

Standard Operating Procedures and Safety Rules for Students

Save the Children

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ACTIVITY 1: Learn and adapt STANDARD OPERATING PROCEDURES AND SAFETY RULES for emergencies and disasters.

Standard operating procedures for emergencies and disasters depend on the hazard, and can and should be customized to your unique circumstances. These are built around six basic emergency procedures detailed below:

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

It is important for staff to have a strong understanding of these procedures. You will need to think through how these will work and what adaptations are needed for your schools.

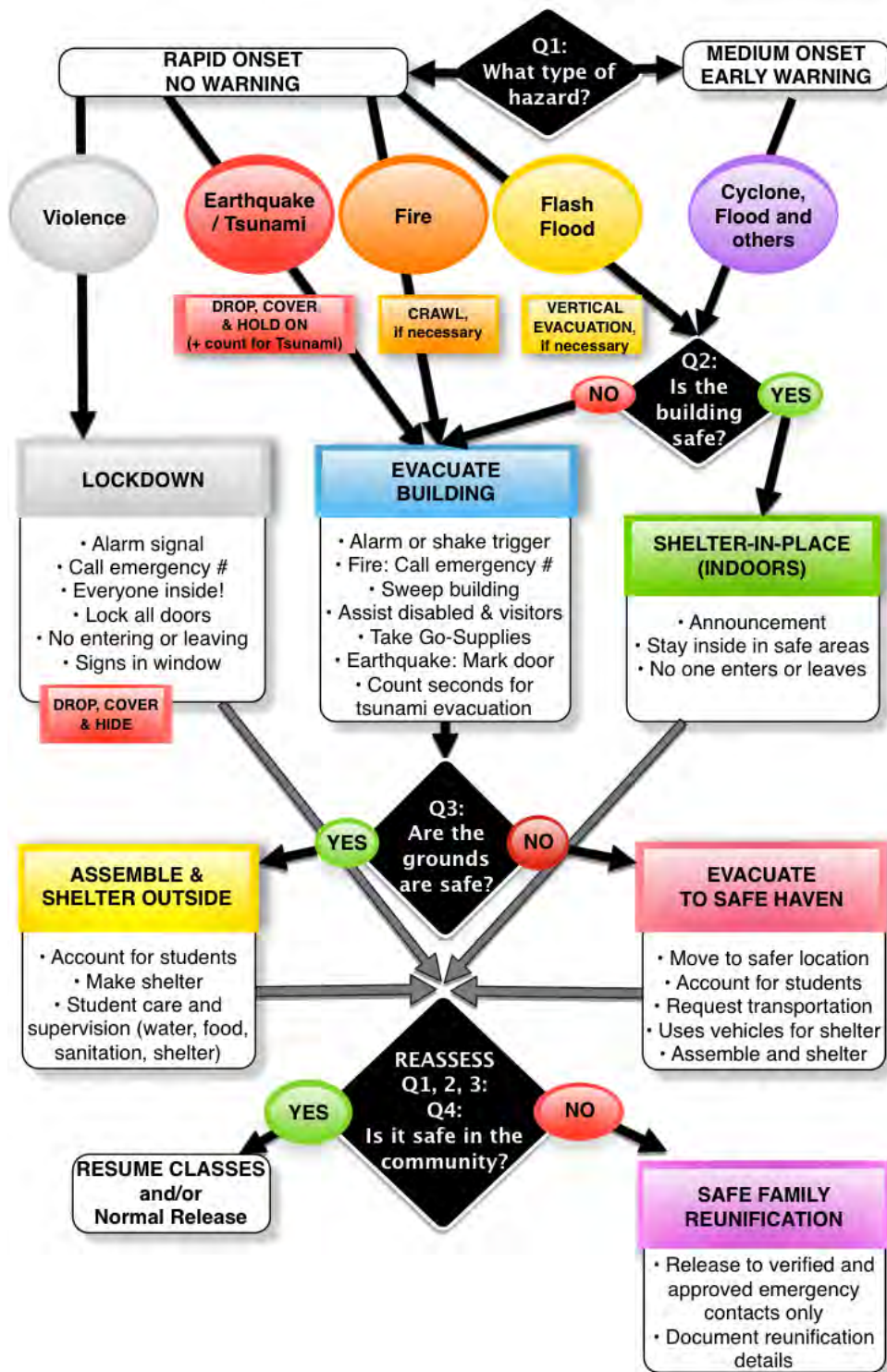
You will also be teaching these rules to your students. A simplified version is provided for each classroom, emphasizing student responsibilities. (Safety Rules for Students).

If you have any students or staff with individual functional or access needs, or disabilities, it is important to discuss with them what adaptations and support will be needed to make sure that they too will be safe. If any individual will need the help of those around them, it is important that *everyone* knows how to help that person (rather than one designated person) when the time comes.

If you have any early childhood education programs and early primary school classes, you will need to think through, talk, through, and practice adaptations for younger children. For individuals that cannot walk, you may need wagons, cots, or something with wheels. For small children that need to stay together, be sure to teach them how to stay together by holding on to a special rope with a loop on it for each child to hold on to.

The Emergency SoPs Decision Tree can be used to help any staff member assess a situation quickly, and use the correct procedure. Details of how to use the tree, and each procedure are explained following the tree.

EMERGENCY STANDARD OPERATING PROCEDURES DECISION TREE



The **Emergency Procedures Decision-Tree** illustrates the different circumstances that lead to these six basic procedures.

Question #1 – Is there any warning before the hazard impact? Is the hazard rapid-onset, without warning (such as acts of violence, earthquake, fire). If so, are you ready to react automatically with the appropriate standard operating procedure? If the hazard has a slow or medium-onset (such as floods, cyclone, winter storms, etc.), what kind of early warning information will you have? Has the system been tested? Will you have enough time to close school and use normal student-release procedures to safely reunite all children with their families? If not, for some it will be treated like a rapid onset hazard.

Question #2: Is the building safe? The second question is whether the building is safe. If the building is unsafe then **Building Evacuation** should be immediately triggered. In the case of rapid onset hazards such as fire and strong earthquake, the building must be assumed to be unsafe, and therefore cautious building evacuation should be *automatically* triggered. (Note that during earthquake shaking, everyone should “*drop, cover and hold on*” and that evacuation should only begin once the shaking has stopped.) In other situations a rapid assessment can be made before evacuation announced by a school wide alarm sound. If the building is safe then the students and staff should be instructed to **Shelter-in-Place**. **Reverse Evacuation** is practiced for orderly return from assembly area back into classrooms, to Shelter-in-Place.

Question #3: Are the school grounds safe? If school grounds are safe then **Assemble and Shelter Outside** is the procedure. If school grounds are known to be unsafe (eg. in coastal area with tsunami risk) then automatic **Evacuation to Safe Haven** should take place. A rapid assessment (eg. of hazardous materials, fallen power lines, pipeline ruptures) will help decide between these two options.

In all cases, following assembly, reassessment should take place periodically and one of these actions maintained. In the case of real disasters and emergencies incidents, **Safe Family Reunification** procedures should be initiated, ensuring that students are returned directly and only to the care of parents/guardians or their pre-designated emergency contacts, and each reunion documented. Students should remain cared for and supervised until the last student is reunited and the *All Clear* is given by the incident commander (explained in the next section). In the case of drills and small events a **Reverse Evacuation** may be practiced to return to class, prior to ‘*All Clear*’ instruction and resumption of classes.

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

SOP: BUILDING EVACUATION

Purpose: To protect students and staff in case of fire or other hazards in the building.

First person to verify the danger: Sound the unmistakable building evacuation/fire alarm sound.

Administration: Activate standardized emergency response system, as needed. Maintain communication. Announce 'All Clear' when emergency ends.

Staff:

1. Remind students of Building Evacuation Rules: *Don't talk. Don't run. Don't push. Don't go back.* (Be sure young children are practiced in holding on to a looped handle on evacuation rope).
2. Close doors and windows.
3. Position one teacher at head and one at the back of two classes.
4. Take Classroom 'Go-Bag' (or bucket), Emergency Clipboard or Notebook, and bag with Student Comfort Kits.
5. Check safety of the route.
6. Lead students to regular places to *Assemble and Shelter Outside*.
7. If, and when conditions are safe, lead *Reverse Evacuation* back to classrooms, following same rules.

Students:

Follow rules and instructions and help out.



BUILDING EVACUATION RULES:

Don't talk - so you can hear the teacher

Don't run - so you don't get hurt

Don't push - so no one else gets hurt

Don't go back - so you stay safe



SOP: ASSEMBLE AND SHELTER OUTSIDE

Purpose: To protect students and staff and provide for their comfort until everyone can be safely reunified with their families.

Administration: Activate Incident Command System with any functions needed (Operations: search and rescue, first aid, student supervision, safe family reunification. Logistics: water and food, shelter, sanitation). Involve adult volunteers and capable students.

Staff:

1. Remind students to follow instructions for building evacuation: "Don't Talk. Don't Push. Don't Run. Don't Turn Back." Students should exit with buddies in twos.
2. Check that students or staffs needing special assistance have it.
3. Take your Classroom Provisions (see classroom provision checklist)
4. Evacuate with one adult in the front to check that the evacuation route is clear and a responsible student monitor or teacher should be at the rear of the group, seeing that

everyone is together. (This can be done with 2 classrooms with first teacher at front and second at the back).

5. Lead students to their seats in the emergency assembly area and take student roll.
6. Remind students about student-release procedures and their purpose to keep them safe.
7. Teachers are to remain with their class at all times. Students must remain seated together as a class. Keep students quiet for announcements.'

Students:

Go to the designated assembly area for your class. Sit in places, occupied quietly. Be prepared to help with water and food, shelter and sanitation, as requested. Wait to follow *Safe Family Reunification* procedures.

SOP: EVACUATE TO A SAFE HAVEN



Purpose: To protect students and staff in case of hazards in the school environment.

Administration: Schools that face known risks such as flooding, landslide, debris flow, or schools that do not have a safe assembly area on-site, should arrange and prepare alternate safe assembly site and evacuation routes ahead of time. Inform parents of this alternate site. Lead immediate evacuation to previously identified safe haven. Take office Evacuation Supplies box.

Staff:

1. Position one teacher at head and one at the back.
2. Take Classroom 'Go-Bags' (or bucket), Emergency Clipboards or Notebook, and bag with Student Comfort Kits.
3. Check safety of the route. Include any students on the way, in the group.
4. Lead students to the safe haven and take student roll.
5. If conditions are safe, lead **Reverse Evacuation back** to classrooms, following same rules.

Students:

Use buddy system. Stay together. Move quickly and quietly. At the safe haven, follow instructions to Assemble and Shelter Outside.

SOP: SHELTER-IN-PLACE INDOORS

Purpose: To protect students and staff when there are dangers outside of school (eg. severe weather or flooding) and provide for their comfort until everyone can be safely reunified with their families. Shelter-in-place is appropriate when evacuation is not necessary, or when there is not time to evacuate.

School Administration: Announce to stay in or return to indoor shelter areas. Monitor and provide information updates and instruction. Announce "all clear" when emergency has ended.

Staff:

1. Close doors and windows, as appropriate.
2. Take attendance
3. Monitor and provide updates and instructions as available. (Stay off phones which are needed for emergency communications.)
4. Supervise students indoors with schedule for learning, recreation, eating and sleeping
5. Create private area for toilet using bucket/plastic bags.
6. Allow students to help.

Students: Stay in your classroom. Participate in activities and help out.



SOP: LOCKDOWN



Purpose: To protect students and staff from violent intrusion or threat of violence.

School Administration: Use a unique loud siren or alarm (*NOT fire alarm!*) to signal immediate lockdown. Monitor situation and reassess. Be prepared to transfer command to police or public safety authorities.

Provide All Clear when it is safe to do so. Following incident inform students and parents and provide time for review and discussion.

Staff:

1. Warn others to take immediate shelter.
2. Gather students inside in secure area away from threat.
3. Close and lock doors. Move furniture to block access from threat.
4. Have everyone drop and cover behind furniture, and be as small a target as possible.
5. Turn off lights, and radios and silence cell phones.
6. Stay out of sight away from doors and windows.
7. Make sure everyone stays calm and very quiet.



Students: Help to block doors with furniture. Stay quiet and follow teacher instructions. Hide, drop and cover.

SOP: SAFE FAMILY REUNIFICATION PROCEDURE

Purpose: To ensure that students and families are safely reunited in case of emergency or disaster. Students under the age of 16 are not permitted to leave school or safe haven except in the company of an adult approved in advance by parent or guardian.

Parents and School Administration: Parents provide school with updated list of *emergency contacts* with permission to pick up student any time. In the event of emergency or disaster, students will only be released to person on this list or authorized by persons on this list.

Staff:

1. Make sure that both students and parents are familiar with student release procedures for emergencies and disasters.
2. Verify identity and ensure that students are released only to persons listed in the **Student Emergency Release Contact Information**
3. Keep record of this using a Sign-out Log or **Student-Family Reunification Form (Permit to Release Child)** for anyone who may come later.
4. Use these procedures any time that normal procedures might be unsafe.

Students: Be patient and follow safe family reunification procedures. Do not leave with anyone except those approved in advance by your parent or guardian.



SOPS: HAZARD SPECIFIC RESPONSE RULES

FIRE SAFETY RULES:



IF YOU HEAR A FIRE ALARM, SEE FIRE OR SMELL SMOKE:
Treat as a real emergency. Follow building evacuation procedures. Never open a closed door without checking first for heat. Do not open a hot door.

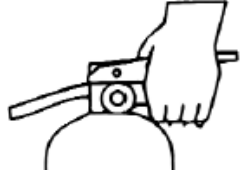
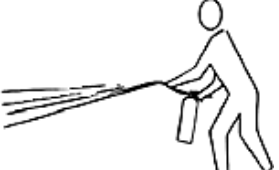
IF YOU SEE A FIRE: Put out small fires with fire extinguisher or cover source of fuel with blanket. For modern fire extinguisher use, remember “P.A.S.S.”: **P**ull safety pin from handle. **A**im at base of the flame. **S**queeze the trigger handle. **S**weep from side to side at the base of the flame. Shut off source of fuel if safe to do so (eg. gas).

Activate fire alarm. Alert others. Call emergency telephone number and report location of fire. Evacuate building. Close doors and windows.



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

If you have an ABC fire extinguisher:

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



IF YOU ARE CAUGHT IN SMOKE:

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



IF YOU ARE TRAPPED IN A ROOM BY FIRE:

Block smoke from entering with damp cloth, under door. Retreat closing as many doors as possible. Signal and phone your location.



IF YOU ARE ON FIRE:

Stop where you are. Drop to ground. Roll over. If another person is on fire, push them down, roll them and/or cover with blanket, rug or coat: **STOP, DROP and ROLL.**



EARTHQUAKE RULES:

When you first feel the ground shaking, shout loudly: “Earthquake position: Drop, Cover & Hold On”. When the shaking is over, evacuate outdoors, away from the building.

The Earthquake Position

DROP to your knees, on the floor

COVER your head and neck

HOLD ON to your cover



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

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

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

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

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

FLOOD SAFETY RULES:



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

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

STORM SAFETY RULES:



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

WHEN THUNDER ROARS, GO INDOORS!

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



THE 30/30 RULE:

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

IF YOU ARE OUTDOORS:

Plan ahead. Know where you'll go if an unexpected thunderstorm develops. Monitor weather conditions and be prepared to take immediate action to get to a safe place before the thunderstorm arrives. If you are boating or swimming, get to land, get off the beach and find a safe place immediately. Stay away from water, which can conduct electricity from lightning. Go to safety in a permanent, closed structure, such as a reinforced building. If there are no reinforced structures, get into a car or bus, keeping windows closed. Keep your hands on your lap and feet off the floor. If you are in the woods, find an area protected by a low clump of trees. Never stand under a single, large tree in the open. As a last resort, go to a low-lying, open place. Stay away from tall things - trees, towers,

fences, telephone poles, power lines. Be aware of the potential for flooding in low-lying areas.

IN CASE OF HAILSTONES:

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

IF YOU SEE OR FEEL LIGHTENING:

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

THE LIGHTENING CROUCH

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



IF LIGHTENING STRIKES A PERSON:

Call for help. Get someone to dial your emergency number. A person who has been struck by lightning needs medical attention as quickly as possible. Give first aid. If the person has stopped breathing, begin rescue breathing (if you are properly trained). If the person's heart has stopped beating, someone trained in CPR should administer it. Look and care for other possible injuries and check for burns. Move the victim to a safer place.

Remember, people struck by lightning carry no electric charge, and they can be handled safely.

HAZARDOUS MATERIALS RULES:

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



CHEMICAL SPILLS OR SUSPICIOUS MATERIALS:

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

GAS LEAK:



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

EXPLOSION:

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

ACTIVITY 2. Practice **SCHOOL DRILLS** and reflect on them to improve.



School drills should be tailored to expected hazards. Every school should conduct at least 3 fire drills per year, and at least one full simulation drill. Schools in earthquake or flood prone areas should also practice for these hazards. Try them with different scenarios, at different times of the day. Try them when the school principal is there and when he or she is not there. The purpose of a drill is to prepare for the unexpected, so if you make it too easy, you won't learn how to adapt to the real situation. Drills should always be treated as 'the real thing'.

The objectives of a drill are that:

- Everyone is safe and accounted for (by name)
- The Emergency Decision-Tree guides periodic decision-making
- Students remain comfortable and supervised in the safe assembly area
- Students are safely reunified with their families
- Order prevails over chaos

This will mean realistically thinking through how long students may need to be cared for. You may need shelter, sanitation, water and food in addition to first aid.

Good drills are a learning process. They begin with advance preparation by staff, providing an opportunity to train students in classroom groups, remember procedures, and check on provisions. The simulation itself is an experiential learning opportunity. Following the drill, students can debrief with teachers in the classroom. The most important part of any drill is the discussion and the updated action plan that comes from the experience.



INJECTS: To make these realistic simulation drills, add your own "injects" by making 'new information' known during the drill. This provides challenges to better simulate the life situations that may occur. Eg. Secretly ask a couple of children to stay behind, pretending to be injured. See if they are identified as missing.

Use **School Drills – Sample Scenarios Form** to help you with your drill planning. Form A. Sample Drill Scenarios provides some initial scenarios for some different hazards. You can build on these or make your own.

Use **Drill Preparedness Checklists Form** to help you prepare yourselves, your students, and their parents.

ACTIVITY 3. Collect your emergency supplies

In case of the need for building or site evacuation, there are some key supplies that need to be ready to take with you. These same supplies will be needed if you have to shelter-in-place.

The **Administration Office 'Go-Box'** will have essential supplies for tracking students for safe family reunification, and for communication and safety.

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

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

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

Use **Emergency Provisions Checklists Form** as a guide for gathering your supplies. first aid kit contents should be appropriate to the size of your school. * See http://drrinsouthasia.net/downloads/Publications_Case_Studies/IFRC/First%20Aid%20Standard%20Criteria/Standard%20Criteria%20for%20First%20Aid%20kits%20-%20South%20Asia.pdf



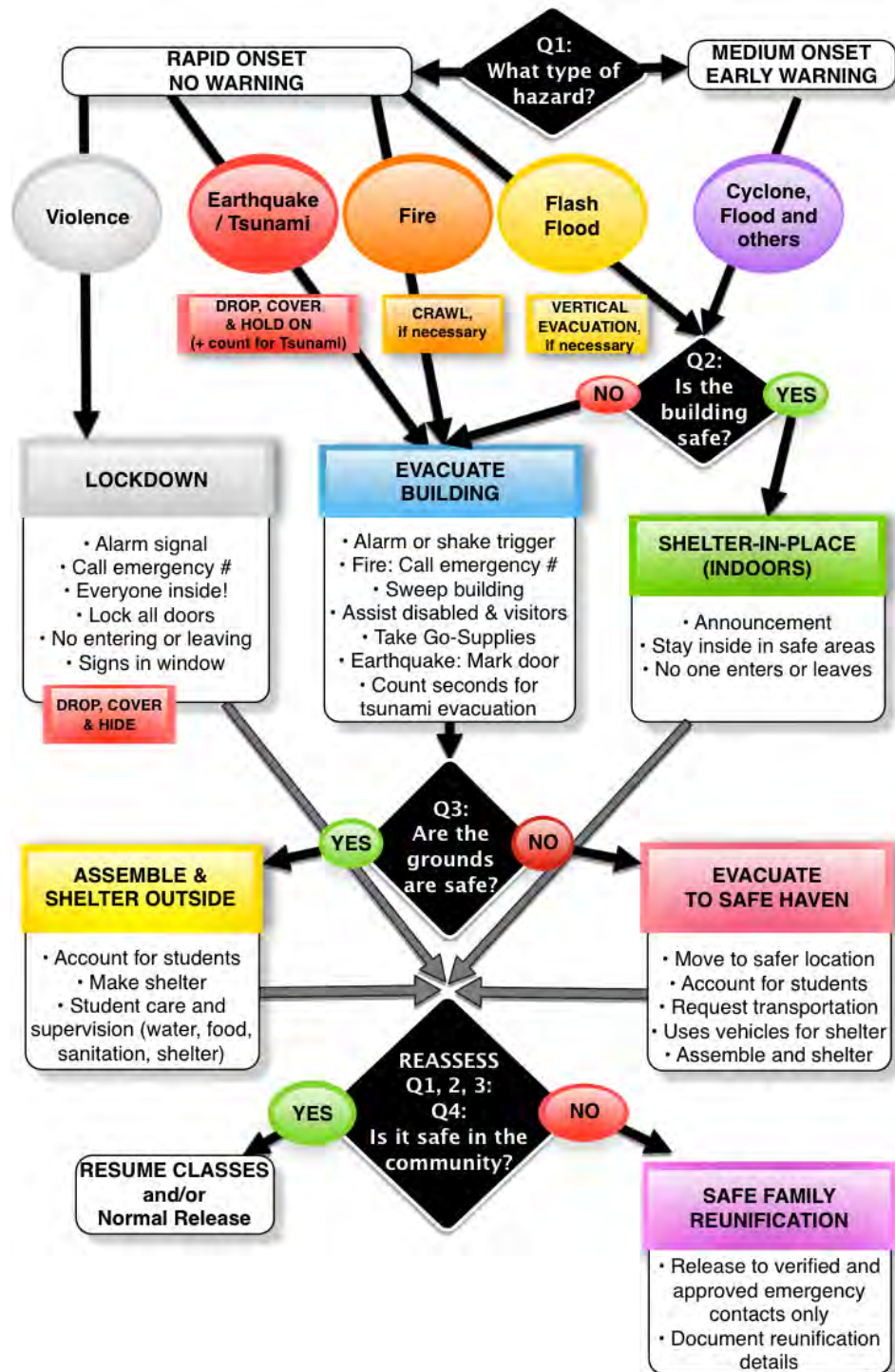
Classroom evacuation supplies



Early childhood classes evacuation rope with handles

FORMS

STANDARD OPERATION PROCEDURES FORM



SOP: BUILDING EVACUATION

Purpose: To protect students and staff in case of fire or other hazards in the building.

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Administration: Activate standardized emergency response system, as needed. Maintain communication. Announce 'All Clear' when emergency ends.

Staff:

1. Remind students of Building Evacuation Rules: *Don't talk. Don't run. Don't push. Don't go back.*
2. Close doors and windows.
3. Position one teacher at head and one at the back of two classes.
4. Take Classroom 'Go-Bag' (or bucket), Emergency Clipboard or Notebook, and bag with Student Comfort Kits.
5. Check safety of the route.
6. Lead students to regular places to *Assemble and Shelter Outside*.
7. If, and when conditions are safe, lead *Reverse Evacuation* back to classrooms, following same rules.

Students:

Follow rules and instructions and help out.



BUILDING EVACUATION RULES:

Don't talk - so you can hear the teacher

Don't run - so you don't get hurt

Don't push - so no one else gets hurt

Don't go back - so you stay safe

Are your exit routes clear, and marked? Any adaptations for your school?



SOP: ASSEMBLE AND SHELTER OUTSIDE

Purpose: To protect students and staff and provide for their comfort until everyone can be safely reunified with their families.

Administration: Activate Incident Command System with any functions needed (Operations: search and rescue, first aid, student supervision, safe family reunification. Logistics: water and food, shelter, sanitation). Involve adult volunteers and capable students.

Staff:

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2. Check that students or staffs needing special assistance have it.
3. Take your Classroom Provisions (see classroom provision checklist)
4. Evacuate with one adult in the front to check that the evacuation route is clear and a responsible student monitor or teacher should be at the rear of the group, seeing that everyone is together. (This can be done with 2 classrooms with first teacher at front and second at the back).
4. Lead students to their seats in the emergency assembly area and take student roll.
5. Remind students about student-release procedures and their purpose to keep them safe.
6. Teachers are to remain with their class at all times. Students must remain seated together as a class. Keep students quiet for announcements.'

Students:

Go to the designated assembly area for your class. Sit in places, occupied quietly. Be prepared to help with water and food, shelter and sanitation, as requested. Wait to follow *Safe Family Reunification* procedures.

Where is your assembly area? Does everyone know where to assemble in their class groups? Any adaptations for your school?

SOP: EVACUATE TO A SAFE HAVEN

Purpose: To protect students and staff in case of hazards in the school environment.

Administration: Schools that face known risks such as flooding, landslide, debris flow, or schools that do not have a safe assembly area on-site, should arrange and prepare alternate safe assembly site and evacuation routes ahead of time. Inform parents of this alternate site. Lead immediate evacuation to previously identified safe haven. Take office Evacuation Supplies box.

Staff:

1. Position one teacher at head and one at the back.
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3. Check safety of the route. Include any students on the way, in the group.
4. Lead students to the safe haven and take student roll.
5. If conditions are safe, lead **Reverse Evacuation back** to classrooms, following same rules.

Students:

Use buddy system. Stay together. Move quickly and quietly. At the safe haven, follow instructions to Assemble and Shelter Outside.

Where is your safe haven? Do you have needed supplies there? Any adaptations for your school?

SOP: SHELTER-IN-PLACE INDOORS

Purpose: To protect students and staff when there are dangers outside of school (eg. severe weather or flooding) and provide for their comfort until everyone can be safely reunified with their families. Shelter-in-place is appropriate when evacuation is not necessary, or when there is not time to evacuate.

School Administration: Announce to stay in or return to indoor shelter areas. Monitor and provide information updates and instruction. Announce "all clear" when emergency has ended.

Staff:

7. Close doors and windows, as appropriate.
8. Take attendance
9. Monitor and provide updates and instructions as available. (Stay off phones which are needed for emergency communications.
10. Supervise students indoors with schedule for learning, recreation, eating and sleeping
11. Create private area for toilet using bucket/plastic bags.
12. Allow students to help.

Students: Stay in your classroom. Participate in activities and help out.



Any adaptations for your school?



SOP: LOCKDOWN

Purpose: To protect students and staff from violent intrusion or threat of violence.

School Administration: Use a unique loud siren or alarm (*NOT fire alarm!*) to signal immediate lockdown. Monitor situation and reassess. Be prepared to transfer command to police or public safety authorities. Provide *All Clear* when it is safe to do so. Following incident inform students and parents and provide time for review and discussion.

Staff:

1. Warn others to take immediate shelter.
2. Gather students inside in secure area away from threat.
3. Close and lock doors. Move furniture to block access from threat.
4. Have everyone drop and cover behind furniture, and be as small a target as possible.
5. Turn off lights, and radios and silence cell phones.
6. Stay out of sight away from doors and windows.
7. Make sure everyone stays calm and very quiet.

Students: Help to block doors with furniture. Stay quiet and follow teacher instructions. Hide, drop and cover.

Any adaptations for your school?

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Purpose: To ensure that students and families are safely reunited in case of emergency or disaster. Students under the age of 16 are not permitted to leave school or safe haven except in the company of an adult approved in advance by parent or guardian.

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Staff:

1. Make sure that both students and parents are familiar with student release procedures for emergencies and disasters.
2. Verify identity and ensure that students are released only to persons listed on the [List of Emergency Contacts](#)
3. Keep record of this using [Student-Family Reunification Form \(Permit to Release Child\)](#) for anyone who may come later.
4. Use these procedures any time that normal procedures might be unsafe.

Students: Be patient and follow safe family reunification procedures. Do not leave with anyone except those approved in advance by your parent or guardian.



Do parents know the plan and requirements? Any adaptations for your school?



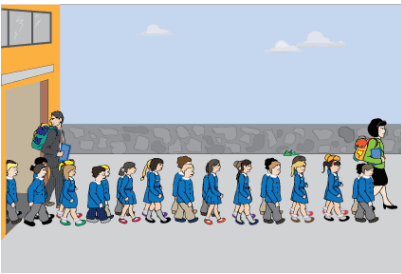
FORM #10. SAFETY RULES FOR STUDENTS

(For distribution to each classroom)

SOP: BUILDING EVACUATION RULES:



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



One adult at the front and one at the back. Check that exit is safe as you go. Exit with a buddy. Look to be sure everyone is with you. Move directly away from the building when exiting

SOP: ASSEMBLE AND SHELTER OUTSIDE



Go to the designated assembly area for your class. Sit in places, occupied quietly. Be prepared to help with water and food, shelter and sanitation, as requested. Wait to follow *Safe Family Reunification* procedures.

SOP: EVACUATE TO A SAFE HAVEN



Use buddy system. Stay together. Move quickly and quietly. At the safe haven, follow instructions to Assemble and Shelter Outside.

SOP: SHELTER-IN-PLACE INDOORS



Stay in your classroom. Participate in activities and help out.

SOP: LOCKDOWN



Help to block doors with furniture. Stay quiet and follow teacher instructions. Hide, drop and cover.

SOP: SAFE FAMILY REUNIFICATION PROCEDURE



Be patient and follow safe family reunification procedures. Do not leave with anyone except those approved in advance by your parent or guardian.

EARTHQUAKE SHAKING RULES:

When you feel the shaking, move away from things that can fall or slide.

DROP to your knees, on the floor

COVER your head and neck

HOLD ON to your cover

If in a wheelchair, Duck, Cover your head and neck and Hold on to your cover

In classrooms, the person closest to the door should open it fully. Anyone near an open flame should extinguish it.

If outdoors, avoid overhead hazards

If in a vehicle, stop and pull over in a safe place, and lie down on the seat.

After the shaking stops move outside to a *Assemble and Shelter Outside*.



TSUNAMI RULES:

IF YOU ARE IN A TSUNAMI RISK AREA: Start counting out loud, when you feel earthquake shaking begin. If the earthquake is *LONG* or *STRONG*, then evacuate immediately, away from water, to higher ground. Stay there until you are sure that all danger is past. Heed any early warning announcement received.

FIRE SAFETY RULES:

IF YOU SEE A FIRE:

If it is small, put it out with a blanket, a bucket of sand, or a fire extinguisher, by covering the fuel.

If it is as big as a bucket, sound the alarm, close doors and windows, and get out!



IF YOU ARE CAUGHT IN SMOKE:

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



IF YOU ARE TRAPPED IN A ROOM BY FIRE:

Block smoke from entering with damp cloth, under door. Retreat closing as many doors as possible. Signal and phone your location.



IF YOU ARE ON FIRE:

Stop where you are. Drop to ground. Roll over. **If another person is on fire:** Push them down, roll them and/or cover with blanket, rug or coat: **STOP, DROP and ROLL.**



FLOOD SAFETY RULES:



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

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

HAZARDOUS MATERIALS RULES:

Evacuate upwind to safe haven or shelter-in-place. If possible, limit release at source.

STORM SAFETY RULES:



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

WHEN THUNDER ROARS, GO INDOORS! Stay off telephones. Unplug anything electrical. Stay away from and out of water. Listen to weather advisories on battery-powered radio.



THE 30/30 RULE:

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



THE LIGHTENING CROUCH: If you are caught outside during a lightning storm if your hair stands up on-end or your skin tingles, light metal objects start to vibrate, or if there is only a second or two between the flash and the bang, do the lightning crouch leaving 3 body lengths between you and the next person!

- **SQUAT DOWN**
- **BALANCE ON YOUR TOES**
- **TOUCH YOUR HEELS TOGETHER!**

- **COVER YOUR EARS**



IF LIGHTENING STRIKES A PERSON:

Call for help.

IN CASE OF EMERGENCY: IN CASE OF OTHER KINDS OF EMERGENCIES: CALL FOR HELP



Drill Preparedness Checklists

TEACHER CHECKLIST

Teachers: Prepare yourselves

- ☐ School Emergency Evacuation Route map is posted in your room.
- ☐ Emergency Provisions are in place and easily transportable (for evacuation or field trips).
- ☐ Check that you know the location of your fire extinguisher or fire suppression material, and know how to use it.
- ☐ Complete your own Family Disaster Plan at home and with your childcare providers.
- ☐ Please prepare yourself at home and at work in the event you are needed to stay longer than your scheduled day. The principal or designee will release staff members as the needs change. If you have very extenuating circumstances discuss these with your Principal NOW, not during an emergency.
- ☐ Plan a quiet activity that students can do in the assembly area in the event of a real emergency or a drill.
- ☐ In case of disaster before or soon after the end of the school day, please be prepared to return to school to provide assistance to students.

Teachers: Prepare your students

- ☐ Make sure that your students know the 4 rules for building evacuation: Don't Talk! Don't Push! Don't run! Don't turn back! Students should know that if there is an earthquake when they are outside of a classroom (during break or lunch or if they are somewhere), they should exit with the nearest class and should NOT go back inside. If they are between classes, they should assemble in the outdoor emergency assembly area with their next period class.
- ☐ Early childhood classes should have evacuation ropes with one handle for each child. Practice to make sure students stay together, holding on to the rope.
- ☐ Make modifications to be sure that every child is included, and no one is left out.
- ☐ Review the Emergency Evacuation Routes. Prepare 4 monitors who will work as buddies and lead the way, carefully checking to make sure that the route is clear. (This is of most importance for classes on second floor or without easy access to open space outdoors).
- ☐ If you face earthquake risks, practice "Drop, Cover, and Hold On" drill, having students hold their position for 45 seconds. (In tsunami risk areas make sure that you also *count* and *evacuate to higher ground if the earthquake is strong or long*)
- ☐ Teacher in science labs should demonstrate to students how to extinguish any flames and isolate any hazardous materials in use.
- ☐ Make sure that students understand Safe Family Reunification Procedures. Inform students that only their parent(s), guardian(s), or other adult(s) listed on their Emergency Contacts Card will be allowed to pick them up from school in a real emergency. Explain the "Request Gate" / "Reunion Gate" procedures.

Teachers and Students: Prepare your parents

- ☐ Teachers are to pass out drill announcements parent letters to their students to take home.
- ☐ Confirm with parents that their Emergency Contact Form is up-to-date, and explain the importance of the reunification procedures. Explain the "Request Gate" / "Reunion Gate" procedures.
- ☐ Reassure parents that their children will be safe at school until they arrive.

EMERGENCY PROVISIONS CHECKLIST

ADMINISTRATION OFFICE 'GO-BOX'

DESCRIPTION	READY	MISSING	INITIALS / DATE
School Disaster Management Handbook and Plan Binder			
Faculty and Staff Roster			
Student Roster and Class Schedules			
Student Emergency Contact List			
Important phone numbers			
Reunification forms			
School site map / floor plan			
Keys			
Megaphone			
Pens and Notepads			
Masking tape			
Marking pens			
First aid supplies			
Flashlight			
Whistle			
Emergency Radio and batteries			

SCHOOL EMERGENCY SUPPLIES BIN

DESCRIPTION	READY	MISSING	INITIALS / DATE
Water			
Megaphone			
Sticks for class group signs			
Staff/team vests or necklaces for ID			
Generator			
Shelter supplies			
Blankets or mats (student-supplied)			
Privacy screen (eg cardboard box)			
Walkie Talkies			
Sanitation supplies (soap)			
Hard Hats (for search and rescue team)			
Crowbar			
Shovel			
Ladder			
Duct tape			
File box (for reunification forms)			
Snacks / Long-lasting food (rotated into stocks)			

CLASSROOM 'GO-BAG' or SHELTER-IN-PLACE BUCKET
for each class.

DESCRIPTION	READY	MISSING	INITIALS / DATE
1 clean sheet			
1 classroom first aid kit			
1 flashlight			
1 battery-operated radio			
extra batteries			
1 whistle			
4 emergency blankets (for cold)			
4 plastic rain covers			
TISSUES			
3 marking pens			
Plastic bags			
Pens and Notepad			
Rope with Handles (ECCE evacuation)			
Supplies for student activities (optional)			

CLASSROOM EMERGENCY CLIPBOARD or NOTEBOOK

DESCRIPTION	READY	MISSING	INITIALS / DATE
Current Class Rosters			
1 Red "CASUALTIES or DANGER" Sign			
1 Green "Completely Evacuated" Sign			
Your Room # Sign (for assembly area)			
Injured/Missing Status Report Form			

FIRST AID 'GO-BOX'

DESCRIPTION	READY	MISSING	INITIALS / DATE
First Aid Kit (appropriate for size of school)*			
Existing patient medications log			
Student prescription and other medications			
Additional first aid supplies			
Blanket			
Sheet			

STUDENT COMFORT BAGS (family supplied)

DESCRIPTION	READY	# MISSING	INITIALS / DATE
½ l. bottle of drinking water			
1 high energy / long life snack			
Family photo and/or comfort note from parents to student			
Change of underwear or clothing			