



GOVERNMENT OF MEGHALAYA

**SCHOOL DISASTER  
MANAGEMENT PLAN**  
2009

REVENUE & DISASTER  
MANAGEMENT DEPARTMENT

# SCHOOL DISASTER MANAGEMENT PLAN

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# SCHOOL DISASTER MANAGEMENT PLAN

## INTRODUCTION

### What is the **NEED** for preparing a School Safety Plan?

The aim of School Safety Plan is to ensure the safety of students and staff during emergencies. It is necessary to know how to identify hazards in the school, how to manage the hazards and how to mitigate the effects through planning and effective response. As the schools have many resources and are community nodes, they also have a responsibility towards the immediate locality.

## STEP 1

### **Sensitisation and Preparation:**

Initially, a Sensitisation Meeting should be held in the school. The Principal has to play the lead role. The details of who should attend and what should be discussed are given in **Annexure I**.

## STEP 2

### **PART 1: Formation of Teams and Groups:**

### **PART 2: Delineation of Roles and Responsibilities**

### **PART 3: Materials/ Equipment and Training Requirements**

The following three groups are to be constituted:

1. the **Co-ordination / School Disaster Management Committee**,
2. the **Disaster Awareness** group and
3. the **Disaster Response** Group

The suggested **compositions, roles and responsibilities** of these groups as well as their **materials/ equipment and training requirements** are given in **Annexure II**.

## STEP 3

### **Children with Special Needs**

Children are especially vulnerable during a disaster, and those with special needs even more so. The points to be noted while handling children with special needs are listed in **Annexure III**.

## **STEP 4**

### **Dissemination and Mock Drills**

After the plan has been prepared, it should be disseminated to all participants and students. Innovative methods for dissemination can be used for sharing the information.

Mock drills are a must to test the various elements of the response plan in order to evaluate it. Drills and exercises are an extremely important part of the preparedness plan as 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.

Ideally the school plan needs to be periodically evaluated and updated on a quarterly basis. The first Mock Drill will have many loopholes and therefore needs to be evaluated and made more efficient.

After the mock drill, the following issues can be discussed with the students:

#### **I Safety Considerations**

It needs to be stressed that each student's first responsibility is for his or her own personal safety. Students should learn how to help someone else who is injured however. Action to be taken in case of injury to the teacher, injury by glass or a heavy object etc can be discussion topics.

#### **II Emotional Considerations**

It is normal for students to feel very frightened, worried, or even physically sick when a disaster strikes. The students can be encouraged to talk about what they can do after a disaster, to lessen their fear or raise their level of preparedness.

#### **III DRILL**

Important safety tips can be shared. Different parameters can be used to do this, like examining whether evacuation of a classroom can be done in less than 1 minute without any students pushing or falling, whether the whole school can be evacuated in less than 4 minutes using different exits etc. The students should be made to understand the need to prepare for sudden accidents and to know "Why" and "How" to handle the situation. It can be discussed how the students can prepare themselves for various incidents like Fire/ Chemical Accident etc.

## INFORMATION

Students and teachers alike should be educated on what they should do and not do in the event of a disaster. Instructions can be clearly written in the laboratories and kitchen areas.

The Dos and Don't's on various types of disasters are given in **Annexure V** for students, teachers and their families.

### STEP 5

#### Checklist

As mentioned earlier, the efficiency and effectiveness of the School Safety Plan will depend on regular updating and review. If this is done in a participatory manner, the plan would be more useful. An illustrative list of checks that can be used by the school authorities is given below:

1. Have the emergency Telephone/Contact numbers been confirmed with the concerned departments?
2. Are the emergency contact numbers prominently displayed on the plan?
3. Does the plan clearly specify procedures for reporting emergencies to the government services and the relevant education authority?
4. Are the potential risks within and up to a kilometre from the workplace identified?
5. Does the plan clearly mention about the evacuation plan?
6. Are the roles and responsibilities of key personnel's task force team leaders, class teachers, office staff and students clearly defined?
7. Are the staff responsibilities to account for and supervise students during and following the emergency clearly described?
8. Does the plan give emphasis on the children below class V?
9. Does the plan address the students with special physical, mental and medical needs?
10. Does the plan describe about how the staff will be trained and when exercise will be conducted?
11. Has the plan been endorsed by local police and fire brigade?
12. Are arrangements for reviewing the plan described?
13. Do all students/teachers know the team numbers?
14. Does the plan having provision for replacing/co-opting new members?

## ACTIVITIES FOR SENSITISATION MEETING

The following persons from the school could be present during the sensitization meeting:

1. Principal
2. Vice Principal
3. Administrative Staff
4. All Teachers
5. Head Boy / Girl
6. Student Leaders (Head boy and girl, prefects, presidents of different clubs, house captains, etc.)

### Issues to be discussed during the meeting:

1. Discussion on the potential hazards for the school can be made.
2. Thereafter various issues and action points with reference to (1) above can be discussed.
3. Dates for meetings on further follow up action, deadlines for completion of activities including preparation of evacuation plans / resource maps, training schedules etc can be set.

# 1.SCHOOL DISASTER MANAGEMENT COMMITTEE

## Suggested Composition:

1. Chairperson: Principal
2. Vice Principal, Heads of primary and middle sections
3. Education Officer / Deputy Education Officer for the zone
4. Parent Teacher Association President
5. 1-2 Parents (at least one lady)
6. 4 Students (Disaster Awareness Group Student Leader, Disaster Response Group Student Leader, Head Boy and Head Girl)
7. A Warden from Civil Defence
8. Administrative/Logistics Officer / Estate Manager from School Office
9. Resident Welfare Association representatives from the local community/  
Head Village Disaster Management Committee.
10. Local NGO representative
11. Market Trader Association representatives from local community
12. Local Doctor(s)
13. Others (NCC, NSS, Scouts and Guides, Nehru Yuva Kendra Sangathan, etc.)

Where possible, the following can also be associated with the Committee:

1. Representative of Relief / Revenue / Disaster Management Department / District Administration/P.W.D./P.W.D.(B) engineer
2. Representative of the Fire Services (from Closest Fire Station)
3. Representative of Police (from Closest Police Station)
4. Representative of Health Department

**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.

## Roles and Responsibilities

1. Maintaining liaison with the local administration/Village Disaster Management Committee regarding Disaster Management.
2. Hold meeting for working out the School's strategy for Disaster Preparedness.
3. Identification of the Master Trainers who would take training imparted by the District Disaster Management Committee.
4. Ensure training of teachers and students in the school by the Master Trainers.
5. **Preparation of the School Disaster Management Plan** through identifying hazards like earthquake, landslide, fires, floods, cyclones etc, look into **structural safety requirements of the school** for various hazards (earthquake, fire, floods, cyclone, etc.), assessment of the vulnerability of the school, and explore remedial measures to be taken and **regular updating**. Guidelines on how the activities related to Hazard Identification and Safety Assessment can be done are given below.
6. Conduct of **Mock Drills** twice a year and evaluation of the Plan thereafter.
7. Mobilisation of **funds** for carrying out preparedness and mitigation measures in the school - through school funds, corporate sectors, civil societies,
8. Establish linkages with various departments and organizations working in the field of disaster management.
9. **Coordinate** the functioning of Groups and Teams during a disaster.
10. Media management.
11. **Mobilising relief and any external support** in case necessary for those who have taken shelter in the school (children and if outsiders)
12. **Identification** of separate **shelter** places for school children and for outsiders too as necessitated.
13. Support villagers in preparing their Village Disaster Management Plan/Community Contingency Plan(CCP)

The major activities that the SDMC will have to undertake are as follows:

1. Identification of Hazards and Safety and Vulnerability Assessment.
2. Development of the School Safety Plan including preparation of the school map, floor plans, organization charts, details of children and their guardians, creation of an inventory of both the school's resources and the local resources.

## **HAZARD IDENTIFICATION AND SAFETY ASSESSMENT:**

a) **Assessment of Existing Hazards:** Structural safety of the building needs to be assessed with regard to its vulnerability from hazards like earthquakes, cyclones, floods and fire. The school authorities need to contact their architect/engineer or the nearest local disaster management authority / district administration, for guidance in getting their building assessed.

b) **Identification of Potential non-structural hazards:** Frequently occurring hazards will be identified in the plan. A period of 20-25 years can be taken into account. Based on the hazard assessment, the members of the SDMC will prepare the School Disaster Management Plan. It should include a description of the school's location and can include details on whether the school is located in an urban / rural, a residential or industrial environment.

Hazard assessments, both within the school and outside the school can be carried out by students under the guidance of a teacher, by taking a walk. The teacher can walk the class through the designated evacuation route(s) to the appointed reception area(s) outdoors. Students can make mental notes of other things that may become hazardous in the event of an earthquake, as they go along. An illustrative list of such hazards is given in **Annexure IV**:

On returning to the classroom, discussions can be held with the students on probable ways to reduce the hazards, and / or how they could cope with them if it happened. The seasonality of hazards shall also be listed so that the school 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.

## POINTS TO REMEMBER WHILE CO-ORDINATING A SURVEY

1. Different classes can take up responsibility to do the survey of the building, grounds and rooms.
2. A coordination committee consisting of teachers and head boy, girl, sports prefects etc collect and collate the information.
3. Information regarding the areas that would cause problems in an earthquake, flood, cyclone, or fire are identified and put up on a notice board.

## INVENTORY OF RESOURCES

The following resources available in the school need to be listed:

1. Skilled human resources (teachers and students having a knowledge on First Aid, Rescue and Evacuation).
2. 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.
3. Inventory of nearest available critical resources.
4. Resources present within the locality (please refer to Village Disaster Management Plan(VDMP)/Community Contingency Plan (CCP) to be assessed and recorded for easy referencing along with the details - name, address and telephone number of say the Hospitals near the school with details about the number of beds, doctors etc.

Apart from the above, a detailed survey of the physical location and demographic details of the school building and its surrounding environs should also be conducted to assess needs. The information can later be shared with students. The following components need to be shown:

1. Number of class rooms in the school (Pacca, RCC, Tiled)
2. The staff room in the school
3. The laboratories in the schools (science, home science etc)
4. The play grounds or open spaces within the school premises
5. Resource mapping showing the resources available within the school.

6. A map showing nearest available critical resources is to be made e.g. hospitals, blood banks etc.
7. Vulnerability mapping and coping mechanisms showing the vulnerable areas of the school building. This would include:
  1. Number of children in each class (male, female, physically challenged) to be demarcated for each classroom.
  2. The vulnerable classrooms in the school.
  3. Taps (for drinking water).
  4. Main switchboard and the electrical wires.

## **BUILDING EVACUATION PLAN**

1. If the schools are on slopes of the mountain then vulnerability will be based on the soil condition.
2. Coping mechanisms for the hazards identified should be listed out.
3. The Evacuation Route Chart needs to be drawn and the safe places in the school where the children and staff members can take shelter need to be identified (accommodation strength).
4. 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.
5. Post the map at various points in the school mark the location on the map with "YOU ARE HERE" in bold red letters for better orientation regarding nearest exits and the evacuation routes.
6. Alternative exit routes need to be developed in case the main exits are damaged / not accessible.

## **2.DISASTER AWARENESS GROUP**

### **1. Awareness Generation Team**

#### **Suggested Composition**

1. Teacher covering Disaster Management subject
2. Art teacher / Crafts teacher / Drama teacher / Music teacher
3. 1-2 parents (preferably working in the print / electronic media / NGO)
4. Students active in the creative arts and public speaking.

## **Roles and Responsibilities:**

### **Pre-disaster**

1. Obtain IEC materials posters, pamphlets, simple tips on do's and don'ts in different disasters, street plays and "nukkad nataks".
2. Conduct awareness generation activities systematically in the whole school, targeting different classes and also staff and teachers.
3. Organise innovative activities and exercises for students and teachers on Disaster Management to ensure continuing interest on the issue during normal times.
4. The school can organize - Art Work: Posters, bulletin boards, exhibitions, wallpaper, cards, bookmarks, creative writing competitions Essays, Poetry, Slogans.
5. Organise demonstrations on fire safety, first aid, and search and rescue through linkages with Fire Brigade, Health officials and Civil Defence and Home Guards.
6. Assist in organisation of the Evacuation Drills for various hazards
7. 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**

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

### **Post Disaster**

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

## Materials Required

1. All the IEC materials available with the district administration and other authorities in the form of posters, pamphlets, films, etc. on disaster management.
2. Additional material will be developed by this team, like simple "Dos" and "Donts", street plays, posters, cartoon strips, songs, etc.

Apart from these, the team will require a map of the school, the Evacuation Plan, information on the number of classes and students, as well as employees, contact information of nearest fire station, civil defence warden(s), nearest medical facility.

## Training Requirements:

A thorough orientation on different aspects of Disaster Risk Management is needed.

## 3. Warning and Information Dissemination Team

### Suggested Composition:

1. Computer Teacher (or a teacher who is familiar with computers and surfing the internet)
2. Electronics teacher
3. Geography teacher
4. 1-2 parents (preferably working in IMD, CWC, Office of the District Magistrate, Police, etc.)
5. 4-6 students

The students in this team shall be from std. VIII to std. XII. The students from the junior classes can help in manning the Emergency Operations Centre (Control Room).

## Roles and Responsibilities

Various activities are necessary to be carried out by this group therefore it may be practical to have some separate roles identified for carrying out the responsibilities. In general however the members should be creative and have an inclination for art and culture. While developing the materials for awareness generation the cultural background of the area should be kept in mind. Both the rural and the urban community should be targeted.

### **Before Disaster**

1. 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.
2. Inform the school authorities of any impending hazardous situation
3. Post warning signs / flags of appropriate colour for different warning level at prominent and designated places in the school.
4. Disseminate the information to all the classrooms and teachers
5. Coordinate with the other teams and inform them about the latest weather / warning situation

### **During Disaster**

1. Duck, cover and hold at first sign of earthquake. Hold on to furniture legs if furniture moves. If outside, move away from buildings
2. Cross check the warning received from various sources
3. 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
4. In case of the school being used as a shelter, inform the shelter staff about the latest updates and weather reports.

### **After Disaster**

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

### **Materials Required**

1. Computer with Internet access and e-mail, telephone, fax machine, radio, television, mobile phone or whatever is available.
2. Siren (if possible).
3. Flags of different colours.
4. Battery operated radio and batteries

5. Contact information of various local authorities District Magistrate, police, fire services, health department, Red Cross, etc.

### **Training Requirements**

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

## **3. DISASTER RESPONSE GROUP**

Due to the varied nature of activities that this Group is responsible for, several teams may have to be formed for better preparedness. Members from the NCC, NSS, and Scouts and Guides of the school can be brought in.

### **1. Evacuation Team**

#### **Suggested Members**

1. All class teachers
2. Class monitors and Hall monitors
3. Prefects
4. Sports teachers
5. NCC, NSS, Scouts and Guides instructors
6. Civil Defence Trainer
7. Fire Service representative
8. 1-2 parents (preferably from the Armed / Paramilitary forces / Police / Fire Services / Civil Defence)
9. Able-bodied students

### **Roles and Responsibilities**

#### **Before Disaster**

1. Assist the Planning Committee in developing options in the event evacuation is required during inclement weather / fire.
2. Identify the open areas where the school can assemble after evacuation in an emergency
3. Check that Exit points are not blocked. Make sure there are no hazards present for evacuating to the designated area
4. Make sure that necessary supplies are accessible
5. Be prepared for special equipment needs for mobility-impaired students.

## **During Disaster**

1. Duck, cover and hold strong table at first sign of earthquake. Hold on to furniture if furniture moves. If outside, move away from buildings.
2. Evacuate in an orderly fashion as practiced in the drills

## **After Disaster**

1. Ensure that emergency assembly area is accessible and safe
2. Determine if any additional assistance is required for evacuation.
3. Take roll call and report group status.

## **Materials Required**

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

## **Training Requirement**

Training in evacuation procedures through local fire services

## **2. Site Safety Team**

### **Suggested Members**

1. School Estate Manager
2. School Security Staff
3. Local Police Station representative
4. 1-2 parents
5. Teacher (1)
6. Students (5)

## **Roles and Responsibilities**

### **Before Disaster**

1. 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.
2. 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**

1. Lock all external gates and doors, and secure buildings. (Note: Be sure locked doors can be opened from inside to prevent entrapment.)
2. 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.
3. Keep the Administrator (EOC) informed of activities. Release students according to pre-arranged policy.

## **Materials Required**

1. Map of facility / school
2. Evacuation Plan
3. Master keys
4. Signs to post and writing implements
5. Identification badge or armband

## **3. Search and Rescue Team**

### **Suggested Composition**

1. School Doctor
2. School Nurse
3. Civil Defence Volunteers
4. 1-2 parents (preferably from the Medical / Paramedical profession)
5. Students interested in health issues

## **Roles and Responsibilities**

### **Before Disaster**

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

### **During Disaster**

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

## **After Disaster**

1. According to pre-established pattern, check (visually, vocally, physically) every room in the building.
2. Report location of injured to First Aid Team.
3. Report location of other problems to SDMC.
4. Look for obvious structural problems/significant structural damage as sweep is made through the building(s)
5. Report any damage to the Deputy Commissioner in-charge District Control Room (EOC)

## **Materials Required**

A medical kit for the entire school

Classroom first aid kits

## **Training Required**

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

## **4. First Aid Team**

### **Suggested Members**

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

## **Roles and Responsibilities**

### **Before Disaster**

1. Make sure that first aid supplies are up to date and always complete
2. Keep emergency cards and health cards up-to-date
3. Ensure training for all new members and refresher training for existing members (every year) through the School Disaster Management Committee.
4. Participate in regular drills
5. 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.

## **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**

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

## **Materials Required**

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 / Red Cross / Health Department in basic first aid techniques and CPR (cardio-pulmonary resuscitation)

## **5. Fire Safety Team**

### **Suggested Members**

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

## **Roles and Responsibilities**

### **Before Disaster**

1. Make sure fire-fighting equipment (extinguishers, etc.) is in working order and that staff has received training in its use
2. 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
3. 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**

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

### **Materials Required**

1. Fire extinguishers
2. Hard hats, Gloves
3. 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

## **6. Bus Safety Team (for each bus)**

### **Suggested Members**

1. Teachers going in the respective buses
2. Student getting down on the last stop
3. One senior student

### **Roles and Responsibilities**

#### **Before Disaster**

1. Know school policy for procedures in the event a damaging earthquake occurs while buses with students are enroute to or from school.
2. Assist SDMC in providing 2-way radio communications capability between buses and school Administrators.

3. Carry emergency cards with information on contact numbers for the school EOC, and important district contact numbers (district administration, police, fire, medical, etc.)
4. Take First Aid Training.
5. Develop plans to assist special needs students.

### **During disaster**

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

### **After Disaster**

1. Assist any injured students providing First Aid as needed.
2. Establish communications with School EOC
3. Implement school policy for earthquake occurrence while students are enroute to or from school.
4. If condition of bus and transportation routes, allow movement of bus proceed cautiously.
5. 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.

### **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 / Red Cross

## **EARTHQUAKE CONSIDERATIONS FOR STUDENTS WITH SPECIAL NEEDS**

Students with diabetes, hypertension or any other disease requiring 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. What could be a mere inconvenience for able-bodied students could become a major life threat to the students who have special needs.

The objective of this appendix is to illustrate the considerations that need to be made for students with special needs for earthquake preparedness, response and recovery planning. In some cases, such considerations could mean the difference between life and death.

### **BEFORE THE EARTHQUAKE**

1. Evacuation plans must provide for 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. Plans must also address assistance that will be provided to mentally retarded students during and after the earthquake.
2. 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.
3. 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.
4. 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.
5. Any power requirements for special sustaining equipment, if normal power is off for a long period of time, should be considered.
6. Assignments must be made to a staff member or a special team along with training for managing the special needs of these students.

7. 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.
8. 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 leave them out of the process.
9. Alarm systems for fire, etc. will benefit more if they incorporate both audible and visual elements. The hearing impaired and deaf students would be best alerted by flashing light alarms.
10. Emergency back-up lighting systems, especially in stairwells and other dark areas would benefit those students with limited visual acuity.
11. 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.
12. Hearing impaired students should practice some basic hand signals with the teachers and other students for emergency communication.
13. 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.
14. 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.
15. 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.

**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 and able-bodied partners should implement special duck and cover actions. Eg. 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

1. 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.
2. 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.
3. In total darkness, sight impaired or blind students may be more capable of guiding sighted students and staff.
4. 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.
5. Any special medications, supplies and equipment for the special needs students must be transported with them during evacuation.
6. If evacuation from school area is called for, utilize special transportation arrangements.
7. 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.
8. Re-establish special power requirements for the equipment of special needs students as soon as possible.
9. Rescue of special needs students should be accomplished utilizing special techniques as practiced.

## ILLUSTRATIVE LIST OF POTENTIAL HAZARDS

### Inside

1. Power failure (is there emergency lighting?)
2. Halls or stairways cluttered with debris from ceiling tiles or plaster from walls
3. Halls blocked by fallen lockers or cabinets
4. Smoke in the hallway
5. Exit doors and windows that jam and will not open
6. Bricks, glass and debris piled up, outside electrical wires on the ground
7. Suspended ceilings, Pendant light fixtures
8. Large windows - either exterior or interior - not protected against shattering.
9. Tall bookcases or cabinets that may topple because they are not bolted to the wall.
10. Classroom equipment such as T.V., VCR's, Stereos and Slide projector.
11. Areas where flammable liquids are stored
12. Chemistry Labs: the bottles used for storing the chemicals are not secured or protected against shattering

### Outside

Potential hazards outside the school include:

1. Power lines,
2. Trees,
3. Areas near buildings that may have debris fall on them; parapets, roof tiles, chimneys, glass etc., routes past concrete block walls, covered walkways,
4. Areas near chain link fences (which can be an electric shock hazard if touched by live wires.)

### **DOs & DON'Ts on Storm/Cyclone**

- Keep the valuables in a safe place
- Arrange transistor radio, torch, battery, candle, match box, water purifying tablets
- Insure house and house hold articles
- Move the cattle to a safe place with ample fodder & drinking water
- Listen to radio for detail and latest news warning on cyclone/storm
- Store dry food, drinking water and fuel at safe place when there is a warning
- Store or secure loose boards, corrugated iron, unused tins or anything else that could become dangerous during strong winds.
- Strong wind can break windows and doors and so keep them secured
- Move to the nearest identified safe shelter/place as per the village plan
- Don't move outside during heavy storm/cyclone
- Don't create and believe in rumors
- Don't take medicines with date expired & all medicine empty stomach, Always consult ANM, First Aid Team of your village before taking any medicines

### **DOs & DON'Ts on Flood**

- Move to the safer place or high lands with dry food /baby food/ and potable water on receipt of warning
- Valuable house hold articles/documents etc to be tied to a high roof or counseled with polythene in deep under ground for safety. Insure and house hold articles
- Move the cattle to a safe place/high land with ample fodder & drinking water

- Listen to radio for detail and latest news warning on flood
- Turn off all the electrical systems and equipments
- Disinfect the drinking water before use and keep the food covered always
- Beware of snakes
- Don't venture out from the shelter/safe place. Don't mess up the living place
- Keep surrounding clean & hygienic
- Don't take stale food. Take dry food as far as possible.
- Don't create and believe in rumors

### **DOs & DON'Ts on Fire**

- Dial the nearest Police Control Room or Fire Station the moment fire breaks out. Inform District Control Room as well. Always remember their phone numbers or you may indicate it in a calendar or on wall where all the family members can see
- Never allow children to handle match- box/lighter
- Don't run if your dress catches fire. Roll on the floor and try to putout the fire
- Don't wear synthetic dress/sarees while cooking
- Don't dry twigs, hay, kerosene etc, by the hearth/dpei/chankol
- Put the hearth completely out when cooking is done
- Switch off the cylinder valve when not in use and/or follow all instructions for using gas cylinder/stove.
- Cling to the floor to escape from smoke and fire
- Don't throw a burning cigarette/ biri here and there
- Rescue team must know where to get buckets, water, sand, long bamboo etc to extinguish fire.

## **Earthquakes: Preparedness**

Earthquake strike suddenly, violently and without warning. Identifying potential hazards ahead of time and advance planning can reduce the dangers of serious injury or loss of life from an earthquake.

### **Before: Checks for Hazards in the home.**

- \* Fasten selves securely to walls.
- \* Place large or heavy objects on lower shelves.
- \* Store breakable items such as glass, and china in low, closed, cabinets with latches.
- \* Hang heavy items such as pictures and mirrors away from beds and anywhere people sit.
- \* Brace overhead light fixtures.
- \* Repair defective electrical wiring and leaky gas connections. These are potential fire risks.
- \* Secure a water heater by strapping it to the wall studs and bolting it to the floor.
- \* Repair any deep cracks in ceilings or foundations -
- \* Get expert advice if there are signs of structural defects.
- \* Store weed killers, pesticides, and flammable products securely in closed cabinets with latches and on bottom shelves

### **Identify safe places in each room.**

- \* Under sturdy furniture such as a heavy desk or table. .
- \* Against and inside wall.
- \* Away from where glass could shatter around windows, mirrors, pictures, or where heavy bookcases or other heavy furniture could fall over.

### **Locate safe places outdoors**

In the open, away from buildings, trees, telephone and electrical lines, overpasses, or elevated expressways.

- \* Make sure all family members know how to respond after an earthquake.
- \* Teach all family members how and when to turn off gas, electricity, and water.
- \* Teach children how and when to call police or fire department and which radio station to tune to for emergency information.

### **Have Disaster Supplies on Hand**

- \* Flashlight and extra batteries,
- \* Portable battery-operated radio and extra batteries.
- \* First aid kit and manual
- \* Emergency food and water
- \* Essential medicines
- \* Cash
- \* Sturdy shoes

### **Develop an Emergency Communication Plan**

In case family members are separated from one another during an earthquake (a real possibility during the day when adults are at work and children are at school), develop a plan for reuniting after the disaster.

Ask an out-of-state relative or friend to serve as the "family contact". After a disaster, it's often easier to call long distance. Make sure everyone in the family knows the name, address, and phone number of the contact person.

### **During: If Indoors**

- \* Take cover under a piece of heavy furniture or against an inside wall and hold on.
- \* Stay inside.
- \* The most dangerous thing to do during the shaking of an earthquake is to try to leave the building because objects can fall on you.

### **If Outdoors**

- \* Move into the open, away from buildings, street lights, and utility wires.

- \* Once in the open, stay there until the shaking stops.

### **If in a Moving vehicle**

- \* Stop quickly and stay in the vehicle.
- \* Move to a clear area away from buildings, trees, overpasses, or utility wires.
- \* Once the shaking has stopped, proceed with caution. Avoid bridges or ramps that might have been damaged by the quake.

### **Pets after an Earthquake**

- \* The behaviour of pets may change dramatically after an earthquake. Normally quite and friendly cats and dogs may become aggressive or defensive. Watch animals closely. Leash dogs and place them in a fenced yard.
- \* Pets may not be allowed into shelters for health and space reasons.
- \* Prepare an emergency pen for pets in the home that includes a 3- day supply of dry food and a large container of water.

### **Be prepared for Aftershocks**

Although smaller than the main shock aftershocks cause additional damage and may bring weakened structure down. Aftershocks can occur in the first hours, days, weeks, or even months after the quake.

### **Help Injured or trapped Persons**

- \* Give first aid where appropriate. Do not move seriously injured persons- unless they are in immediate danger of further injury. Call for help.
- \* Listen to a battery-operated radio or television for the latest emergency information.
- \* Remember to help your neighbours who may require special assistance- infants, the elderly and people with disabilities.
- \* Stay out of damaged buildings. Return home only when authorities say it is safe.

- Use the telephone only for emergency calls.
- Clean up spilled medicines, bleaches or gasoline or other flammable liquids immediately. Leave the area if you smell gas or fumes or other chemicals.
- Open closet and cupboard doors cautiously.
- Inspect the entire length of chimneys carefully for damage. Unnoticed damage could lead to a fire.

### **Inspecting Utilities in a Damaged Home.**

- Check for gas leaks if you smell gas or hear blowing or hissing noise, open a window and quickly leave the building.
- Look for electrical system damage if you see sparks or broken or frayed wires, or if you smell hot insulation, turn off the electricity at the main fuse box or circuit breaker.
- Check for sewage and water lines damage. If you suspect sewage lines are damaged, avoid using the toilets and call a plumber. If water pipes are damaged contact the Water Company (Jal Sansthan Jal Nigam) and avoid using water from the tap. You can also obtain safe water by melting ice cubes.

Many people die in buildings that collapse in a disaster. In earthquakes, up to 80% are killed by falling buildings. Brick buildings without a concrete frame are often dangerous in an earthquake. Wooden houses need to be strapped to their foundations so that they don't blow away in hurricane winds. Improving construction methods is usually effective in reducing casualties, and can be done at low cost.

PLEASE USE THE FOLLOWING FORMAT  
WHILE PREPARING YOUR SCHOOL DISASTER  
MANAGEMENT PLAN

Format for School Disaster Management Plan

COVER PAGE

FOREWARD

PREFACE

Contents

**CHAPTER – I-School Disaster Risk Management Plan: Introduction**

- Aims & Objectives
- Disaster overview ( Types of disaster & its possible impacts on Students, Teachers and infrastructures)

**CHAPTER – II Overview of the School**

- Name of the School, It's History
- Location, Address
- Type of School /Infrastructures
- Strength of Teachers and Students
- Distance from the Block Headquarter
- Distance from the District Headquarter
- Transport and Communication Networks
- How close/far to the basic amenities or emergency support agencies etc

**History of Disasters & Risk Analysis****ANNEXURES**

Sl. No.	Type of Hazard	Year of occurrences	Students	Impact on			
				Teachers	School Building	Infra-structure	How safe is the school building
1.	Earthquake						
2.	Fire						
3.	Flood						
4.	Landslide						
5.	Others						

● Seasonality of Hazards ( PI use ↔/\*\*/ ♣ symbol to indicate the months)

Type of Hazard	Jan-March	April- June	July- Sept	Oct-Dec
Earthquake				
Fire				
Flood				
Landslide				
Others				

## ● Risk &amp; Vulnerability Assessment

Sl.No.	Risk Groups	Names
1.	Disabled Students	( PI keep the names in Annexure )
2.	Disabled Teachers	do
3.	Students staying in Hostel	do
4.	Vulnerable Teaching & Non-Teaching Staff ( Old/Sick)	do
5.	Students/Teachers having chronic disease	do
6.	Any other	do

## Resource Inventory/Capability Analysis

Sl. No.	Type of resources	Details	Remarks
1.	Type of School Building		
2.	Telephone Connection		
3.	Vehicle		
4.	First Aid Kit		
5.	Fire Extinguisher		
6.	TV/Radio/Wireless		
7.	Petromax & other lighting equipment		
8.	Generator		
9.	Play ground/ Open spaces		
10.	Drinking Water Sources		
11.	Storage facilities		
12.	<b>No. of Rooms</b>	<b>Total:-</b>	
13.	No. of Classrooms		
14.	No. of rooms other than classrooms		
15.	No of rooms retrofitted		
16.	Temporary Shelter (Polythene sheet, X Tarpaulin etc)		
17.	Debris cleaning equipment		
18.	<b>No. of Staffs</b>		
19.	No. of trained teaching staffs		
20.	No. of trained non- teaching staffs		
21.	<b>No. of students</b>		
22.	Primary Section ( Trained in S&R/FA etc)		
23.	Secondary Section (do)		
24.	Higher Secondary Section ( do)		
25.	Any Other		

### Mitigation (Both Short & Long Term)

- Infrastructure Development
- Promoting Awareness and Education Activities
- Demonstrating Disaster Risk Management
- Training and Capacity Building
- Annual Safety Assessment
- Insurance
- Integration & Linkages

### School Response Plan

#### School Disaster Management Team

Name	Address	Contact No.	
		<u>Residence</u>	<u>Mobile</u>

- Role & Responsibilities
- Materials Required/Check List etc

#### Awareness Generation Team

Name	Address	Contact No.	
		<u>Residence</u>	<u>Mobile</u>

- Role & Responsibilities
- Materials Required/Check List etc

Warning & Information Dissemination Team

Name	Address	Contact No.
		<u>Residence</u> <u>Mobile</u>

- Role & Responsibilities
- Materials Required/Check List etc

Evacuation Team

Name	Address	Contact No.
		<u>Residence</u> <u>Mobile</u>

- Role & Responsibilities
- Materials Required/Check List etc

Search & Rescue Team

Name	Address	Contact No.
		<u>Residence</u> <u>Mobile</u>

- Role & Responsibilities
- Materials Required/Check List etc

First Aid Team

Name	Address	Contact No.
		<u>Residence</u> <u>Mobile</u>

- Role & Responsibilities
- Materials Required/Check List etc

Water & Sanitation Team

Name	Address	Contact No.
		<u>Residence</u> <u>Mobile</u>

● Role & Responsibilities

■ Materials Required/Check List etc

Shelter Management Team

Name	Address	Contact No.
		<u>Residence</u> <u>Mobile</u>

● Role & Responsibilities

■ Materials Required/Check List etc

Trauma Counseling Team

Name	Address	Contact No.
		<u>Residence</u> <u>Mobile</u>

● Role & Responsibilities

■ Materials Required/Check List etc

Site Safety Team

Name	Address	Contact No.
		<u>Residence</u> <u>Mobile</u>

● Role & Responsibilities

■ Materials Required/Check List etc

Fire Safety Team

Name	Address	Contact No.
		<u>Residence</u> <u>Mobile</u>

- Role & Responsibilities
- Materials Required/Check List etc

Bus Safety Team

Name	Address	Contact No.
		<u>Residence</u> <u>Mobile</u>

- Role & Responsibilities
- Materials Required/Check List etc
- Any Other Teams (if required)
- Earthquake considerations for students with special needs
- DOs & DON'Ts on various hazards
- Lessons Learnt



## **CHAPTER – VII**

## **Annexure**

School Disaster Management Committee	Annexure-
Important Name and Phone Numbers	Annexure-
Trained Teaching/Non-Teaching staff (FA/S&R)	Annexure-
Trained Students (FA/S&R)	Annexure-
Weak and Vulnerable Buildings/Rooms	Annexure-
List of potential hazards both inside & outside of school premises	Annexure-
List of Disabled Teachers/Students	Annexure-
Students/staff staying in Hostel	Annexure-
Vulnerable Teaching & Non-Teaching Staff (Old/Sick)	Annexure-
Students/Teachers having chronic disease	Annexure-
Any other	Annexure-

## **CHAPTER – VIII**

## **Maps**

- School Map
- Building Floor Plans Map
- Evacuation Routes
- Alternate Route
- Any Other

Printed at *Eastern Panorama Offset* Keating Road, Shillong - 1