

CHAPTER - 11 SCHOOL DISASTER MANAGEMENT PLAN

STEP – 1

Sensitisation meeting for awareness amongst Teachers/School Management
: As a first step towards preparing a SDMP, organize a sensitization meeting with the school/college authority on how to prepare a plan where the following should be present from the school/college site.

- Principal
- Vice Principal
- Administrative staff
- All Teachers
- Student Leaders (SU Leaders, Prefects/Class captains, Presidents of different clubs,)

STEP 11.

DEMOGRAPHIC PROFILE OF THE SCHOOL

Name:

Address:

Phone No.:

No. of Classes:

No. of Student in each classes as on date:

No. of Teaching Staff at present:

No. of Non-Teaching Staff:

Type of School building: RCC/Assam Type etc.

STEP III.

SCHOOL DISASTER MANAGEMENT COMMITTEE (SDMC)/Co-ordination group or Incident Command System (with name, address and contact no.) need to be constituted, and their roles and responsibilities defined.

Suggested composition

- | | | | |
|-----|--|---|-------------|
| 1. | Principal | - | Chairperson |
| 2. | Vice Principal/ Heads of Dep't of some Department on rotation- | | Member |
| 3. | Education Officer/DEO/SDEO for the zone | - | Member |
| 4. | President, Parent-Teacher Association | - | Member |
| 5. | Students Leader | - | Member |
| 6. | Representative from local community | - | Member |
| 7. | Local NGO representative | - | Member |
| 8. | Local Doctor | - | Member |
| 9. | NCC, NSS, Scouts and Guide | - | Member |
| 10. | Teacher/Staff Represent | - | Member |

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 in preparation of the school disaster management plan.

- 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 organizations 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 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

STEP IV.

SCHOOL DISASTER MANAGEMENT TEAMS

The SDMC shall form different Disaster Management Team and their roles and responsibilities defined.

- Awareness Generation Team
- Warning and Information Dissemination Team
- Evacuation Team
- Search and Rescue Team
- First Aid Team
- Fire Safety Team
- Bus Safety Team
- Site Safety / School Security Team

1. Awareness Generation Team

Suggested composition

- Teacher covering SS/Disaster Management subject.
- Art/Craft/Music teacher.
- 1-2 parent (preferably working in electronic media/NGO)
- Student active in the creative arts and public speaking.

Sl. No.	Name	Designation	Address	Contact No.
1				
2				

Roles and responsibilitiesBefore Disaster

- a) Obtain IEC materials, posters, do's and don'ts in different disasters.
- b) Conduct awareness in the whole school.
- c) Organize innovation activities and exercises for students and teachers to ensure continuing interest in the issue during normal times.
- d) Can organize poster, bulletin boards, creative writing competitions, essays, poetry.
- e) Organize demonstrations on fire safety, First Aid, Search and Rescue through linkages with Fire Brigade, Health Officials and Home Guards.
- f) Assist in organization of the evacuation drills for various hazards.

During Disaster

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

Post Disaster

- a) Disseminate information on do's and don'ts so that situation doesn't get worse. This can be done in coordination with the Warning and Information Dissemination Team.
- b) Will act as Public Information Officer to inform the situation to the public.
- c) Shall coordinate the release of the students and arrangement of meeting for the students and their parents

2. WARNING AND INFORMATION DISSEMINATION TEAMSuggested composition

- Computer teacher
- Geography teacher
- 1-2 parents (preferably working as a Police, Magistrate etc.) 4-6 students of standard VIII to XII

Sl. No.	Name	Designation	Address	Contact No.
1				
2				

Roles and responsibilitiesBefore Disaster

- a) Monitoring and taking regular updates from TV/Radio/Internet on the potential hazard that school can face.
- b) Inform the School authorities of any impending hazardous situation.
- c) Disseminate information to all the classroom and teachers.

During Disaster

- a) Duck, cover and hold at first sign of Earthquake. Hold on to furniture legs if furniture moves. If outside, move away from building.
- b) Cross check the warning received from various sources.
- c) Warning the school in case of an emergency by either ringing a bell/siren or on the public address system.
- d) In case of school being used as a shelter, inform the shelter staff about the latest updates.

After Disaster

- a) Continue monitoring the various information sources.
- b) Keep reporting on the situation of the disaster to all concern teams and coordinate with them.
- c) Work with Management Teams from the district administration in preparing updates and dissemination.

3. EVACUATION TEAMSuggested members

- All class teachers
- Class monitors
- Sports teachers
- NCC, NSS, Scouts and Guide instructors
- Fire service representative
- 1-2 parents (preferably from Police/Fire Services)
- Able-Bodied students

Sl. No.	Name	Designation	Address	Contact No.
1				
2				

- A detailed **BUILDING EVACUATION PLAN/Maps** should be prepare with the different exits, stairs, doors, and windows clearly marked
- Nearby services/installations, building must be shown.
- Information on number of employees
- Master keys
- Siren
- Signs to post and writing materials
- Special equipment for mobility-impaired students
- The exit shall be clearly demarcated in the map in case of a fire or earthquake.
- Show the various exit routes by arrow on the map.
- Safe Shelter Locations/Temporary safe shelter - The plan should also depict safe places in the school or nearby where student and staff can take shelter and do head count.
- Utilities (Fire fighting facilities/ Electricity mains/Water and sanitation facilities)
- Alternate exit route need to be developed in case the main exits are damages/not accessible.
- 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.

- After finishing it, 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.

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 SDMC in developing options in the event evacuation is required during inclement weather
- Be prepared for special equipment needs for mobility-impaired students.
- Any special response procedure for special needs students must be tested during drills.
- Conduct regular drills in coordination with the other teams and practice 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

During disaster

- **Duck, Cover and Hold** at first sign of earthquake. Hold on to furniture unless if furniture moves. If outside, move away from buildings
- Evacuate in an orderly fashion as practiced in the drills.

Evacuation step:

Don't Run;

Form a line;

Don't look back;

Don't use your cellphone, it slow you and the people behind you.

After disaster

- Ensure that emergency assembly area/Temporary safe shelter is accessible and safe
- Determine if any additional assistance is required for evacuation
- Take roll call and report group statuses to SDMC

4. SEARCH AND RESCUE TEAM

Suggested members

- PT/Sport incharge
- NCC/NSS Officer
- 1-2 parents (preferably from medical/paramedical profession)
- Students who are physically/mentally fit

Sl. No.	Name	Designation	Address	Contact No.
1				
2				

Roles and responsibilitiesBefore Disaster

- a) Make sure needed supplies are on site
- b) Make sure team members stay current with their training & technique
- c) Any special response techniques for special needs students must be tested during drills.

During Disaster

- a) Duck, cover and hold at first sign of Earthquake. Hold on to furniture legs if furniture moves. If outside move away from building.
- b) Start rescue and search operations immediately after disaster.

After Disaster

- a) According to pre-established pattern, check every room in the building and do Rescue work.
- b) Transportation of injured to First Aid Team.
- c) Report location of other problems to SDMC.
- d) Report any damage to administrator.

Training Required

- o Training through ATI, Police/Fire Services, Sports etc in basic search and rescue techniques

5. FIRST AID TEAMSuggested members

- School/College Doctor
- School/College Nurse
- Teachers (2)
- 1-2 parents
- Students (10) Teams comprising 1 teacher and 5 students each may be formed.

Sl. No.	Name	Designation	Address	Contact No.
1				
2				

Roles and responsibilities

Before a disaster

- o Make sure that first aid supplies are up to date and always complete
- o Keep emergency cards and health cards up-to-date
- o Ensure training for all new members and refresher training for existing members (every year)
- o 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
- o 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.

Training Required

- o Training through ATI, Police/Fire Services, Health Department in basic first aid techniques and CPR (cardio-pulmonary resuscitation)

6. SITE SAFETY/School Security TEAMSuggested members

- School security staff
- Teacher
- Student

Sl. No.	Name	Designation	Address	Contact No.
1				
2				

Roles and responsibilitiesBefore Disaster

- Work with awareness team, SDMC and the District authorities to establish a release policy and communicate this to parents & 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 building.

After Disaster

- Lock all external gates and doors and secure buildings.
- Station 1 team member at main gate/front door to deal with community/ parents.
- Keep the administrator (SDMC/ICS) informed of activities. Release students according to pre-arranged policy.

7. Fire Safety Team**Members**

- Teachers (2)
- 1-2 parents (preferably from fire services/civil defence)
- Students (10)

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

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 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

Training Required

- Training through ATI/local Police/Fire Services in basic fire fighting and fire safety techniques

8. Bus Safety Team (for each bus)

Members

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

Materials Required :

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

Training Required :

- Basic First Aid training (if no first aid team member goes in a particular bus)

Roles and responsibilities :

Before 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 SDMC, 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 SDMC
- 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 apparent to make judgment that bridge is safe for bus passage. If not, follow established school policy regarding the continued movement/released of the students

STEP V.**HAZARD IDENTIFICATION AND SAFETY ASSESSMENT.**

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 neighborhood 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) Assessment of Existing Hazards: Structural safety of the buildings needs to be assessed with regard to its vulnerability from hazards like earthquake, cyclones, floods and fire. Any hazard that is found should be mentioned, e.g.;

- Earthquakes,
- Cyclones,
- Floods,
- Landslide
- Fire
- Chemical Accident
- Stampede/Crowd incident
- Civil Disturbance
- Medical Emergencies
- Explosive/Bomb Threat/Shooting
- School Bus Accident
- Hostage/Kidnapping
- Act of terror or war
- Others as determined by the School DM Committee

b) Identification of Potential Non-structural hazards:

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.

The greatest number of injuries during an earthquake are caused by falling objects and Over 90% of post earthquake damage is of a nonstructural nature

Non structural: Those portions of a building or facility and all their contents with the exception of those items that are part of the physical structural. In other words, everything except the columns, floors, beams, load-bearing walls, etc. Typical examples of non structural elements of a building are: suspended ceilings, light fixtures, windows, doors, furniture, kitchen cabinets, computers, appliances, TVs, stereos, display cabinets, bookshelves, interior or exterior ornamentation, heating and air conditioning equipment, electrical systems, etc.

Walk the class through the designated evacuation route(s) to the appointed reception area(s) outdoors. Ask students to make 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 :

List of Potential Hazards (Hazard Hunt)

Inside

1. Power failure (Is there emergency lightning?)
2. Halls of stairways cluttered with debris ceiling tiles or plaster from wall.
3. Halls blocked by fallen lockers or cabinets.
4. Smoke in the hallway.
5. Exit doors and windows that am and will not open.
6. Brick, glass and debris piled up, outside electrical wires on the ground.
7. Suspended ceilings, Pendant light fixtures.
8. Large windows not protected against shattering.
9. Tall bookcases/cabinets that may topple because they are not bolted to the wall.
10. Stairwells.
11. Areas where flammable liquids are stored.
12. Chemistry laboratory where bottles are not secured or protected against shattering.

Outside

Potential hazard outside the school

1. Power lines
2. Trees
3. Areas near buildings that may have fall on them, parapets, roof tiles, chimneys, glass etc.

When you return to the classroom, discuss with the students how the hazards could be reduced, and/or how they could cope 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.

Non-structural seismic mitigation consists of bracing and anchoring items, or re-locating them, to prevent them from falling. It involves tie-downs, anchors, brackets and other support systems.

Non-structural mitigation activities are simple and quick to apply, are generally inexpensive, yet can save lives and property from destruction.

STEP VI.

INVENTORY OF RESOURCES

By this it means the resources that are available in the school, which will be useful in disaster situation. Map showing resources available in the school including nearest Hospital, Blood Bank, Police Station should be shown.

1. **Skilled human resources** (teachers and students having knowledge on First Aid, Rescue and Evacuation etc)

Sl. No.	Name	Teacher/Student	Standard	Home address & Contact No.
1				
2				

2. **Material resources** (available in the school)

Sl. No.	Items	Number	Location	Persons to be contact
1	Stretcher			
2	Fire extinguisher			
3	Ladders			
4	Thick rope			
5	Torchlight			
6	Communication system			
7	First Aid Box			
8	Open Space			

All human and material resources must be available and up date. All teachers and at least student leaders must know how to operate these material resources

STEP VII.

VULNERABILITY MAPPING

A. This should include

- a) Number of children in each class (male, female, physically challenged, sick and ailing) to be demarcated on the map of each class room.
- b) The vulnerable classrooms in the school
- c) Taps/toilet located in vulnerable place in the school premises
- d) Main switch board and the Electrical wires which are vulnerable.
- e) If the schools are on slopes of the mountain then based on the soil condition the vulnerability is to be decided.
- f) Identifying the low-lying areas within the premises

B. VULNERABILITY ASSESSMENT

- Teacher AT RISK –
- Student AT RISK –
- RESOURCES AT RISK
 - 1) **LOCATION/AREAS**
 - Nearness to slope
 - Earth fill areas
 - Abandoned river courses
 - Active Faults
 - Industrial areas
 - 2) **STRUCTURAL Vulnerability.**
 - Old & weak building
 - Multi storey
 - People Density

STEP VIII.

RESPONSE PLAN

Here, steps that is to be taken when disaster strike For example : If fire broke out in the school what should be done/what steps should be taken if there is no fire extinguisher.

A. Assignment of Responsibilities

Provide a description of the chain of command consistent with the school. The Principal /Chairman of the SDMC shall take command and act as Incident commander and Coordination Committee, ensuring the functioning of all the team and look into the continuity of the operation and seek external help if required.

B. Communication

This section include notification and activation of an emergency. On detection of any incident or development of a hazard, **Warning and Information Dissemination Team** will inform Incident Commander and notify all building occupants to take appropriate action. It will improvise various ways and means of imparting warning to all the occupants.

C. Operational

In the events of emergency, the Chairman, SDMC or his designee will serve as incident commander. The school will establish a chain of command to ensure continuity of operation. Each floor/room of the building should have a Floor/Room Commander

Teams like **Evacuation, Search and Rescue, First Aids, Fire Safety, School security Team** will perform their assign task as mentioned earlier.

In case of an event wherein external agencies take over the situation, SDMC shall be replaced by a local emergency response agency that why the plan should highlight all the-agencies

D. Release of students

Schools also need to plan ahead to determine when and whether they will release students after the disaster. Children should not be let out to wait for the bus during lightning storms, for example. During heavy rain with flashflood or thunder and lightning, schools should have guidelines about the release of students. School buses can be swept away by as little as 6 inches of water, thus releasing students may put them at greater risk than keeping them in the safety of school buildings.

Teachers need to know to keep children at school until a parent or designated adult can pick them up. Ensure that the school has updated information about how to reach parents and responsible caregivers to arrange for pick up and if parents are not able to pick up their child, what type of authorization the school may require to release a child into the custody of someone they designate.

Awareness Generation Team shall plan beforehand and coordinate the release of the students and arrangement of meeting for the students and their parents

STEP IX. RECOVERY

- **deals with how to restore the duty and work environment after a crisis.**
 - Return to duty and work as soon as possible.
 - **Support for Shelter**
 - **Mental Health Counseling** (monitor for post traumatic stress behaviors for Teachers and students)
 - **Retrofitting/Infrastructure restoration**
 - Mitigation steps - both structural and non-structural (to reduce the likelihood of occurrence and impact if it does occur again)

STEP – X

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 – XI

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. Involve the parents in mock drill.

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; well trained staff and students will guarantee that these crucial steps are taken as quickly as possible. Drills and exercises are in extremely important part of 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.

A. 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/disabled.

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?

B. 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 sibling; 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.

C. Simple Earthquake Drill

- 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 vulnerable areas.
- Help those who need assistance.
- Escort young children or elders.

D. Fire/Chemical Accident/Drill

- Write what to do clearly in the Laboratories and Kitchen area in the school
- 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

E. Cyclone Drill

- Listen to cyclone warning and recognize 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 – XII**Evaluation and Updating of the Plan to improve effectiveness**

The school plan needs to 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. Mock drill when conducted will expose many loop holes in the plan which needs to be evaluated and updated and made more practicable.

It is important to bring parents into the planning process. They will feel more comfortable if they know school have a plan and understand how it works. Parents with special skills like doctors, nurses, telecommunications experts, machinists or electricians and also members of the surrounding community may be particularly helpful.

Schools don't exist in a vacuum, and during a disaster, they may be looked upon as a vital recovery element by the community. School Disaster Management plan should take into account this possibility.

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