocally, physically) every room in the building.
 - Report location of injured to First Aid Team.
 - Report location of other problems to SDMC.
- Look for obvious structural problems/significant structural damage as sweep is made through the building(s)
 - Report any damage to the Administrator (EOC).

3. First Aid Team**Members**

- School Doctor
- School Nurse
- St. John Brigade / Red Cross volunteers
- Civil Defence Volunteers
- 1-2 parents (preferably from the Medical / Paramedical profession)
- Students interested in health issues

Materials Required

- A medical kit for the entire school
- Classroom first aid kits



- Health Cards containing information on Special medicines being regularly taken by any student(s) / employees
- Emergency Cards containing information on medical resources in the area

Training Required

- Training through local Civil Defence / Fire Services / St. John Brigade / Red Cross / Health Department in basic first aid techniques and CPR (cardio-pulmonary resuscitation)

Roles and responsibilities:

Before a disaster

- Make sure that first aid supplies are up to date and always complete
- Keep emergency cards and health cards up-to-date
- Ensure training for all new members and refresher training for existing members (every year)
- Be aware of special medical requirements of students / employees and ensure that some stock medication (maybe 1-2 days medicines) are kept in the school and regularly updated
- Participate in regular drills

During disaster

- Duck, cover and hold first sign of earthquake. Hold on to furniture legs if furniture moves. If outside, move away from buildings.

After disaster

- Administer first aid and record all cases and treatments.
- Determine need for further medical assistance. Coordinate requests for assistance through the Administrator.
- Assign First Aid Team members to accompany Search and Rescue Teams during their search operations.



4. Fire Safety Team

Members

- Teachers (2)
 - 1-2 parents (preferably from fire services / civil defence)
 - Students (10)
- (Teams comprising 1 teacher and 5 students each may be formed)

Materials Required

- Fire extinguishers
- Hard hats, Gloves
- Map of school showing location of all exits, doors and windows, the electric main switches and the fire extinguishers

Training Required

- Training through local Civil Defence / Fire Services in basic fire fighting and fire safety techniques



Roles and responsibilities:

Before a disaster

- Make sure fire-fighting equipment (extinguishers, etc.) is in working order and that staff has received training in its use
- Ensure that all non-structural earthquake hazards that can be cause of fire (i.e. Chemical Laboratories, Cafeteria Kitchens, hot water tank) are properly secured
- Coordinate with the SDMC in ensuring that a fire safety assessment of the school premises is conducted by the local fire department and that the recommendations are implemented

During disaster

- Duck, cover and hold at first sign of earthquake. Hold on to furniture legs if furniture moves. If outside, move away from buildings.

After disaster

- Check for and confirm existence of fire. Report location to Administrator (EOC) and Site Security team
- Control fire, if possible (ensure personal safety)
- Look for conditions that may cause a fire to develop and seek maintenance staff assistance in removal of condition.
- In case of electrical fire, turn off the electric main switches

5. Site Security Team

Members

- School Estate Manager
- School Security Staff
- Local Police Station representative
- 1-2 parents
- Teacher (1)
- Students (5)

Materials Required

- Map of facility / school
- Evacuation Plan
- Master keys
- Signs to post and writing implements
- Identification badge or armband



Roles and responsibilities:

Before a disaster

- Work with the Planning Committee, the School Administrator and the District authorities to establish a release policy and communicate this policy to parents and staff.
- Develop procedures for how release will be handled.

During disaster

- Duck, cover and hold at first sign of earthquake. Hold on to furniture legs if furniture moves. If outside, move away from buildings.

After disaster

- Lock all external gates and doors, and secure buildings. (Note: Be sure locked doors can be opened from inside to prevent entrapment.)
- Station one team member at main gate/front door to deal with community/parents. Have that member route fire, police, rescue and medical to area of need.
- Keep the Administrator (EOC) informed of activities. Release students according to pre-arranged policy.

6. Bus Safety Team (for each bus)

Members

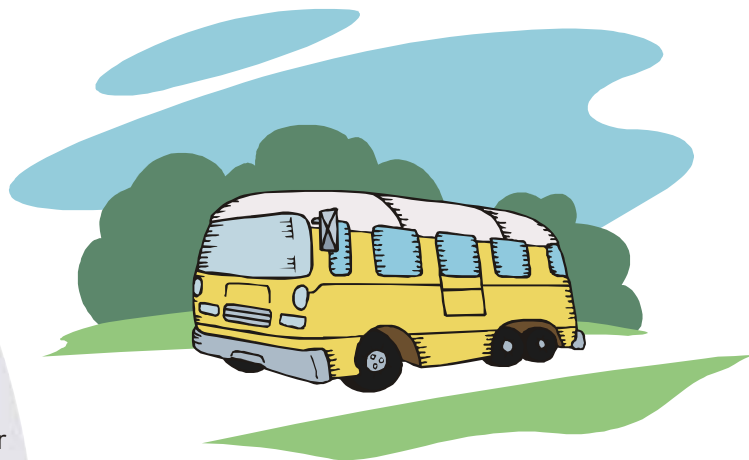
- Teachers going in the respective buses
- Student getting down on the last stop
- One senior most student

Materials Required:

- Emergency Cards containing contact information of the local authorities district magistrate, police, fire services, health department, Red Cross, etc.

Training Required:

- Basic First Aid training (if no first aid team member goes in a particular bus) through local civil defence / fire services / St. John Brigade / Red Cross



Roles and responsibilities:

Before a disaster

- Know school policy for procedures in the event a damaging earthquake occurs while buses with students are enroute to or from school.
- Assist SDMC in providing 2-way radio communications capability between buses and school Administrators.
- Carry emergency cards with information on contact numbers for the school EOC, and important district contact numbers (district administration, police, fire, medical, etc.)
- Take First Aid Training.
- Develop plans to assist special needs students.

During disaster

- Pull over to side of road if possible in the open. (Not under an overpass or bridge or along side buildings or trees.)
- Instruct the passengers to crouch down between seats and in aisle until shaking has stopped.
- Ensure special needs students are assisted.

After disaster

- Assist any injured students providing First Aid as needed.
- Establish communications with School EOC
- Implement school policy for earthquake occurrence while students are enroute to or from school.

- If condition of bus and transportation routes, allow movement of bus proceed cautiously.
- If crossing a bridge is necessary; stop bus, get out and physically inspect bridge if damage is apparent to make judgment that bridge is safe for bus passage. If not, follow established school policy regarding the continued movement/ release of the students.

STEP - 6

Dissemination of the plan to everybody in the school

It is important that after plan preparation the plan is disseminated to its participants and school children through innovative and interesting activities like: Art Work, Creative, Poetry writing, Slogan writing, Drama, Games and Sports, Rescue drill, Evacuation drills, simple quickness of Reflexes games, Memory games, and observation games etc.

STEP - 7

Conduct regular mock drills

Mock drills are conducted to train students and teachers and to test the various elements of your response plan in order to evaluate and revise it. During a disaster, life-protecting actions must be taken immediately. There will not be time to decide what to do next; everyone must already know how to react appropriately. After a disaster, further life-protecting actions such as emergency evacuation or first aid administration may be necessary; welltrained staff and students will guarantee that these crucial steps are taken as quickly as possible. Drills and exercises are an extremely important part of your preparedness plan because they 1) teach students, staff and parents how to respond to the complications of an actual disaster, and 2) help you evaluate how well all parts of your emergency plan work together, and how well your staff and students have been trained.

i. Safety Considerations

Explain to the class that if there is a strong earthquake, each student's first responsibility is for his or her own personal safety. Every student should learn, however, how to help someone else who is injured.

Present some "what if" questions to provoke discussion.

- What if the teacher is injured?
- What if a student is cut by shattered glass and is bleeding?
- What if someone is hit by a falling light fixture or heavy object and knocked out?
- What if a student is very upset by the earthquake?



ii Emotional Considerations

Lead a discussion with the students about the reactions they may have to a disaster. Mention that it is normal to feel very frightened, worried, or even physically sick. Some people respond to the fear by crying and some by laughing. Have the students talk about what they can do after disaster to help themselves and their classmates feel less scared and worried.

It may take a long time for parents or caretakers to get to the school, so everyone should be prepared to wait patiently. Students may be very concerned about their parents or siblings; they may in fact be "worried sick". Have students discuss what they can do to help each other pass the time and not worry so much. Point out that if their family has made a "Family Disaster Plan", they will have a better idea of what to expect from each family member.

iii Drill

Earthquake

- Practice drop, cover, and hold
- Evacuate classroom in less than 1 minute without pushing or falling.
- Evacuate school in less than 4 minutes using different exits.
- Look out for friends.
- Stay away from weak areas.
- Help those who need assistance.
- Escort young children or elders.



Fire/Chemical Accident / Drill

- The need to prepare for sudden accidents needs awareness and sufficient knowledge.
- To know Why and how to handle an accident is important
- Information.
- Write what to do clearly in the Laboratories and Kitchen area in the school
- Practice mock drills every month
- Quiz the children every week on what they would do if
 - i. The chemical in the test tube caught fire
 - ii. The gas was leaking and someone lit a match.
 - iii. The acid splashed on the floor.
 - iv. Glass broke
 - v. Someone drank nitric acid by mistake

Cyclone Drill

- Listen to cyclone warning and recognise changes in weather
- Make announcements in each class about the care they need to take and where to go
- Provide food, water, sheets, beds, in the place where the different people will assemble.
- Explain how to remain safe outdoors.
- Shift money and other valuables.
- Put off electricity.
- Remove or close down gas connections



STEP - 8

Evaluation and Updating of the Plan to improve effectiveness

The school plan needs to be periodically evaluated and updated. The suggested period for plan updating is quarterly. This is the responsibility of the SDMC to make sure that the plan is effective and is taken seriously by all concerned.

First mock drill when conducted in any organisation will have many loop holes. This drill needs to be evaluated and made more efficient. Following check list can be used to evaluate the school plan: (refer page 29).

EARTHQUAKE CONSIDERATIONS FOR STUDENTS WITH SPECIAL NEEDS

One of the segments of the school population that has been left out of the written school guidelines for earthquake preparedness has been those students with special needs. Students with diabetes, hypertension or any of the maladies that require special diets, daily periodic medications or special equipment and supplies in order to sustain life, activities, dignity or reasonable comfort have not been given adequate considerations in planning for disasters that cause isolation. What could be a mere inconvenience for able bodied students could become a major threat to the students who have special needs.

It is the objective of this appendix to provide major considerations that students with special needs should have in earthquake preparedness, response and recovery planning. In some cases, such considerations could mean the difference between life and death, during and after, an earthquake.

Although some of the following considerations have been provided in above Sections it is felt that by providing all considerations in this appendix it will emphasize their importance and at the same time provide a document that concentrates them for the review of school emergency planners, rather than their having to review the total in order to access them.



BEFORE THE EARTHQUAKE

- Evacuation plans must provide for problems involved in students with mobility, visual and hearing impairments. Special evacuation transportation provisions may be necessary - both from the school building to the assembly area(s) and away from the school area. And plans must also address assistance that will be provided to mentally retarded students during and after the earthquake.
- Special needs students should have a back-up supply of vital medication, equipment or supplies with them, at school or enroute. Those students or their teachers should be prepared to bring the extra medication or supplies if evacuation from the school premises is ordered.
- Parents or guardians of these students should be consulted concerning care considerations if the student is isolated at school for both a short term or long term basis.

- These students should have in their possession an individual emergency card describing their special needs. The cards should list information such as; disability, medications and their application frequencies, mobility constraints, attendant needs, allergies, primary physician, etc.
- Any power requirements for special sustaining equipment, if normal power is off for a long period of time, should be considered.
- Assignments must be made to a staff member or a special team along with training for managing the special needs of these students.
- Allow for individual self sufficiency of these students as much as possible by getting them involved in preparedness and response activities. Include in response planning obvious ways in which special needs students can assist others in response to disastrous conditions - include them in your drill. As an example, in the dark (due to power loss and no outside light), sighted people could depend on the blind students to navigate through debris laden evacuation routes. Blind people are experienced at being placed in new, unfamiliar environments and finding their way. Many of the special needs students can learn and administer first aid.
- Also communicate preparedness and response information and instructions (according to need) to these students with braille, audio cassette, visual aids, large print, etc. Don't let them out of the process.
- Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired and deaf students would be best alerted by flashing light alarms.
- Emergency back-up lighting systems, especially in stairwells and other dark areas would benefit those students with limited visual acuity.
- Students with hypertension, dyslexia or learning disabilities will have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety.
- Hearing impaired students should practice some basic hand signals with the teachers and other students for emergency communication.
- Mobility impaired students should practice moving their wheel chairs or having them move into doorways (or other designated safe area), locking their wheels and covering their heads with a book or with their arms or hands.
- Partnerships should be established between the able bodied and special needs students. The able bodied partners should be prepared (and practice during drills) to assist the special need student.
- Rescue teams should be made aware of the best way to rescue special needs students. As an example, mobility impaired students should be allowed to instruct rescue team members on the best way to move them from the hazardous area. The fireman's carry may be dangerous to someone with respiratory problems.

- Special response provisions may have to be made for ensuring duck and cover protection for these students. Barriers to earthquake safety are highly individual for them and accommodation plans may have to fit the requirements. The guidance provided by this document should be modified to fit each special situation of each special needs student. **NOTE: ANY SPECIAL RESPONSE PROCEDURE MUST BE TESTED DURING EARTHQUAKE DRILLS.**
- Visually impaired or blind students should have an extra cane at school even if they have a seeing eye dog. They should be informed of alternate evacuation routes.

DURING THE EARTHQUAKE

Special needs students or able bodied partners should implement special duck and cover actions. An example; mobility impaired students should know how (through practice) to get in doorways, lock wheel chair wheels and cover head with book, arms or hands.

AFTER THE EARTHQUAKE

- Hearing impaired or deaf students need face to face contact in order to read lips. Writing on a note pad is only practical if there is enough light to see.
- During evacuation from classroom, sight impaired or blind students need to be informed about obstacles that may be in their paths and require verbal or physical guidance through hazardous areas.
- In total darkness, sight impaired or blind students may be more capable of guiding sighted students and staff.
- For mobility impaired students, evacuation by themselves may be extremely difficult or impossible because of obstacles in their paths or because electric dependant machines are not functioning (i.e., elevator). Special preplanned assistance must be provided.
- Any special medications, supplies and equipment for the special needs students must be transported with them during evacuation.
- If evacuation from school area is called for, utilize special transportation arrangements.
- If special needs students, for some reason, become separated from school authorities during evacuation, they should inform other authorities of their special needs as soon as possible so that proper considerations can be provided.
- Re-establish special power requirements for the equipment of special needs students as soon as possible.
- Rescue of special needs students should be accomplished utilizing special techniques as practiced.



EMERGENCY MANAGEMENT PLAN CHECKLIST

LOCATION.....

DATE:.....

	YES	REMARKS
• Have the emergency numbers been confirmed with the concerned departments	☐	
• Are the emergency contact numbers prominently displayed on the plan	☐	
• Does the plan clearly specify procedures for reporting emergencies to the government services and the relevant education authority	☐	
• Are the potential risks within and up to a kilometre from the workplace identified?	☐	
• Does the plan clearly mention about the evacuation plan?	☐	
• Are the roles and responsibilities of key personnel's clearly defined task force team leaders, class teachers, office staff and students.	☐	
• Are the staff responsibilities to account for and supervise students during and following the emergency clearly described?	☐	
• Does the plan give emphasis on the children below class V?	☐	
• Does the plan address the students with special physical, mental and medical needs?	☐	
• Does the plan describe about how the staff will be trained and when exercise will be conducted?	☐	
• Has the plan been endorsed by local police and fire brigade?	☐	
• Are arrangements for reviewing the plan described?	☐	

Together Lets Prepare & Plan Towards a Disaster Free Environment



Issued in public interest by Government of Delhi.
Under GOI-UNDP Disaster Risk Management Programme.
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SCHOOL EVACUATION PLAN SHOULD GIVE DETAILS OF THE FOLLOWING

TO BE FILLED BY SCHOOL AUTHORITIES ONLY

NAME OF SCHOOL	
ADDRESS	
OWNED BY	
MAINTAINED BY	
TOTAL NO. OF STAFF	
TOTAL NO. OF STUDENTS	
TOTAL NO. OF CLASSROOMS	
TOTAL NO. OF LABORATORIES	
OTHER ACTIVITY ROOMS	

BUILDING WISE DETAIL

	BUILDING NAME	NO. OF ROOMS	NO. OF CLASS ROOMS	AGE GROUP OF STUDENTS	TYPE OF ROOF CONSTRUCTION	AGE OF BUILDING
	BLOCK-I					
	BLOCK-II					
	BLOCK-III					
	BLOCK-IV					
	BLOCK-V					

DETAIL OF OPEN SPACES

S. NO.	Type of open Space	Approx. size (L x B)	Accessibility from the road
1	Play Ground with swings		
2	Cricket/Football Field		
3	Basketball Court		
4	Assembly Ground		

TEAM-I SCHOOL DISASTER MANAGEMENT COMMITTEE

S. NO.	NAME	DESIGNATION	CONTACT NOS:	
			(O)	Res. / Mobile

TEAM-II AWARENESS GENERATION TEAM

S. NO.	NAME	DESIGNATION	CONTACT NOS:	
			(O)	Res. / Mobile

TEAM-III WARNING AND INFORMATION DISSEMINATION TEAM

S. NO.	NAME	DESIGNATION	CONTACT NOS:	
			(O)	Res. / Mobile

TEAM-IV EVACUATION TEAM

S. NO.	NAME	DESIGNATION	CONTACT NOS:	
			(O)	Res. / Mobile

TEAM-V SEARCH & RESCUE TEAM

S. NO.	NAME	DESIGNATION	CONTACT NOS:	
			(O)	Res. / Mobile

TEAM-VI FIRST AID TEAM

S. NO.	NAME	DESIGNATION	CONTACT NOS:	
			(O)	Res. / Mobile

TEAM-VII FIRE SAFETY TEAM

S. NO.	NAME	DESIGNATION	CONTACT NOS:	
			(O)	Res. / Mobile

TEAM-VIII SITE SECURITY TEAM

S. NO.	NAME	DESIGNATION	CONTACT NOS:	
			(O)	Res. / Mobile

TEAM-IX BUS SAFETY TEAM

S. NO.	NAME	DESIGNATION	CONTACT NOS:	
			(O)	Res. / Mobile

TEAM-X TEAM FOR STUDENTS WITH SPECIAL NEEDS

S. NO.	NAME	DESIGNATION	CONTACT NOS:	
			(O)	Res. / Mobile

DRILLS CONDUCTED

S. NO.	NAME OF DRILL	DATE	DRILL WAS CONDUCTED	NO. OF PARTICIPANTS
1	DROP COVER HOLD DRILL			
2	EVACUATION DRILL			
3	SAFETY CONSIDERATION			
4	EMOTIONAL CONSIDERATION			
5	TEACHERS TRAINING			

Prepare floor wise building plans and display in corridors and other important areas. Mark evacuation routes on this map.

Attach a copy of the following maps along with document.

Resource Map

Vulnerability Map

Safe Places and Evacuation Route Map

Signature of Principal

Signature of SDM

Submit to: Office of the Dupty Commissioner