GUIDE FOR
"SCHOOL EMERGENCY OPERATIONS PLAN"
MALDIVES

International Strategy
ISDR
for Disaster Reduction

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Ministry of Education
Republic of Maldives

GUIDE FOR

"SCHOOL EMERGENCY OPERATIONS PLAN"

MALDIVES

(First Edition)

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1. ACKNOWLEDGEMENTS

2. FOREWORD

Disasters can happen anytime, anywhere because they can occur without warning, they have the tendency to upend order and create chaos. Nevertheless, it is human response to this disorder rather than the event itself which generally results in loss of lives and property. Thus, it is imperative for the society to plan in advance for such unexpected mishaps that may plunge us into the verge of an abyss of anarchy.

At times such as these, the most vulnerable persons are children. Undoubtedly these are the future leaders of a nation and the progress of any country will rely on such individuals. In view of the frequency of disasters which often have significant impact on the educational sector there is the need to provide a guideline for the staff and students on what to do during an emergency.

The concept of the guideline was born after the Indian Ocean Tsunami disaster (2004) which inflicted an unknown number of deaths across the Asian continent and East Africa including property damages. Human response was noted to be a key contributor to the lives and property losses. In order to reduce such losses in the future, the Ministry of Education in collaboration with UNDP, Maldives feels the need to prepare the citizenry especially those in schools how to respond to various emergencies.

The guide thus aims at educating school administrators and staff including students, on the necessary protocol to follow during an emergency. This is expected to minimize losses and protect the lives of all those at school, especially the children. Various scenarios on emergencies are captured in the guide, which are perceived to have the potential of occurring during school hours, including fires, tsunamis, earthquakes, and sea disasters.

It is essential to note the guidelines provided herein using the various emergencies may defer in terms of the level of vulnerability. Nonetheless the school authority will need to adopt and amend to suit the context of the school. It is essential that school authority and staff ensure the full implementation of this guideline. This is the only way we can build resilient communities against the occurrence of any future hazard.

I would also like to take this opportunity to express my sincere appreciation to the UNDP Maldives for the immense help they provide us in numerous instances, especially in times of great need and assistance.

I would also like to point out the importance of the programs UNDP conduct for the betterment of our future generation and the nation in whole.

My sincere thanks also go to all the staff of School Health & Safety Section, ESQID, Ministry of Education.

I advice and implore the administration of every school to keenly follow the information furnished by the guide and applaud the work that has been done for the creation of this fine guide.

Dr. Mustafa Lut
Minister of Education

3. FOREWORD

"We must do more to turn commitments on paper into deeds that can keep the next major disaster from taking so many lives and destroying so many livelihoods" Ban- Ki Moon, The Secretary-General of United Nations Message on the International Day for Disaster Reduction 8 October 2008

For decades, the United Nations Development Programme (UNDP) has, provided relief to millions affected by disasters, be they elicited by natural or human-made factors.

Delivering relief and recovery to disaster-affected communities has been one of our core commitments. This effort goes hand-in-hand with ensuring that our development partners have the capacity and resources to respond to disasters in a timely and effective manner,

Although preparing for and coping with disasters is necessary, it is not enough. We must do much more to intercept underlying disaster risks ahead of time. This is both a humanitarian imperative and a human development necessity if we are to advance, safeguard and sustain the achievement of Millennium Development Goals.

One crucial aspect of sustainable development is the mitigation of the destructive effects of disasters on people and societies – particularly for the most vulnerable. Education is recognized as an essential element in disaster risk reduction strategies.

UNDP is therefore committed to support the Government of Maldives with the initiative to integrate disaster risk reduction in the school curriculum and co-curricular activities. We believe that such schemes will expand the role that schools play in helping communities assess and adapt to climate change and other disasters.

It is our sincere hope that this Guide for "School Emergency Operations Plan"–Maldives, led by the Ministry of Education with support from United Nations Development Programme (UNDP), United Nations International Strategy for Disaster Reduction (ISDR) and European Commission (EC) will increase the level of awareness of risk in schools, providing knowledge among teachers, parents and children to be better equipped to build a safer and sustainable future.

UNDP is pleased to partner with the Government in this endeavour to together make a safer, more resilient world for our most vulnerable communities.

Patrice Coeur-Bizot
UNDP Resident Representative
Maldives

4. RATIONALE

Prior to the 2004 Tsunami, Maldives had not experienced a natural disaster of such magnitude, in its recent history. Consequently, the awareness level of communities in general and schools in particular, about the occurrence of such hazards, remained very low. However, following this catastrophe, public awareness on the risks of Tsunamis and other natural hazards has increased significantly. Yet, to make Maldivians more resilient to natural disasters and other hazards, there is an urgent need to increase awareness and intensify crisis preparedness in all the communities in Maldives.

Following the 2004 Tsunami, the Government of Maldives and various International Aid Agencies have launched many initiatives to enhance public awareness and introduce disaster preparedness measures. Efforts to include disaster management elements in schools are in progress and need prompt expedition. Hence, in order to assist all schools in the Maldives to be well prepared to respond quickly and appropriately to emergencies and disasters, the Ministry of Education aims to develop a school safety policy by:

- Placing School Safety on the Education Agenda.
- Making Disaster Reduction a priority in every school.
- Creating a School Safety Advisory Committee.
- Sensitizing the school communities on risk management and the importance of Action Plans.
- Developing a tailored School Safety Plan for each individual School.
- Establishing a Reporting Network between all the schools and offices that represent the School Safety Advisory Committee.
- Providing support for the *preparedness* and *mitigation* activities which are conducted in schools.
- Advocating the Parents / Public on School Safety.
- Preparing School Safety Information or Information, Education and Communication (IEC) materials.

4.1   What is an Emergency?

An emergency is a duly proclaimed existence of conditions of disaster or extreme threat to the safety of persons or property caused by earthquake, fire, floods or floodwater, storms, epidemics, air pollution, intruders or other causes. This may be beyond the control of the personnel, services and facilities of the school and / or the island, thus requiring the combined efforts, support and assistance from the relevant Regional and National Agencies. Schools must be prepared to respond to an emergency or traumatic event in an organized and timely manner so as to ensure that students and staff can continue to function effectively without additional trauma or the development of additional crises.

School emergencies can either be small and easily manageable or large and difficult to handle. Every school emergency must be managed in a way that it prioritizes the safety of everyone involved. In order to provide a safe and secure teaching / learning environment, school personnel must plan for the management of events that cannot be predicted or prevented. This Guide is designed to help schools develop School Emergency Operation Plans (SEOPs) to achieve this goal.

4.2   Vulnerability Of Schools In Emergencies

Often, the outcome of an emergency is directly related to how well the people involved are prepared. In any emergency, whether it is a natural or human-made disaster, children may not understand what is happening, and may be physically or developmentally unable to protect themselves, making them amongst the most vulnerable in any crisis scenario. Inadequacies in the structure and lack of preparedness, including improper planning and insufficient attention given to the building of schools, add to the vulnerability of school children.

4.3 Purpose Of The Guide

International experience shows that schools that have ongoing school emergency preparedness programs are better able to react and protect the lives of those who are involved. By planning in advance for emergencies, school officials can protect the safety of students and staff, or at least reduce the impact of the emergency.

To assist Maldivian schools in preparing for and responding to emergencies, the Ministry of Education, with support from UNDP Maldives is developing the **"School Emergency Preparedness & Response Guide"** for use as a template in the preparation of **Emergency Operations Plans and Procedures for each school** in Maldives. This guide presents specific procedures to be used in preparing for, and responding to, school emergencies. In particular the Guide will:

(i)   Support and advocate for the importance of creating a safe school environment for the school management, administrators, teachers and students.

(ii)   Direct the school management in planning, preparing and training teachers, administrative staff and students to carry out immediate response activities.

(iii)   Educate students, teachers and parents on possible hazards that the school may face and the emergency preparedness and response activities that can minimize casualties, as well as damage to school property.

All schools should develop their own plan according to the "School Emergency Operations Plan (SEOP) Outline" which is provided in Appendix. All SEOPs should be submitted to the Ministry of Education, and any subsequent changes to the Plan should be communicated to the Ministry of Education, promptly after the amendments are made.

To establish set-ups in all schools, for handling emergencies efficiently under a comprehensive School Emergency Operations Plan (or SEOP), schools should also put together an Emergency Control Organization (ECO) within the school according to the guidelines set forth in this Guide.

The School's Emergency Operations Plan must be formulated and all staff members and students trained accordingly in order to effectively prepare for efficient communication, prompt response, and maximum safety, in the event of an emergency.

To get the students and parents more ready and involved in the Emergency Response Activities, they should be made to understand that preparedness and contingency procedures are necessary and are conducted for their own safety and well-being. An overview of the Plan should be explained and distributed to parents, and regular drills conducted to ensure students, teachers and parents are aware

of their respective roles during a disaster situation or an emergency.

This guide will provide step-by-step guidelines to help the school authorities deal with emergencies that may occur in the school. Staff must be prepared to evaluate all the circumstances and make sound judgments based on the situation. Staff, students and parents should receive training on an annual basis, according to this Guide.

The Head of School will ensure that this *School Emergency Operation Plan* (SEOP) addresses the following emergencies:

- Fire On School Grounds
- Fire in surrounding vicinity
- Explosion / Risk of Explosion / Chemical Explosion
- Flooding
- Sea Swell
- Loss or Failure of Utilities
- Ferry Disaster
- Bus Disaster
- Earthquake
- Tsunami

4.4   Guide Organization

The effective management of emergencies requires both adequate *emergency preparedness* and *emergency response* capabilities. This Guide is organized into four Sections.

Section 1: provides the Rationale and Objectives behind developing this Guide.
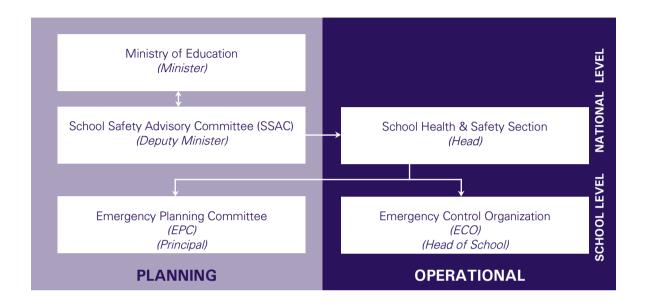
Section 2: identifies the School's Emergency Management and Operations Team and defines the Roles and Responsibilities of the team members.

Section 3: presents guidance on Preparing for Emergencies, including Identification of Hazards, Preparing Necessary Resources at the time of emergencies, and Procedures for conducting Emergency Drills.

Section 4: provides a series of Initial Response Actions to be taken in the event of an emergency and detailed Emergency Response Procedures for **ten** types of Emergencies that may be encountered in a school setting in the Maldives..

A sample of **the School Emergency Operations Plan** (including forms, checklists, maps and others) and other supporting information are given in the Appendices.

5 NATIONAL LEVEL SCHOOL PLANNING PREPAREDNESS & EMERGENCY RESPONSE

5.1 School Safety Advisory Committee

School Safety Advisory Committee is the national policy making body responsible for the broader policy of School Safety. The School Safety Advisory Committee will provide guidance and direction to schools on how they should develop preparedness and response capabilities within the school. This is a multi-sectoral Committee and will be chaired by the Ministry of Education.

5.1.1 Committee Representation

(i)   Ministry of Education (Chair)

(ii)   Ministry of Health and Family

(iii)   Ministry of Finance and Treasury

(iv)   Ministry of Housing, Transport and Environment

(v)   Ministry of Home Affairs

(vi)   Maldives National Defense Force

(vii)   Maldives Meteorological Services

(viii)   National Disaster Management Center

(ix)   Maldives Police Service

Proposed Representation of Members:

(i)   Ministry of Education (MOE)

- A Deputy Minister (Chairperson)
- Head of Policy and Planning Section
- Head of School Health & Safety Section (SHSS) & 1 additional staff member from the SHSS
- Head of Physical Facilities Development Section
- A member from the Educational Development Centre (EDC)

(ii)   Ministry of Finance and Treasury (1 member)

(iii)   Ministry of Housing, Transport and Environment (1 member)

(iv)   Ministry of Home Affairs (1 member)

(v)   Ministry of Health and Family (2 members)

(vi)   Maldives National Defense Force (2 member) "Coast Guard & Fire & Rescue"

(vii)   National Disaster Management Center (1 member)

(viii)   Maldives Police Service (1 member)

(ix)   Maldives Meteorological Services (1 member)

5.1.2   Roles and responsibilities

The responsibilities of the School Safety Advisory Committee include:

(i)   Providing policy direction on school preparedness and response activities

(ii)   Periodically reviewing and updating the School Emergency Operations Plans (SEOPs)

(iii)   Providing guidance and support to schools on issues relating to school emergency preparedness and response activities

(iv)   Periodically monitoring and reviewing the implementation of SEOPs, especially, following a major disaster / emergency.

(v)   Coordinating the setting up of frameworks and communication mechanisms among the relevant National Agencies

(vi)   Facilitate Structural Hazard Identification & Safety Assessment for all schools.

(vii)   Arrange systematic audits for the specific Preparedness and Response activities.

5.2   Responsibilities of the Ministry of Education

The responsibility of implementing the school preparedness guide lies with the Ministry of Education. The School Health and Safety Section, ESQID of the Ministry of Education will specifically carry out the following duties to ensure student and staff safety while at school.

(i)   Act as the Secretariat of the School Safety Advisory Committee.

(ii)   Sensitize the School Managers and Administrators on preparing for emergencies and disasters by conducting workshops and seminars.

(iii)   Facilitate and assist schools in planning and preparing the SEOPs according to this Guideline – this includes training Heads of Schools.

(iv)   Accept SEOPs from individual schools and recommend changes, if required.

(v)   Develop policies and strategies to empower Heads of Schools to take the responsibility of planning for emergencies. This would be done through trainings and recognition of their initiatives.

(vi)   Arrange for structural hazard identification and safety assessment of school buildings.

(vii)   Coordinate, monitor and evaluate activities to ensure successful implementation of the SEOPs.

6 SCHOOL LEVEL PLANNING FOR EMERGENCY RESPONSE

6.1 General Guidelines

6.1.1 Management

1. **The Head of School** will submit the School Annual SEOP (refer to Appendix 1) to the Ministry of Education (School Health & Safety Section) in order to secure the implementation of SEOP measures.

2. **The Head of School** will annually conduct an Emergency Hazard Assessment to evaluate unique site characteristics and conditions in the adjoining community that could cause an emergency incident. School Hazard Assessment Check list (refer to Attachment 3 of Section III in the Appendix) should be used for this purpose

3. **The Head of School** will designate primary and secondary Command Post locations.

4. **The Head of School** will ensure effective communication between the Command Post and warden leaders during an emergency.

5. **The Head of School** will ensure that members of the ECO, all other warden leaders and members are aware of their responsibilities and assignments as defined in this section.

6. **The Head of School** will ensure that emergency response actions are properly documented as they occur, and that appropriate procedures are included in the respective Plan.

6.1.2 Planning/ Intelligence

1. **The Head of School** will ensure that all Wardens receive proper training in the use of communication equipment

2. **The Head of School** will ensure all Wardens are provided with instructions for the use and maintenance of maps at the Command Post.

3. **The Head of School** will communicate the pertinent components of the Plan (such as student release methods) to the parents at the beginning of each academic year through a PTA meeting, emergency drills and/or written notices in order to avoid panic and miscommunication during emergencies.

6.1.3   Operations

1. The **Head of School** will ensure that this Plan includes procedures for the following:
- Administering first aid
- Activating and performing Search and Rescue operations
- Evacuation
- Ensuring Site Security
- Conducting Damage Assessments
- Student Release operations

2. The **Head of School** will ensure appropriate training is provided for the following 7 types of Wardens:
- Security Wardens
- First Aid Officers
- Fire and Safety Wardens
- Search and Rescue Wardens
- Evacuation & Assembly Wardens
- Student Release Wardens

3. **The Head of School** will ensure that routine drills referenced in Section 9.1 are conducted at the school to rehearse Emergency Response operations.
- Drills will be conducted in Primary Schools at least **3 times** per year.
- Drills will be conducted in Secondary Schools at least **2 times** per year

4. **The Head of School** will ensure that the school public announcement (PA) system is working, and in schools with no PA systems, the Head of School will introduce other means of communication, such as sending messengers (or using Communication Officers) to deliver instructions.

6.1.4   Logistics

1. **The Head of School** will ensure that this Plan includes appropriate procedures for the coordination and assembling of personnel and volunteers in the event of an emergency.

2. **The Head of School** will ensure that adequate emergency supplies are accessible for emergencies (or that the school has access to emergency supplies, through parents or community volunteers, or requested from the Ministry of Education) and are readily available for use in an Emergency Please refer to Attachment 4 for a list of supplies for each Warden and for the schools' emergency supplies.

6.1.5   Finance/Administration

The Head of School will ensure the following:

1. Request / Arrange Ministry of Education for the provision of required emergency preparedness and response equipment and supplies;

2. Tracking of emergency expenditures and recovery of records damaged or lost in an emergency.

6.2   Emergency Planning Committee (EPC)

The Emergency Planning Committee (EPC) is responsible for preparing the school for emergencies by formulating the School Emergency Operation Plan (SEOP) as well as implementing the plan by conducting regular drills and training for the teams, in emergency response skills. Each school should identify key members to participate in the planning process and to develop the SEOP. A sample format for submitting the EPC details in the school SEOP, is given in Attachment 1 of Section II in the Appendix.

6.2.1   Members

The Emergency Planning Committee will be headed by the Head of School, referred to as the Head of School in disaster situations. The Head of School may be assisted by the following

- Vice President of the Parent Teacher Association (PTA)
- All supervisors, head teachers, and / or Heads of Departments
- Senior school administrators
- 2 – 3 parents (optional)
- Student Leaders (Head prefect, House captains, presidents of different clubs, etc) (optional)

In addition to planning the activities, the **Head of Schoo**l will direct the activities of the Emergency Control Organization, which will become effective in disaster situations.

6.2.2   Roles and Responsibilities

The members of the EPC should have a clear understanding of the Policy and Planning Principles before they develop the SEOP. Other responsibilities will include:
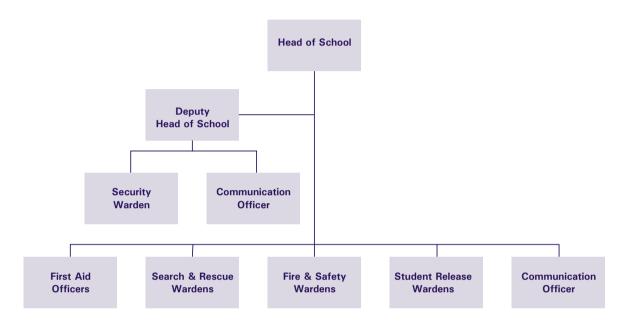
- Evaluation of the SEOP
- Updating the plans at regular intervals (at least once a year, and after any significant disaster/s) to ensure that the plan is workable
- Carrying out mock drills, exercises and simulations
- Identifying non-structural elements, and safety requirements of the school for various hazards
- Initiating and Coordinating School Building Assessments, in collaboration with the Ministry of Education
- Earmarking Funds / Arrangements for carrying out preparedness and mitigation measures in the school, through the use of school funds, and establishing linkages with the corporate sector, civil societies and with various departments and organizations working in the field of disaster management
- Facilitating training of the Emergency Control Organization members in their respective areas
- Promoting disaster awareness among students, staff and parents
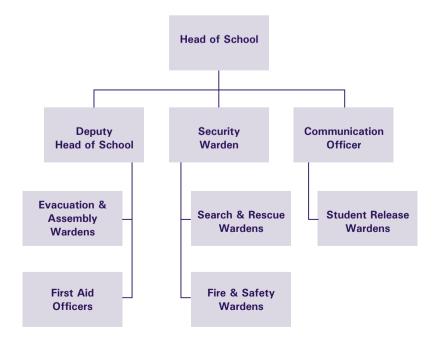
6.3   Emergency Control Organization

The Emergency Control Organization (ECO) may be organized as follows depending on the size of the school staff and student population. When deciding on the structure of the ECO, the school managers may also consider involving parents and senior students to support the school staff in making the school a safer place for everyone. Attachment 2 of Section II in the Appendix shows the sample format for submitting ECO details in the SEOP.

PROPOSED STRUCTURE FOR LARGER SCHOOLS

```
                              Head of School
                                    |
              Deputy
          Head of School ───────────┤
              |                      |
    ┌─────────┴─────────┐           |
  Security           Communication   |
  Warden              Officer        |
                                     |
  ┌──────────┬──────────┬───────────┼──────────────┬──────────────┐
First Aid  Search &   Fire & Safety  Student Release  Communication
Officers   Rescue      Wardens        Wardens          Officer
           Wardens
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PROPOSED STRUCTURE FOR SMALLER SCHOOLS

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                        Head of School
                              |
        ┌─────────────────────┼─────────────────────┐
    Deputy               Security             Communication
  Head of School          Warden                Officer
        |                     |                     |
  Evacuation &          Search & Rescue       Student Release
   Assembly               Wardens                Wardens
   Wardens
        |                     |
   First Aid             Fire & Safety
   Officers                Wardens
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6.3.1   Head of school

The Head of School is responsible for directing emergency operations and shall remain at the command post to observe and direct all operations. The Head of School will also be responsible for ensuring that all emergency activities are conducted in as safe a manner as possible under the circumstances that exist.

The Head of School will also be the official spokesperson for the school in an emergency and is responsible for communicating with the media and delivering public announcements.

(i)   Responsibilities
Specific duties of the Head of School will include:
-   Periodically assessing the situation.
-   Directing the emergency control organization.
-   Determining the need for, and requesting outside assistance in consultation with the Ministry of Education.
-   Periodically communicating with the media.
-   Designate a primary and secondary command post from where all emergency response activities will be directed and where all feedback will be reported to.
-   Coordinating the efforts of outside agencies such as police and fire by ensuring proper flow of information between the school and other agencies.
-   Preparing statements for dissemination to the public.
-   Monitoring news broadcasts about incident/s pertaining to the respective school, and rectifying instances of misinformation.
-   Others.

6.3.2   Deputy head of school

The Deputy Head of School is responsible for assisting the Head of School in ensuring that all emergency activities are conducted in a safe manner. Further, assessing the adequacy of available water, food and other supplies and organizing the distribution of resources for immediate use (water, food, power, radios, telephones, sanitary supplies and so forth) is his / her responsibility.

(i)   Responsibilities
Duties and Responsibilities of the Deputy Head of School include:
-   Act as the Head of School in his/her absence.
-   Periodically checking with the Head of School for situation, briefings and updates.
-   Periodically receiving updates and official statements from the Head of School.
-   Maintaining all records and documentation as assigned by the Head of School.
-   Maintain custodial and food supply inventories.

- Reporting equipment and supply needs and ensuring that responders use appropriate safety equipment.
- Estimating the number of persons requiring shelter and determining the length of time shelter will be needed.
- Distributing emergency water and food supplies.
- Formulating a list of all persons in shelter and determining any special needs.
- Checking and controlling conservation of emergency water supply and making it ready for distribution.
- Assisting the Head of School in preparing statements for dissemination to the public, ECO and other key stakeholders.
- Periodically interacting with the media and local communities.
- Ensuring announcements and other public information are translated into other languages as needed.
- Disseminating information within the ECO if necessary.

6.3.3   Security Warden

The Security Warden, who will be the School Administrator, is responsible for **the security of the school site and its population** during an emergency. The Security Warden will coordinate activities with the Head of School as required, and work very closely with the Search and Rescue Wardens as well as the Fire and Safety Wardens in the assessment of damages.

(i)   Responsibilities

Specific responsibilities during an emergency include:
- Assessing the damage to school property / facilities and initiating short-term repairs and other necessary actions during an emergency.
- Surveying all utilities and taking appropriate actions to shut-off gas, water, air conditioning facilities and electricity.
- Identify structural damage/s and report status.
- Contacting local utilities providers (water, electricity, gas and sewerage) as needed.
- Securing the school and reporting that the premises are in "lock-down" mode / phase to the Head of School.
- Locking all external gates and doors; unlocking gates when appropriate.
- Keeping students and staff in or out of buildings, as necessary.

6.3.4 First aid officers

The First Aid Officers are responsible for ensuring that **first aid supplies are available** and properly administered during an emergency. Typically the First Aid Officers are appointed on the basis of their qualifications and their availability to perform the required duties.

(i) Members

Leader: School Health Assistant or School Health Focal Point:

Other members: School Counselor / Psychological Facilitator

                            Trained Teachers such as Guiders

                            Trained senior students (guides, cadets, scouts)

(ii) Roles and Responsibilities

First Aid Leader

The First Aid Leader is responsible for directing the activities of all first aid officers by periodically interacting with the Head of School to determine medical needs and planned actions. The First Aid Leader is also responsible for collecting the information about the injured (in a crisis situation) and to make them available to the Head of School. Other duties will include:

- Assigning work to the First Aid officers and assessing available inventory of supplies & equipment.
- Designating and setting up First Aid treatment stations, with access to emergency vehicles.
- Determining the need for skilled medical assistance, and overseeing care, treatment, and assessment of patients.
- Administering minor first aid and psychological first aid as needed.
- Periodically keeping the Head of School informed of overall status.
- Any other duties that he / she may be directed to perform.

First Aid Officers

The First Aid Officers are responsible for assessing injuries and administering necessary first aid and medical treatment as indicated during an emergency. Specific duties may include:

- Setting up First Aid Stations, triage and / or temporary morgue.
- Administering minor first aid and psychological first aid as needed.
- Keeping accurate records of care given and tagging each of the injured with name, address, injury type and any treatment rendered.
- Coordinating with the Head of School to provide water and food to students and staff when necessary.
- Providing reassurance to students.
- Reporting deaths immediately to First Aid Leader.
- Any other duties that he / she may be directed to perform.

(iii)   Training

As a minimum, all first aid officers should complete the Basic First Aid Course conducted by the Faculty of Health Sciences.

6.3.5   Search and Rescue Wardens

The Search and Rescue Wardens are responsible for preparing and performing search and rescue operations during an emergency. There may be two or more Search and Rescue teams, depending on the size of the school population.

(i)   Members

Leader: Sports Teacher / Supervisor

Other members: Cadets, Scout / Guide Instructors,

                          Other trained Teachers

                          Trained Senior Students (prefects, guides, cadets, scouts)

(ii)   Roles and Responsibilities

Search and Rescue Leader

The Search and Rescue Leader is responsible for directing team activities and keeping the Head of School informed of overall status. Specific duties of the Search and Rescue Leader may include:

- Obtaining briefings from the Head of School, taking note of injuries and other situations requiring response.
- Assigning Teams based on available manpower, with minimum 2 persons per team and keeping records on them and their work.
- Updating Team's reports on site map and recording exact location of damage and triage tally.

Search and Rescue Wardens

The Search & Rescue Wardens are responsible for performing search and rescue operations during an emergency. Specific duties of the warden include:

- Searching assigned area, reporting instances of gas leaks, fires and structural damage among others, to Search & Rescue Leader upon discovery.
- Shutting off gas or extinguishing fires as appropriate.
- Periodically reporting to the Search & Rescue Leader on location, number, and condition of injured.
- Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium and other rooms regularly.
- Sealing off and posting areas where hazardous conditions exist.
- Contacting the Security Warden to secure the building from re-entry after a search.

(iv) Training

As a minimum all search and rescue wardens should have lifeguard training, and basic search and rescue skills.

6.3.6 Fire & Safety Wardens

The Fire & Safety Wardens are responsible for extinguishing minor incidences of fires and evaluating the potential release of chemicals during an emergency. They are also responsible for evaluating the damages to school property in an emergency. This team will coordinate with the Head of School. The Leader of the Fire & Safety Wardens is also responsible for acquiring the Damage Assessment Report Form (refer to Attachment 13 of Section IV in the Appendix) from the Fire & Safety Wardens and have them readily available to the Head of School.

(i) Members

Leader:	Supervisor
Other members:	Cadets, Scout Guide Instructors,
	Other trained Teachers
	Trained Senior Students (prefects, guides, cadets, scouts).

(ii) Roles and Responsibilities

Fire & Safety Leader:

The Fire & Safety Team Leader is responsible for directing team activities and periodically interacting with the Incident Command to identify problems and report status. The Fire & Safety Team Leader is also responsible for acquiring the Damage Assessment Report Forms (refer to Attachment 13 of Section IV in the Appendix) from the Fire & Safety Wardens and to have them readily available to the Head of School. He will also be responsible for:

- Making sure fire-fighting equipment (extinguishers and so forth) are in working order and that staff have received training in its use
- Ensure that all non-structural elements which are hazardous and can start fire (i.e. laboratory equipments, cafeteria, kitchen equipments and so forth) are properly secured.
- Coordinate with the Head of School in ensuring that a fire safety assessment of the school premises is conducted by the local fire department and that the recommendations are implemented accordingly.

Fire & Safety Wardens

The Fire & Safety Wardens are responsible for extinguishing minor instances of fires, evaluating the potential release of hazardous chemicals during an emergency, inspecting the premises, logging and reporting any damage via radio to the command Post during an emergency. Copies of the Damage Assessment Report Form (refer to Attachment 13 of Section IV in the Appendix) will be submitted to the Fire & Safety Leader. Specific duties of the Fire & Safety wardens may include:

- Locating and extinguishing small fires as appropriate.

- Evaluating potential release of hazardous chemicals.
- Identifying damaged areas on the Damage Assessment Report Form (refer to Attachment 13 of Section IV in the Appendix). Reporting will be supplemented by pictures if appropriate.
- Checking gas meter and, if gas is leaking, turning-off gas supply.
- Shutting down electricity only if building has clear structural damage or as advised to do so by the Command Post.
- Posting yellow caution tape around damaged or hazardous areas.

(iii)   Required Training

Basic Firefighting and Fire Safety techniques

6.3.7   Evacuation & Assembly Wardens

The Assembly Area Wardens are responsible for the safe evacuations, and they are accountable for all students and staff during an emergency. The Team is also responsible for reporting missing persons to the Head of School.

(i)   Members

Leader:	Person in charge of the Session
Other members:	Class teachers (or subject teacher present at the time of emergency)
	Class monitors (secondary schools only) (optional)

(ii)   Roles and Responsibilities

Evacuation and Assembly Team Leader

The Evacuation and Assembly Team Leader is responsible for directing the activities of the Evacuation and Assembly Wardens and periodically interacting with the Head of School to identify problems and report status. The Evacuation and Assembly Leader is also responsible for collecting the Injury and Missing Persons Report form (refer to Attachment 12 of Section IV in the Appendix) from the Evacuation and Assembly Wardens and make them readily available to the Head of School.

Evacuation and Assembly Wardens

The members of the Evacuation and Assembly Wardens are responsible for executing the safe evacuation of students and staff during an emergency. Specific duties of the Evacuation and Assembly Wardens, include:

- Obtaining reports of missing students, teachers and others staff from teachers / students or other personnel.
- Gathering Injured and Missing Persons Report/s (refer to Attachment 12 of Section IV in the Appendix) from each teacher and submitting them to the Evacuation and Assembly Team Leader.
- Checking student emergency cards for name of person(s) authorized to pick up each student.
- Assisting the Student Release Wardens as required.

6.3.8   Student Release Warden

The Student Release Wardens are responsible for processing parent requests for student release during an emergency and reuniting parents or guardians with students. This can be a highly sensitive role due to the fact that some parents will have to be informed that their children may have been injured, missing or dead. The Wardens will keep accurate records of students leaving the premises.

(i)   Members

Leader:	Supervisor
Other members:	Teachers
	Student Volunteers (secondary schools only) (optional)

(ii)   Roles and Responsibilities

Student Release Leader

The Student Release Leader is responsible for:

- Directing team activities and periodically interacting with the Head of School to identify problems and report status.
- Referring all requests for information to the Public Information Officer.
- Collecting the Student Release Log (refer to Attachment 14 of Section IV in the Appendix) from the Team Members and have them readily available to the Head of School.

Student Release Wardens

The members of the Student Release Wardens Team are responsible for greeting parents, guardians, or designees and reuniting them with their children at the designated locations. Specifically, they will also have to:

- Greet and direct parents, guardians, or designees to the counselors as appropriate.
- Provide reassurance to parents, guardians, or designees and maintaining order.
- Issue tags or other identifications to authorized persons only.
- Dispatch Student Runners to Assembly Area to escort students whose parents have come to claim them.
- Confirm that students recognize the authorized adults who have come to claim them and ensure that adults sign the student out of school.
- Complete Student Release Log (refer to Attachment 14 of Section IV in the Appendix) and submit them to the Parent Support Team Leader.

7 HAZARD AND RISK ASSESSMENT

7.1 Identification of potential structural hazards

Structural safety of the building will have to be assessed with regards to its safety from hazards like earthquakes, cyclones, floods and fires among others. On detecting any potential structural hazards both prior to and/or after emergencies, the Head of School should report the matter to the Ministry of Education (School Health and Safety Unit). On such matters, the Head of School can seek assistance from the Ministry of Education (School Health and Safety Unit). Damage Assessment Report in Attachment 13 of Section IV in the Appendix can guide the Head of School's assessment in the case of post-emergency situations.

Furthermore, even if the school building was constructed recently and appears to be safe and strong, Ministry of Education (through the Physical Facilities Development Section) should arrange for a situational / structural analysis of the school building by coordinating with relevant ministries / agencies. Structural Safety assessments should be done for each school once every 5 years or immediately after a major emergency.

7.2 Identification of potential non-structural hazardous elements

The Plan must identify the potential hazardous elements that occur frequently in any particular area. For this, a hazard assessment shall be conducted by taking into account the history of disasters that have occurred in the area for the last 20 years. Historical data on disasters may be available from the National Disaster Management Centre. Based on the hazard assessment, the members of **the Emergency Planning Committee (EPC)** will prepare the SEOP. The assessment survey form is provided in Attachment 3 of Section III in the Appendix.

These hazardous element assessments could also be carried out by the students under the guidance of their teachers within the school premises and outside in the neighboring area by means of a field exercise / educational walkabout:

For example, the teacher can walk the class through the designated evacuation routes to the appointed reception area(s) outdoors. He/she can then ask students to make mental notes as they go along, of things that might be hazardous during an emergency such as fire and flooding. When the teacher and students reach the designated site, the Teacher can talk about what they noticed or hazards they

thought of. A list of samples of such hazards is shown in Attachment 3 of Section III in the Appendix.

When the students return to the classroom, the Teacher must discuss with the students, how the hazards could be reduced. The check list for Mitigating Potential Non-Structural Hazards (provided in Attachment 5), can be used to start brainstorming sessions on how to make schools safer. Moreover, it is important to discuss how they would handle such situations, if such hazards were to occur. The seasonality of hazardous elements need to be listed so that the schools are well prepared to face them and the students are acclimatized to such events.

During the Hazardous Element Assessment, the existing coping mechanisms for the various hazardous elements need to be identified and reviewed. If the mechanisms are found to be inadequate, necessary revisions should be incorporated when developing the individual school SEOP.

7.3 Inventory of resources for emergency

All the resources available in and outside the school must be listed and maintained as follows:

Attachment 1 – Emergency Planning Committee

Attachment 2 – Emergency Control Organization

Attachment 4 – Checklist of Emergency Resources

Attachment 6 – Emergency Phone Numbers

Attachment 8 – School Site Evacuation Plan

Attachment 9 – Safe Haven Route Plan

Attachment 10- Alert system for Parents

Attachment 11 - Alert System for School Personnel

8 PREPAREDNESS AND EMERGENCY RESPONSE

When an emergency situation occurs, the **Head of School** must quickly determine what initial-response actions are required through rapid assessment. Determining the appropriate actions to take is a three-step process:

    (i)   Identify the type of emergency

    (ii)   Identify the level of emergency

    (iii)   Determine immediate response actions

Each of these steps is discussed in the following sections.

8.1 Emergency

8.1.1 Type of Emergency

The first step in responding to an emergency is to determine the *type* **of emergency** that has occurred. Emergency Response Procedures for the 10 different types of Potential Emergencies listed here are given below:-

- Fire On School Grounds
- Fire in Surrounding Area
- Explosion/Risk of Explosion / Chemical Explosion
- Flooding
- Sea Swell
- Loss or Failure of Utilities
- Ferry Disaster
- Bus Disaster
- Earthquake
- Tsunami

8.1.2 Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can be categorized in terms of

- Timeframe and Severity of Emergencies
- Before the event and after the event
- Minor, Moderate and Major emergencies

To assist schools in classifying emergency situations, a four-tiered rating system from Level 0 to Level 3 is described below:

Levels of Emergencies

	Level	Descrpition
BEFORE the Event	Level 0 Emergency:	A **disaster warning (Stage 2 – Warning or Stage 3 - Action)** that is broadcasted or telecasted through Media e.g. tsunami warning. Level "0" means nothing has happened yet. The Severity of Emergency may be predicted but not clarified in a "Level 0" Emergency. For "Level 0" Emergencies, given the possibility of development to "Level 3", it is a requisite to prepare **Emergency Phone Numbers** in Attachment 6 of Section IV in the Appendix immediately
AFTER	Level 1 Emergency:	A **minor** emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage or a minor earthquake.
	Level 2 Emergency:	A **moderate** emergency such as fire or a moderate earthquake that requires assistance from outside agencies. For Level 2 emergencies, it is a requisite to prepare emergency phone numbers in Attachment 6 of Section IV in the Appendix immediately.
	Level 3 Emergency:	A **major** emergency event that requires assistance from outside agencies such as a major earthquake and tsunami. For Level 3 emergencies, it is important to prepare emergency phone numbers in Attachment 6 of Section IV in the Appendix immediately, but remember that the response time of outside agencies may be seriously delayed due to the critical damage to communication systems, transportation and / or assisting agencies themselves etc.

Levels of Emergencies

Stage 1 – Alert (White)
Stage 2 – Warning (Yellow)
Stage 3 – Action (Red)
Stage 4 – Step Down (Green)

8.2 Determine Immediate Response Actions

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

- Duck and Cover

- Shelter-In-Place

- Evacuate Building

- Off-Site Evacuation

- Shut down / All Clear

Detailed procedures for each specific response actions are summarized above.

	Duck & Cover	Shelter-In-Place	Evacuate Building	Off-Site Evacuation	Shut down/ All Clear
Fire on School Grounds			X	X	X
Fire in Surrounding Area		X	X	X	X
Explosion/ Risk of Explosion/ Chemical Explosion	X	X	X	X	X
Flooding			X	X	X
Sea Swell			X	X	X
Loss of Failure of Utilities					X
Bus Disaster	X				
Earthquake	X		X	X	X
Tsunami			X	X	X

8.3   Immediate Response Actions

All immediate response actions will be announced by the **Head of School or his designee** through the PA system. If the PA system is not available or is not working, the **Head of School** will use other means of communication, i.e., sending messengers to deliver instructions. **Head of School** should be calm, convey reassuring comments that the situation is under control and provide clear directions.

8.3.1   Duck and Cover

This action is taken to protect students and staff from flying objects or falling debris.

Description of Action

1. **Head of School** will make the following announcement on the PA system (in case of an earthquake, Head of School should do his/her best to inform everyone)

> *"YOUR ATTENTION PLEASE. WE ARE EXPERIENCING (SAY TYPE OF EMERGENCIES). FOR EVERYONE'S PROTECTION, ALL STUDENTS TEACHERS AND OTHER STAFF SHOULD FOLLOW DUCK AND COVER PROCEDURES. HOLD THIS POSITION UNTIL THE (SAY TYPE OF EMERGENCIES) STOPS OR FURTHER INSTRUCTIONS ARE GIVEN."*

2. If inside, **Evacuation & Assembly Wardens** will instruct students to duck under their desks and cover their heads with their arms and hands.
3. If outside, **Evacuation & Assembly Wardens** will instruct students to face away from windows, drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
4. **Evacuation & Assembly Wardens and students** should move away from windows.

8.3.2   Shelter-in-place

This action is taken to place and / or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air such as smoke and toxic gas from fire and explosion. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shut down of classroom and / or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.

Description of Action

1. **Head of School** will make the following announcement

> *"YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU."*

2. If inside, **Evacuation & Assembly Wardens** will keep students in the classroom until further instructions are given.
3. If outside, **students** will proceed to their respective classrooms if it is safe to do so. If not, **Evacuation & Assembly Wardens** or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, and gymnasium).
4. **Evacuation & Assembly Wardens** will have students face away from windows and keep their backs toward windows.
5. **Evacuation & Assembly Wardens** will close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling down shades. **Evacuation & Assembly Wardens** will also turn off gas, lights, power equipment, and appliances.
6. The **Security Warden** will assist in completing the procedures as needed: shut down the classroom / building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape.
7. **Evacuation & Assembly Wardens** should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.

8.3.3   Evacuate Building

This action is taken after the decision is made that it is unsafe to remain in the building.

Description of Action

1.   **Head of School** will make the following announcement

> *"YOUR ATTENTION PLEASE, WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM."*

2.   **Head of School** will initiate a fire alarm.
3.   **Evacuation & Assembly Wardens** will instruct students to evacuate the building, using designated routes on the evacuation map in the classrooms with special attention to students with disabilities or special needs.
4.   **Evacuation & Assembly Wardens** will take the student roster and have students form a single line outside the classroom (Form a double line for large classes.).
5.   **Evacuation & Assembly Wardens** will check to see that all students are out of the classroom and ensure doors are closed.
6.   **Evacuation & Assembly Wardens** will have students walk quietly in single file to the Assembly Area. Evacuation & Assembly Wardens should walk at the rear of the line paying special attention to students with disabilities or special needs.
7.   Once assembled, **Evacuation & Assembly Wardens** and designated students will have the other students form a single line in the designated Assembly Area, take attendance and stay in place until further instructions are given.

Designate at least two assembly areas in the School. **Note that water-borne hazards such as flooding, sea swell and tsunami require students to be on inland, high and stable ground such as higher levels of reinforced concrete buildings. If there is no appropriate inland, high and stable ground in the School, designate off-site assembly areas for those hazards in Attachment 6 of Section IV in the Appendix.**

Primary Assembly Area: Back-up Assembly Area:

_____   _____

8.3.4   Off-site Evacuation

This action is taken after a decision is made that it is unsafe to remain on the premises, and evacuation to an off-site assembly area is required.

Description of Action

1. **Head of School** will make the following announcement:

> *"YOUR ATTENTION PLEASE, WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM."*

2. Head of School will determine the safest method for evacuating the premises. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated on the Safe Haven Route Plan in Attachment 9 of Section IV in the Appendix.

3. **Evacuation & Assembly Wardens** will instruct students to evacuate to the off-site assembly area, using designated routes on the evacuation map in your classroom with special attention to students with disabilities or special needs.

4. **Evacuation & Assembly Wardens** will take the student roster and have students form a single line outside the classroom (Form a double line for large classes).

5. **Evacuation & Assembly Wardens** will check to see that all students are out of the classroom and close all doors.

6. **Evacuation & Assembly Wardens** will have students walk quietly in single file to the Assembly Area. Evacuation & Assembly Wardens should walk at the rear of the line paying special attention to students with disabilities or special needs.

7. Once assembled off-site, **Evacuation & Assembly Wardens and student**s will have students form a single line in the designated Assembly Area, take attendance and stay in place until further instructions are given.

8. Once clearance is received from appropriate agencies, **Head of School** may authorize students and staff to return to the classrooms.

Primary Off-site Assembly Area: Back-up Off-site Assembly Area:

_____   _____

Address: Address:

_____   _____

Phone: Phone:

_____   _____

8.3.5   Shut down / all clear

This action is taken to notify Evacuation & Assembly Wardens and students that normal school operations will be closed or resumed.

Description of Action

1. After the careful implementation of damage assessment procedures by **the Fire and Safety Warden** with the use of Damage Assessment Report in Attachment 13 of Section IV in the Appendix, **Head of School** should confer with School Health and Safety Unit of the Ministry of Education on identified damages to determine if the school should be shut down or not (if the communication system is available). (for all level 3 emergencies and some level 2 emergencies)

2. If the school must be shut down, **Head of School** will activate Parent Alert System as referenced in Attachment 10 to release students with the use of Student Release Log in Attachment 14 of Section IV in the Appendix.

3. If the school can resume to normalcy, **Head of School** will make the following announcement

> *"YOUR ATTENTION PLEASE, IT IS NOW ALRIGHT TO RETURN TO YOUR CLASSROOMS AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION."*

4. This action signifies that the Emergency is over.

5. If appropriate, **teachers** should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

8.4   Emergency Procedures

This section describes the 10 types of specific procedures that school staff will follow during the 10 potential emergencies listed below:

1.   Fire On School Grounds
2.   Fire in Surrounding Area
3.   Explosion / Risk of Explosion / Chemical Explosion
4.   Flooding
5.   Sea Swell
6.   Loss or Failure of Utilities
7.   Ferry Disaster / Water Safety
8.   Bus Disaster
9.   Earthquake
10. Tsunami

It is important to note that **Head of School** is responsible for the health and safety of students and staff during an emergency. Although the following procedures refer to specific actions, **Head of School** must exercise discretion in implementing standardized operational procedures, and should consider modifications as necessary to ensure the health and safety of all personnel during an emergency.

8.4.1   Fire on school grounds

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

Procedure

1. Upon discovery of a fire, **Evacuation & Assembly Wardens or staff** will direct all occupants out of the building, initiate the fire alarm, and report the fire to Head of School.

2. **Head of School** will immediately begin the EVACUATE BUILDING or OFF-SITE EVACUATION procedures. **Staff and students** will evacuate buildings using the prescribed routes or other safe routes (as identified by **Evacuation & Assembly Wardens**) to the Assembly Area.

3. In the event of an evacuation, **Evacuation & Assembly Wardens** will bring their student roster and take attendance at the Assembly Area to account for students present. **Evacuation & Assembly Wardens** will notify Head of School and the Student Release Warden of missing students with the use of Injury and Missing Persons Report in Attachment 12 of Section IV in the Appendix.

4. **The First Aid Officers** will check for injuries and provide appropriate first aid.

5. **Head of School** will call Fire Department / Island office / Health Centre or ambulance / police and will provide the exact location (e.g., building, room, area) of the fire.

6. **The Fire and Safety Warden** should attempt to suppress fires and initiate rescue procedures until the local fire department arrives.

7. All fires, regardless of their magnitude, which are extinguished by school personnel, must be reported to the Fire Department / Island office to indicate "fire is out."

8. **The Security Warden** will secure the area to prevent unauthorized entry and keep access to roads clear for emergency vehicles.

9. **The Communication Officer** will direct the fire department to the fire and brief fire department official on the situation.

10. **The Security Warden** will notify the appropriate utility company of damages.

11. **Head of School** will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions. If needed, **Head of School** will notify Bus Dispatch to request busses for staff and student evacuation.

12. Any affected areas will not be reopened until appropriate agency(s) provides clearance and **Head of School** issues authorization to do so.

13. **Head of School** will initiate SHUT DOWN / ALL CLEAR.

8.4.2   Fire in surrounding area

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

Procedure

1. **Head of School** will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION.

2. **Head of School** will call island office / police and will provide information on the location and nature of emergency.

3. **Head of School** will instruct the Security Warden to prevent students from approaching fires or other hazards and keep routes open for emergency vehicles.

4. **The Communication Officer** will contact the fire department or island office and will work with the fire department or island office to determine if school grounds is likely to be threatened by the fire, smoke, or other hazardous conditions.

5. If **Head of School** issues the EVACUATE BUILDING action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.

6. In the event of an evacuation, **Evacuation & Assembly Wardens** will use their student roster and take attendance at the Assembly Area to account for students. **Evacuation & Assembly Wardens** will notify Head of School and the Student Release Warden of missing students with the use of Injury and Missing Persons Report in Attachment 12 of Section IV in the Appendix.

7. **The First Aid Officers** will check for injuries and provide appropriate first aid.

8. **Head of School** will keep a battery-powered radio tuned to VOM for emergency information.

9. Any affected areas will not be reopened until appropriate agency provides clearance and **Head of School** issues authorization to do so.

10. If needed, **Head of School** will notify Bus Dispatch to request busses for staff and student evacuation.

11. **Head of School** will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

12. **Head of School** will initiate SHUT DOWN / ALL CLEAR.

8.4.3 Explosion / Risk Of Explosion / Chemical Explosion

This section addresses four possible scenarios involving an Explosion, Risk of Explosion or Chemical Explosion:

Scenario 1 – Explosion on school property

Scenario 2 – Risk of explosion on school property

Scenario 3 – Explosion or risk of explosion in a surrounding area

Scenario 4 – Chemical Explosion

It is necessary to first determine which scenario applies and then implement the appropriate response procedures.

Procedure

Scenario 1: EXPLOSION ON SCHOOL PROPERTY

1. In the event of an explosion, all persons should initiate DUCK AND COVER.

2. **Head of Schoo**l will consider the possibility of another imminent explosion and take appropriate action/s.

3. After the explosion, **Head of School** will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION. Evacuation may be warranted in some buildings and other buildings may be used as shelters.

4. In the event of an evacuation, **staff and students** will use prescribed routes or other safe routes as instructed by **Evacuation & Assembly Wardens**, and proceed to the Assembly Area.

5. In the event of an evacuation, **Evacuation & Assembly Wardens** will bring their student roster and take attendance at the Assembly Area to account for students. **Evacuation & Assembly Wardens** will notify Head of School and the Student Release Warden of missing students with the use of Injury and Missing Persons Report in Attachment 12 of Section IV in the Appendix.

6. **Head of School** will call Health Centre or ambulance / island office / police and will provide information on the exact location (e.g., building, room, area) and nature of emergency.

7. **The First Aid Officers** will check for injuries and provide appropriate first aid.

8. **Fire and Safety Warden** should attempt to suppress fires with extinguishers. Note: Ensure the use of proper types of extinguishers.

9. **The Security Warden** will notify the appropriate utilities company of any damages to water lines, sewerage, power lines and other utilities.

10. **The Security Warden** will post guards at a safe distance away from the building entrance to prevent persons entering the school buildings.

11. When it is determined safe to enter affected areas, **Head of School** will advise the Search and Rescue Warden to initiate search and rescue activities.

12. **Head of Schoo**l will contact School Health and Safety Unit, Ministry of Education to inform that the buildings are safe for re-occupancy. When safe to do so, **the Fire and Safety Warden** will conduct an inspection of school buildings. **The Fire and Safety Warden** will maintain a log of their findings with the use of Damage Assessment Report in Attachment 13 of Section IV in the Appendix. , and provide a periodic report to the Head of School.

13. Any areas affected by the explosion will not be reopened until appropriate agency provides clearance and **Head of School** gives authorization to do so.

14. **Head of School** will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions

15. **Head of School** will initiate SHUT DOWN/ ALL CLEAR

Scenario 2:   RISK OF EXPLOSION ON SCHOOL PROPERTY

1. **Head of School** will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.

2. If **Head of School** issues EVACUATE BUILDING action, **staff and students** will evacuate the building using prescribed routes or other safe routes (as identified by the **Evacuation & Assembly Wardens)** to the Assembly Area.

3. In the event of an evacuation, **Evacuation & Assembly Wardens** will bring their student roster and take attendance at the Assembly Area to account for the students. **Evacuation & Assembly Wardens** will notify Head of School and the Student Release Warden of missing students with the use of Injury and Missing Persons Report in Attachment 12 of Section IV in the Appendix. .

4. **The First Aid Officers** will check for injuries and provide appropriate First Aid.

5. **Head of School** will notify the island office / police and will provide information on the exact location (e.g., building, room, area) and nature of emergency.

6. **The Fire and Safety Warden** should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.

7. **Head of School** will advise the Search and Rescue Warden to initiate rescue operations.

8. **The Security Warden Leader** will notify the appropriate utility company of any damages to water lines, sewerage, power lines and other utilities.

9. Head of School will notify School Health and Safety Unit, Ministry of Education of the situation.

10. All affected areas will not be reopened until appropriate agency provides clearance and **Head of School** issues authorization to do so.

11. In the event of an explosion on premises, refer to procedures listed under Scenario 1 above.

12. **Head of School** will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

13. **Head of School** will initiate SHUT DOWN / ALL CLEAR, after confirming the cease of the hazard.

Scenario 3: EXPLOSION OR RISK OF EXPLOSION IN SURROUNDING AREA

1. **Head of School** will initiate the SHELTER-IN-PLACE response action.
2. **Head of School** will notify the island office/ police and will provide the exact location (e.g., building, area) and nature of emergency.
3. **Head of School** will take further actions as needed.
4. **The school** will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance and **Head of School** will issue further instructions.
5. **Head of School** will initiate SHUT DOWN / ALL CLEAR.

Scenario 4: CHEMICAL EXPLOSION IN SCHOOL LABORATORIES

1. **Head of School** will initiate the SHELTER-IN-PLACE response action.
2. **Head of School** will notify the island office/ police and will provide the exact location (e.g., building, area) and nature of emergency.
3. **Head of School** will take further actions as needed.
4. **The school** will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance and **Head of School** issues further instructions.
    Head of School will initiate SHUT DOWN / ALL CLEAR.

8.4.4　Flooding / sea swell

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding and sea swell may occur as a result of storm and / or prolonged periods of rainfall.

Procedure

1. **Head of School** will initiate appropriate Immediate Response Actions, which may include EVACUATE BUILDING or OFF SITE EVACUATION. The Assembly Area needs to be on the inland, high and stable ground such as higher levels of reinforced concrete buildings to be able to stay away from the hazard

2. **Head of School** will notify Fire Department / Island office / Health Centre or ambulance / police / Coast Guard and describe the nature and extent of the hazards.

3. **Head of School** will keep a battery-powered radio tuned to VOM for information.

4. If **Head of School** issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, **staff and students** will evacuate affected buildings using prescribed routes or other safe routes as identified by the Evacuation & Assembly Wardens, to the Assembly Area.

5. In the event of an evacuation, **Evacuation & Assembly Wardens** will bring their student roster and take attendance at the Assembly Area to account for students. **Evacuation & Assembly Wardens** will notify Head of School and the Student Release Warden of missing students with the use of Injury and Missing Persons Report in Attachment 12 of Section IV in the Appendix.

6. **The First Aid Officers** will check for injuries and provide appropriate first aid.

7. **Head of School** will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

8. Any affected areas will not be reopened until appropriate agency provides clearance and Head of School issues an authorization to do so.

9. **Head of School** will initiate SHUT DOWN / ALL CLEAR.

8.4.5   Failure of Utilities

This procedure addresses situations involving loss of water, power or other utilities on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, a break in sewerage lines and so forth.

Procedure

1. If water or an electrical line is broken, effort should be made to turn off water or power to the affected area and to notify Head of School immediately.

2. Upon notice of loss of utilities, **Head of School** will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.

3. **Head of School** will notify the Local Maintenance Authority or Companies (MWSC, STELCO and so forth) and will provide the location and nature of the emergency. Appropriate personnel will also be notified at the discretion of the Head of School.

4. **Security Warden** will contact the relevant utility company to determine whether their assistance is required and the potential length of time, service will be interrupted.

5. **Head of School** will notify School Health and Safety Unit, Ministry of Education of the loss of utility service.

6. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.

7. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Section 5.4.2 Explosion / Risk of Explosion / Chemical Explosion.

8. **Head of School** will initiate SHUT DOWN / ALL CLEAR.

9. In addition to the procedures listed above, **the Head of School** will implement the following plans in the event of a utility disruption.

A. Plan for responding to a disruption of Water supply:

[Summarize a specific plan to provide for the following services in the event of a loss of water]

Toilets:

Drinking Water:*(Specify how emergency water supply will be accessed and distributed to students and staff).*

Fire Suppression System (if applicable):

B. Plan for responding to a disruption of Electricity:

[Summarize a specific plan to provide for the following services in the event of a loss of electricity]

Ventilation:

Emergency Light:

Other:

C. Plan for responding to a disruption in Communication Services:

[Summarize a specific plan to provide for the following services in the event of a loss of communication]

Telephone Service:

Fax:

Email:

8.4.6   Ferry disaster

This section addresses three possible scenarios in ferry disasters:

Scenario 1 – Abandon Ship
Scenario 2 – Person Overboard
Scenario 3 – While in the Water

It is necessary to first determine which scenario applies and then implement the appropriate response procedures. However, whatever the scenario, **Head of School** should try to assign more than 1 teacher or staff with **swimming skills**, and **search and rescue skills** on board.

The Maldivian law stipulates that all ships must be equipped with personal floatation devices on board for all passengers. The person overboard will then be able to have something to hang on to in case the person is unable to swim back to the ship. Therefore, **Head of School and Head of Teachers on the Ship** are required to double-check whether the ship is equipped with sufficient numbers and acceptable quality of personal floatation devices for the passengers, before staff and students get on board.

Procedure:

Scenario 1: ABANDON SHIP

The decision to abandon ship is usually very difficult. In some instances, people have perished in their life raft or in the dinghy while their abandoned ship managed to stay afloat. Other cases indicate that people waited too long to successfully get clear of a floundering boat. The decision to abandon the ship will be **made by Captain or Driver of the Ship.** Once the decision is made:

1. **Teachers on the Ship** will order students to put on life jackets. Life jacket must be put on before they help others to put on their life jackets.

2. **Captain or Driver of the Ship** needs to note the exact position before carrying out abandoning the ship.

3. **Captain or Driver of the Ship** will send out MAYDAY message to alert and to get the needed assistance.

4. Once the life raft or the dinghy is launched, **Teachers on the Ship** will order staff and students to try to get onto it directly from the boat (if impossible, use minimal swimming effort to get on board).

5. **Captain or Driver of the Ship** will get to a safe distance from the sinking ship.
   Captain or Driver of the Ship will arrange lookout watches.

6. **Teachers on the Raft** will arrange for collecting rainwater. Ration water to maximum one-half quart per person per day, issued in small increments. Do NOT drink seawater or urine.

7. **Teachers on the Ship** will order staff and students to stay calm until they are rescued.

Scenario 2: PERSON OVERBOARD

In the event of a "person overboard" situation, it is important not to panic. There are several person overboard procedures that can be carried out when a "person overboard" situation occurs.
There is no doubt that a person overboard can be a scary event, but if the **Teacher in charge** is aware of the right '**person-overboard procedures**' to follow, he/she will be able to help the person overboard in a quick and calm manner. Being prepared stops panic.

1. **The First Finder shouts** "PERSON OVERBOARD!" This allows all on board to be aware and to be able to pitch in and help the person overboard.
2. If the person overboard is visible, **Teachers on the Ship** will throw a life buoy as close to the person as possible so that the person can swim to it. If the person overboard did not have a personal floatation device on, **Teachers on the Ship** will try to get one of those out to the person as well.
3. **Captain or Driver of the Ship** will take a compass reading immediately in order to locate the person overboard. This will ensure that the ship can head back along a line that should bring it back to the position where the person overboard situation occurred. Especially in rough seas, one can easily lose sight of the person. If the ship is heading away from the person overboard and the person is directly behind the ship, Captain or Driver of the Ship will simply note the reverse position to the heading on its compass.
4. **Captain or Driver of the Ship** will always let the weather help the ship (where possible) and use the winds to drift back to the person overboard.
5. **Teachers on the Ship** will make sure that those who go overboard to rescue the 'person overboard' are wearing lifejackets and also ensure that one end of a line is tied to their waists and the end secured to the ship.

Scenario 3: WHILE IN THE WATER

1. **Students** will look for the lifebuoy which may be close by. **Teachers** will order students to remain calm, keep their legs close together and restrict their movements to stop flushing cold water under their clothing.
    Remember that in cold water during the winter their ability to rescue themselves will greatly diminish in just 10 minutes after being hitting the water.
2. In rough conditions, **Teachers** will order students and staff to turn their backs to the waves to keep their mouths and noses clear of spray.

8.4.7   Bus Disaster

These procedures are for use by bus drivers and the Head of School in the event of an earthquake, flood, serious bus accident, or other emergencies that might occur while students are on a field trip or being transported to, or from school. If there are no students on the bus, **drivers** should report to the nearest school.

This section addresses three possible scenarios involving a bus disaster:

Scenario 1   - Flood
Scenario 2   - Serious Accident or Bus Fire
Scenario 3   - Earthquake

Bus drivers should first determine which scenario applies and then implement the appropriate response procedures. A copy of these procedures shall be kept in the emergency pocket of each school bus. It is important to note that **drivers** may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, or other unique circumstances.

Procedure:

Scenario 1: FLOOD

1. DO NOT drive through flooded streets and / or roads.
2. Take an alternative route or wait for public safety personnel to determine safety.
3. If the bus is damaged, stay in place until help arrives.
4. Contact Head of School to report location and condition of students.
5. **Head of School** will determine what additional appropriate notification(s) should be made.
6. The **driver will** account for all students and staff throughout the emergency.

Scenario 2: SERIOUS ACCIDENT OR BUS FIRE

1. Park the bus in a safe location.
2. Set the emergency brake and turn off the ignition.
3. Evacuate the bus in the event of a fire.
4. Check for injuries and provide appropriate first aid.
5. Call Health Centre or ambulance / island office / police and provide exact location of the bus and wait for arrival of emergency responders.
6. Contact Head of School to report location and condition of students.
7. **Head of School** will determine what additional appropriate notification(s) need to be made.
8. Stay with the disabled bus until help arrives.
9. **The driver** will account for all students and staff throughout the emergency.

SCENARIO 3: EARTHQUAKE

1. **The driver** should issue DUCK AND COVER action

2. Stop the bus away from power lines, buildings, overhanging trees, or other dangerous situations.

3. Set brake, turn off ignition, and wait for tremors to stop.

4. Check for injuries and provide first aid as appropriate.

5. If the bus is damaged, stay in place until help arrives.

6. Contact Head of School to report location and condition of students and the bus.

7. **Head of School** will determine what additional appropriate notification(s) should be made.

8. If instructed to continue route, **the driver** should:

   - If en route to school, continue to pick up students.

   - If dropping students off, continue to do so provided there is a responsible adult at the bus stop. If there is no responsible adult at the bus stop, refer to Number 9 below.

9. If it is impossible to return to school, proceed to the nearest possible shelter. Upon arriving at the shelter, notify Head of School. Remain with the children until further instructions are received from Head of School.

10. **The driver** will account for all students and staff throughout the emergency.

8.4.8   Earthquake

Earthquakes generally occur without warning and may cause minor or serious injuries, and damage to buildings. It is important to note that even a mild tremor can create a potentially hazardous situation and the following procedures should be implemented in response to all earthquakes regardless of the magnitude.

Procedure

Note: Keep calm and remain where you are. Assess the situation, and then act. Remember, most injuries or deaths are the direct cause of falling or flying debris. Furthermore, there is always the possibility of a tsunami assault after an earthquake occurs. Prepare for response actions against tsunamis as well:

1. Upon the first indication of an earthquake, **Evacuation & Assembly Wardens** should direct students to DUCK AND COVER.

2. Move away from windows and overhead hazardous elements to avoid glass and falling objects.

3. When the shaking stops, **Head of School** will initiate the EVACUATE BUILDING action. **Staff and students** will evacuate the buildings using prescribed routes or other safe routes as indicated by the Evacuation & Assembly Wardens, to the Assembly Area.

4. In the event of an evacuation, **Evacuation & Assembly Wardens** will bring their student roster and take attendance at the Assembly Area to account for the students. **Evacuation & Assembly Wardens** will notify Head of School and the Student Release Warden of missing students with the use of Injury and Missing Persons Report in Attachment 12 of Section IV in the Appendix.

5. **Head of School** will direct the Security Warden to post guards, a safe distance away from building entrances to prevent access during the crisis.

6. **The Security Warden** will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.

7. **The First Aid Officers** will check for injuries and provide appropriate first aid.

8. **Head of School will** direct the Security Warden to notify the appropriate utility company of damages (e.g., gas, power, water, or sewerage).

9. If the area appears safe, **Head of School** will advise the Search and Rescue Warden to make an initial inspection of school buildings to identify any injured or trapped students or staff.

10. When safe to do so, **Head of School** will advise the Fire and Safety Warden to conduct an inspection of school buildings.

11. **The Fire and Safety Warden** will maintain a log of their findings and provide a periodic report to the Head of School with the use of Damage Assessment Report in Attachment 13 of Section IV in the Appendix.

12. Any affected areas will not be reopened until the appropriate Agency provides clearance and Head of School issues authorization to do so.

13. **Head of School** will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions

at the school.

14. **Head of School** will initiate SHUT DOWN / ALL CLEAR. Note that earthquakes usually have both a main quake and after shocks, which have a possibility to last for more than a week.

8.4.9 Tsunami

Unlike flooding and sea swells, the time to prepare for a tsunami depends on how far it occurs. Although Tsunami Warning on TVM and VOM will give prior notice, if it occurs a short distance away from the shore, the school will not have enough time for the preparation. Moreover, tsunamis can reach the coastline immediately after an earthquake hits the school.
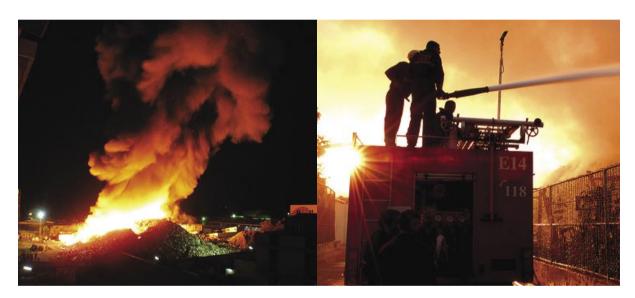
Procedure

1. As soon as receiving Tsunami Warning through TVM and VOM, **Head of School** will initiate appropriate Immediate Response Actions, which may include EVACUATE BUILDING or OFFSITE EVACUATION. The Assembly Area needs to be on the high and inland, stable ground such as higher levels of reinforced concrete buildings; to be able to stay away from the hazard.

2. **Head of School** will notify Fire Department / Island office / Health Centre or ambulance/ police / Coast Guard and will describe the nature and extent of the hazards.

3. **Head of School** will keep a battery-powered radio tuned to VOM for information.

4. If **Head of School** issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, s**taff and students** will immediately wear life jackets provided on each floor (or in classroom) and facility and evacuate affected buildings using prescribed routes or other safe routes as indicated by **the Evacuation & Assembly Wardens** to the Assembly Area.

5. In the event of an evacuation, **Evacuation & Assembly Wardens** will bring their student roster and take attendance at the Assembly Area to account for the students. **Evacuation & Assembly Wardens** will notify Head of School and the Student Release Warden of missing students with the use of Injury and Missing Persons Report in Attachment 12 of Section IV in the Appendix.

6. **The First Aid Officers** will check for injuries and provide appropriate first aid.

7. Any affected areas will not be reopened until the appropriate Agency provides clearance and Head of School issues authorization to do so.

8. **Head of School** will initiate SHUT DOWN / ALL CLEAR. However, he should not declare SHUT DOWN / ALL CLEAR until TSUNAMI Warning is lifted on TVM and VOM.

8.5 Procedures For A Hazard During Non-school Hours

1. **Head of School** and **Security Warden** will assess damages to determine any necessary corrective actions with the use of Damage Assessment Report in Attachment 13 of Section IV in the Appendix. **Head of School** may direct the Fire and Safety Warden to participate in the assessment.

2. **Head of School** should confer with School Health and Safety Section, Ministry of Education on identified damages to determine if the school should be shut down (if communication system is available).

3. If the school must be shut down, **Head of School** will activate Parent Alert System and School Personnel Alert System as referenced in Attachment 10 and 11 of Section IV in the Appendix.

9 IMPLEMENTING THE SCHOOL EMERGENCY OPERATIONS PLAN - SEOP

9.1 EMERGENCY DRILLS

In order to be adequately prepared, the following drills should be executed and documented in the Emergency Drill Record in Attachment 15 of Section V in the Appendix. The Head of School must plan and implement drills more than 3 times a year in primary schools and more than twice a year in secondary schools to improve the skills and knowledge of staff and students continuously.

If the premises are large or multi-storied, a small-scale pilot drill should be undertaken to test the procedures. Once the procedure is proved to be functional, a full-scale drill can be executed. Moreover, multi-occupancy buildings require more detailed planning and greater communication with the other occupants in the building.

Simulating responses to potential non-structural hazardous elements (as was mentioned in Section 7.2) can help students and staff to increase their capacity in dealing with them in the event of emergencies. It is also recommended to include the student release operation with the participation of parents in emergency drills.

School personnel should be prepared to implement drills for the identified hazards, referring to the following standards for a successful emergency drill:

- Standard 1 – Fire
- Standard 2 – Earthquake
- Standard 3 – Flood
- Standard 4 –Tsunami

After the drill is completed, teachers shall discuss and share lessons learned with students. The Head of School shall discuss and share lessons learned with staff and utilize them to improve the next drill and SEOP. This feedback mechanism is critical to enhance preparedness of the School personnel against potential hazards.

9.1.1   Fire

1. Familiarize everyone with the designated route before the drill begins. If the room does not have a map, please contact the Head of School today.
2. The Fire Alarm must be heard by all staff and students.
3. Orderly evacuation begins immediately and is completed within reasonable time (minutes) of the initial alarm, with minimal congestion at exit gates.
4. Evacuation & Assembly Wardens and students are staged in an orderly fashion away from fire lanes.
5. Evacuation & Assembly Wardens take roll call once in the evacuation area. Any missing students are immediately reported to the Head of School / designee.
6. Upon sounding of the all clear, students and staff return to their respective classrooms and the teacher takes roll once more. Missing students are reported to the Head of School/designee and the Student Release Warden.

9.1.2   Earthquake Drill

An earthquake drill is held to provide maximum protection in case of earthquake or other emergency where the risk of flying or falling debris is present. No advance warning or signal will normally be given. In practice drills, Evacuation & Assembly Wardens should supervise students and be alert to the position of each student during the entire drill.

1. When evacuations are included as part of the drill, appropriate non hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways and so forth, shall be utilized by staff and students in order to reach the designated evacuation areas.
2. Evacuation & Assembly Wardens have taken roll once in the evacuation area. Any missing students are immediately reported to the Head of School/designee and the Student Release Warden.
3. Upon sounding of the ALL CLEAR, students and staff return to their respective classrooms and the teachers takes roll call once more. Missing students are reported to the Head of School / designee and Student Release Warden.

9.1.3   Flood Drills

1. Plug sinks / baths and put a sandbag in the toilet bowl to prevent backflow.
2. Turn off gas and electricity. Unplug electrical items and move them upstairs or to higher locations if possible. Move out any items of importance for its safety.
3. Co-operate with emergency services and get advice from them.
4. In the case of off-site evacuation, evacuation routes should be away from bodies of water as well as boats, which could actually be a hindrance and hence become an additional hazard.
5. The designated Assembly Area must be located inland, where it is high and stable enough

to keep away from the hazards of FLOODING (i.e. on the 2nd floor and above of reinforced concrete buildings).

6. Orderly evacuation begins immediately and is completed within reasonable time (or within minutes) of the initial signal, with minimal congestion at exit gates.

7. Evacuation & Assembly Wardens need to take attendance in the evacuation area. Any missing students are immediately reported to the Head of School / designee and the Student Release Warden.

8. Upon sounding of the all clear, students and staff return to their respective classrooms and the teacher takes roll once more. Missing students are to be reported to the Head of School / designee and the Student Release Warden.

9. Follow up for any further flood warning.

9.1.4   Tsunami Drill

The Emergency Response Time a TSUNAMI Warning can give to a community depends on the distance between that community and the location where it occurred. In the worst case scenario, as frequently is the case associated with earthquakes; the warning may not provide us with sufficient time to take necessary response actions. In practice drills, Evacuation & Assembly Wardens should encourage students to take necessary response actions as quickly and safely as possible.

1. In the case of off-site evacuations, evacuation routes should be away from bodies of water as well as boats, which could actually be a hindrance and hence become an additional hazard.

2. As Earthquake drills are also included as part of the Tsunami drill, appropriate non- hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc, shall be utilized by staff and students in order to reach the designated evacuation areas.

3. The designated Assembly Area must be located inland, where it is high and stable enough to keep away from the hazards of a TSUNAMI (i.e. on the 2nd floor and above of reinforced concrete buildings).

4. Orderly evacuation begins immediately and is completed within reasonable time (or within minutes) of the initial signal, with minimal congestion at exit gates.

5. Evacuation & Assembly Wardens need to take attendance in the evacuation area. Any missing students are immediately reported to the Head of School/designee and the Student Release Warden.

6. Upon sounding of the all clear, students and staff return to their respective classrooms and the teacher takes roll once more. Missing students are to be reported to the Head of School/designee and the Student Release Warden.

9.2   Staff & Student Training

The Head of School should prepare a training plan as described in Attachment 16 of Section V in the Appendix.. Schools may coordinate with the Ministry of Education, and other relevant government agencies (such as Fire Department, Coast Guard, Department of Meteorology) for skills training as well as awareness building programs. The school should explore resources that are available within the island community (such as first aid training from island hospitals). The Head of School may also develop initiatives to promote emergency management among students, staff and parents.

Training for school personnel may also be integrated with training for the community responders as this will reduce costs, broaden training experience and facilitate communication between people who may work together in an emergency.

9.3   Plan Review And Updates

Each school SEOP must be reviewed at least once each year. It is recommended that this review be conducted prior to the start of each academic year. Additionally, anytime weaknesses in the plan are identified during a drill, exercise or an actual emergency event the Plan must be revised and updated. Schools should include their local emergency response, emergency management and public health agencies in the review process.

Attachment 17 of Section IV in the Appendix.provides an Annual SEOP checklist of the plan.

APPENDIX

SAMPLE SCHOOL EMERGENCY OPERATIONS PLAN

(to be submitted to the School Health and Safety Section, ESQID of the Ministry of Education by December 15th of Each Year and copy to Atoll Focal Point / Superintendent of Education)

LIST OF CONTENTS

SECTION V: Implementation Strategies

SECTION I
School Profile

Name: [ ]

Address: [ ]

[ ]

Student Population

Grade	Male	Female	Total
1			
2			
3			

Staff Population

Staff	Male	Female	Total	Contact Telephone Numbers
Teachers				
Administrative Staff				

School Management

DESIGNATION	Name	Contact Telephone Numbers
Head of School		
Deputy Head of School / Assistant Head of School		
School Administrator		

School Map

Island Map

SECTION II
School Emergency Management

2.1 Emergency Planning Committee

Attachment 1: EMERGENCY PLANNING COMMITTEE

- *(Identify*

  other school personnel, applicable community members [such as members from Island Development Committee, Women's' Development Committee, active youth groups], Fire Department, Representative from the nearest hospital etc)
- *List the names and contact details as follows:*

Position	Name	Job Title	Contact No (Mobile)	Signature
Chair		Head of Schoo;	xxxxx	xxxxx
Vice Chair		Deputy Head of School / Assistant Head of School		
Members		Vice President/ PTA		
Members		Supervisor		
Members		Teachers		
Members		Parent		
Members		School Administrator		
Members		Student		

2.2 Emergency Control Organization

Attachment 2: EMERGENCY CONTROL ORGANIZATION

- Identify t

  school administrator) , other teachers who can assist (e.g.: sports teacher, supervisors, guiders etc), and student volunteers (for secondary

  schools only)

- List the responsibilities of each member during and after emergencies

- List the names and contact numbers of the relevant members

- List any prior

- Request members to sign, confirming they understand their roles & responsibilities as a member of the ECO.

Position	Responsibility	Name	Job Title	Contact No (mobile)	Assembly Area(s)	Related Training	Signature
Head of School							
Deputy Head of School							
Security Warden							

Position	Responsibility	Name	Job Title	Contact No (mobile)	Assembly Area(s)	Related Training	Signature
First Aid Officers							
Leader							
Member							
Member							
Search & Rescue Wardens							
Leader							
Member							
Member							
Fire & Safety Wardens							
Leader							
Member							
Member							
Evacuation & Assembly Wardens							
Leader							
Member							
Member							
Student Release Wardens							
Leader							
Member							
Member							

SECTION III
Hazard & Risk Assessment

3.1   Hazard Assessment

Attachment 3 : ANNUAL SCHOOL HAZARD SURVEY CHECK LIST

The purpose of the School Hazard Survey is to check potential Non-structural hazards in schools. The survey shall include evaluation of interior and exterior of buildings as well as school grounds. If there is a potential non-structural hazard as mentioned in the table below, please tick the item. Others unique to the School shall be added and checked below.

No.	Potential Hazards	Exist
	Classroom / Corridor	
1	Obstructions (tables and desks in hallways) and potential obstructions (bookcases and filling cabinets) that could fall and block the exit	
2	Large windows, either exterior or interior – not Shatter-Proofed (tempered)	
3	Heavy and sharp items stored on high shelves without ledge barriers	
	Assembly Areas	
4	Objects that restrict movement in the exits	
5	Proximity of high voltage power lines has not been considered in establishing the evacuation plan	
6	Safety of assembly areas after an earthquake is not taken into consideration; proximity of leakage of gas, water, sewer lines and sprinklers; debris fall (such as roofing material, chimneys, glass & so forth)	
7	Floors are slippery or broken	
	Staff Room	
8	Obstructions (tables and desks in hallways) and potential obstructions (large and heavy office machines, bookcases and filing cabinets) that could fall and block the exit	
9	Sound system (PA) speakers and spotlights are not secured	
10	Heavy and sharp items stored on high shelves without ledge barriers	

No.	Potential Hazards	Exist
	Janitorial Areas	
11	Storage of tools and cleaning chemicals are not safely preserved	
12	Any accumulation of litter which might increase the risk of fire	
13	Heavy and sharp items stored on high shelves without ledge barriers	
	Science Room (if applicable)	
14	Incorrect use, and storage of large amounts of flammable or toxic materials	
15	Laboratory chemicals are not safely stored on shelves	
16	Inadequate ventilation and fume hoods	
	Computer Room / Machine Shop (if applicable)	
17	All computers and peripherals are not secured, leading to a tipping hazard	
18	Machine-shop equipment not bolted down (if applicable)	

3.2   Emergency Resources

Attachment 4: CHECKLIST OF EMERGENCY RESOURCES

In the event of an emergency, it is important to have all relevant supplies and equipment available, to ensure that the emergency personnel can immediately respond to the emergency. Identify all available resources that may be used or may be needed in the event of an emergency.

Identify other possible sources of resources that the school may have access to (e.g.: from parents or community) in the event of an emergency

Type	Item	Recommended Quantity	Quantity at Hand	Gap
Head and Deputy Head of School	Copy of SEOP	2		
	Vest or Position Identifier	2		
	Hard Hat	2		
	School Map	2		
	Master Keys	2		
	Staff and Student Roster	2		
	Contact Details of Parents	2		
	Portable Phones	2		
	Battery-operated AM/FM Radio	2		
	Loudspeakers	2		
	Walkie –Talkie	2		
	Whistles (for communicating with staff and students)	4		
	Clipboard	1		
	Ink pens	6		

Type	Item	Recommended Quantity	Quantity at Hand	Gap
Search & Rescue Wardens	Copy of SEOP	per warden		
	Vest or Position Identifier	per warden		
	School Map	per warden		
	Hard Hat	per warden		
	Walkie –Talkie	1		
	Master Keys	per warden		
	Gloves, leather work	per warden		
	Dust mask	per warden		
	Stretcher	5 per 500 students		
	Rope	per warden		
	Ladder	1 per 500 students		
Security Warden	Copy of SEOP	1		
	Vest or Position Identifier	1		
	School Map	1		
	Hard Hat	1		
	Walkie –Talkie	1		
First Aid Officer	Copy of SEOP	per warden		
	Vest or Position Identifier	per warden		
	Hard Hat	per warden		
	Walkie –Talkie	1		
	First Aid Kit	per Class		
	First Aid instruction	per Class		
	Triage tags	50 per 500 students		
	Latex gloves	20 per 500 students		
	Life Jackets	50		
	Blankets	10 per 500 students		

Type	Item	Recommended Quantity	Quantity at Hand	Gap
Fire & Safety Warden	Copy of SEOP	per warden		
	Vest or Position Identifier	per warden		
	Hard Hat	per warden		
	Walkie –Talkie	1		
	Damage Assessment Report Form	per warden		
	Fire Extinguisher	per warden		
Evacuation & Assembly Warden	Copy of SEOP	per warden		
	Injury and Missing Persons Report Form	per warden		
	List of Student Roster	per warden		
Student Release Warden	Copy of SEOP	per warden		
	Injury & Missing Persons Report Form	per warden		
	Contact Details of Parents	per warden		
	Student Release Log Form	per warden		
Others	Life Jackets	per Students and Staff		
	Vehicles (for emergency transport)			
External Resources (Location)	eg: Food Supplies			

3.3   Preparedness Measures

Attachment 5 : CHECK LIST FOR SCHOOL PREPAREDNESS MEASURES

Please describe vulnerabilities (weakness) of the school to emergencies, their related risk / s (consequences) and their preparedness measures (countermeasures). Potential Non-structural hazards mentioned in Attachment 3 and lack of emergency resources mentioned in Attachment 4 can also be used as vulnerabilities of the school to emergencies. Preparedness measures do not include structural improvement (construction) such as sea wall construction and transfer of school premises toward inland, but non-structural improvement to reduce the risk as much as possible.

Vulnerability (Weakness) to Emergencies	Risk (Consequences)	Preparedness Measures (Non-structural Measures)
1 Fire on the School Ground/ Fire in Surrounding Area (i.e. Fire extinguishers are not checked monthly)	(i.e. Big fire in school buildings)	(i.e. check fire extinguishers monthly and appropriately)
3 Explosion / Risk of Explosion (i.e. First Aid Equipment is not in place)	(i.e. Injuries can be exacerbated)	(i.e. First Aid Equipment is in place)
5 Sea Swell / Flooding (i.e. if School is facing the sea)	(i.e. Office machines can be damaged by sea water)	(i.e. Put office machines on the higher floor)

Vulnerability (Weakness) to Emergencies	Risk (Consequences)	Preparedness Measures (Non-structural Measures)
6 Loss or Failure of Utilities (i.e. No contingency plan for power failure)	(i.e. Science classes are cancelled and their progress delayed)	(i.e. Coordination with other subject classes)
7 Ferry Disaster / Water Safety (if applicable) (i.e. No life jackets or life-saving skills provided)	(i.e. Students drown)	(i.e. Equip with life-jackets and life-saving skills)
8 Bus Disaster (if applicable) (i.e. No training for drivers to deal with bus disaster)	(i.e. Additional student injuries)	(i.e. Provide training for drivers to deal with bus disasters)
9 Earthquake (i.e. Evacuation routes are not identified / posted)	(i.e. Confused in the event and lead to injuries)	(i.e. Evacuation routes are posted in each classroom)
10 Tsunami (i.e. No TV and Radio is in place)	(i.e. Delays in receiving the Warning and lead to casualties)	(i.e. TV and Radio is in place)

SECTION IV
Emergency Response

4.1   Emergency Contact

Attachment 6 – EMERGENCY PHONE NUMBERS (COMPULSORY OFFICE & MOBILE IF POSSIBLE)

School Address			
Phone No		Fax No	Email

Local Contact

	Name	Phone	
		Office	Mobile
Head of Shool			
Deputy/Asst. Head of School			
Zone Coordinator			
Island Chief			
Island Health Centre			
Atoll Chief			
School Health Assistant or Focal Point			
Bus Dispatch (If available)			

	Organization	Phone
Electric Company		
Water Company		
Nearest Hospital		

	Hotline	Phone
National Disaster Management Centre		
National Meteorology Centre		
Fire Department		
Coast Guard		
Maldives National Defense Force		
Maldives Police Services		
Child & Family Protection Services		

4.2 Emergency Planning Committee

Attachment 7: EMERGENCY RESPONSE PROCEDURES

Using the Guidelines (refer to Chapter 5) describe the response procedures for the following scenarios. The EPC must:

- *Identify key personnel who are responsible for carrying out the response procedures and;*
- *Contextualize the standard operation guidelines given in the Guide to develop school-specific response procedures*
- *Identify the evacu*

the school in the event of an emergency situation which includes at least the following :

Hazard Type	Teams Activated	Evacuation Sites		Response Action
		Primary	Secondary	
Fire on School Grounds				
Fire in Surrounding Area				
Explosion/Risk of Explosion				
Flooding				
Sea Swell				
Loss or Failure of Utilities				
Ferry Disaster / Water Safety				
Bus Disaster				
Earthquake				
Tsunami				
Others as determined by the EPC				

4.3   Evacuation Plan

Each school needs evacuation routes outlined in the School Site Evacuation Plan (Attachment 8) and should be displayed at the main entrance / exit of each facility that houses students and / or staff. These routes should be followed during each drill and/or emergency. Each school should have a pre-designated location with an alternate location for all students / staff to assemble for roll call. Fire exits need to be clearly marked especially in Science Labs.

Attachment 8 – SCHOOL SITE EVACUATION PLAN

(The School Site Evacuation Plan includes the locations (e.g. symbol / icon) of emergency supplies, fire extinguishers, utilities shutoff valves / switches, on-site primary and alternate assembly areas and associated evacuation routes)

Attachment 9 : SAFE HAVEN ROUTE PLAN

(The Safe Haven Route Plan shows the direction and distance to the nearest available resources such as Hospitals, Fire Stations, Health Care Centers, Pharmacies, Private health clinic etc, and the off-site primary and secondary assembly areas and evacuation routes).

4.4   Notification & Activation

In an emergency, communication is crucial to a successful response and for community relations. Describe the internal and external communication systems that will be used in emergencies. The description could include, by way of example, some or all of the following:

- *Telephone*

- *Intercom*

- *Portable Radio Systems*

- *Loudspeakers (or bullhorns)*

- *Local Media*

- *Runner System (student / teacher runners)*

- *Alert Systems*

- *Sangu*

- *Flags*

- *Lights*

Attachment 10: ALERT SYSTEM FOR PARENTS

The Alert system can be activated through loud speakers in Mosques and island offices. If there are other methods to activate the Alert System, describe in the space given below.

Parent contact information must be maintained in the main office and managed by the
Student Release Leader

Attachment 11: ALERT SYSTEM FOR STAFF

List of school personnel contact numbers is maintained in the main office and managed by the *Communications Officer .*

The Alert system can be activated through loud speakers in Mosques and island offices. If there are other methods to activate the Alert System, describe them below.

4.5　　Emergency Documentation

Attachment 12: INJURY AND MISSING PERSONS REPORT FORM

Room Number _____ Date _____

Teacher's Name _____ Signature _____

Injured		
Name	**Type of Injury**	**Location**

Missing Persons	
Name	**Last Seen Location**

Attachment 13: DAMAGE ASSESSMENT REPORT FORM

Building Name_____ Date _____

Time (24hrs) _____ Staff Name _____

Signature _____

Type	Damage				Location / Room
	No	Slight	Severe	Hazardous	
Electrical					
Natutal Gas Line					
Water					
Sewerage					
Phone					
Others					
Hazardous Materials (Chemical Type / Quantity spilled or level of leak / s)					
Custodial Chemicals					
Lab Chemicals					
Asbestos					
Lead					
Others					
Physical Hazards					
Sink Holes					
Damaged Bld. Matl.					
Broken Glass					
Construction Areas					
Others					

The following corrective measures need to be completed prior to re-occupancy.

_____

_____

_____

_____

Attachment 14: STUDENT RELEASE LOG

Note: To avoid panic, students release methods should be notified to parents in advance during events /opportunities such as PTA conferences and Emergency drills.

Teacher's Name _____Date _____

Signature _____

Student's Name	Release Time	Name of Person Released to / and Relationship to Student	Signature

SECTION IV
Implementing The Plan

5.1 Emergency Drills

Attachment 15 : EMERGENCY DRILLS PLAN & RECORD

Plan				
Type of Drill				
Objectives **(Feedbacks from the previous drills)**				
Time of Day				
Expected Number of Persons Evacuating				
Expected Number of Participating Parents				
Expected Outside Participating Agencies				

Record				
Type of Drill				
Day/ Month/ Year				
Time of Day				
Time Duration				
Number of Persons Evacuated				
Number of Parents Participated				
Number of Staff Supervising Drill				
Feedbacks for the Next Drill (Important!)				

_____   _____   _____

Head of School   **Date**   **Signature**

5.2　Training Plan

Identify the training needs of the School to implement the SEOP, as proposed in Attachment 16. Schools can plan for specific skills training for ECO wardens, general awareness programs on disaster management for teachers, parents, and students. The school should first explore the internal resources available within the community (such as coordinating with the Island Hospital to train First Aid Officers, coordinating with Fire Department for Fire Fighting skills and so forth) before exploring external resources. The sample below provides some examples to get the School EPC thinking about training for emergency preparedness and response.

Attachment 16 – TRAINING PLAN

	Training Needs	Target Participants	Scheduled Time frame	Resources (required budget)	Trainer(s)
	SKILLS TRAINING				
1.	Fire Fighting				Fire Department
2.	Psychosocial Counseling				
3.	First Aid Skills				Local Hospital
4.	Life Guard Skills				
5.	Trauma Management Skills				
	AWARENESS BUILDING				
1.	Basic Concepts of Disaster Management				e.g. : UNDP
2.	Parent Awareness Program				EPC wardens

5.3   Plan Review And Updates

Attachment 17: ANNUAL SEOP CHECKLIST

(This is a checklist to help Head of Schools organize and meet the site requirements mandated by the School Emergency Preparedness & Response Guide. It is recommended for ECO members to help carry out the tasks of this checklist.)

No	Requirements	Check
SEOP Drafting		
1.	*SEOP Guide is read, and the responsibilities of the Head of School understood*	
2.	*Second-in-command is designated*	
3.	*EPC Members Identified and roles and responsibilities clearly defined*	
4.	*ECO Members Identified and responsibilities clearly defined*	
5.	*SEOP is updated (if this pertains to the second year)*	
6.	*School Hazard Survey and Preparedness Measures Checklist completed*	
7.	*List of Emergency Resources is completed*	
8.	*Necessary supplies and equipment are applied for, from the School Safety Unit, Ministry of Education*	
9.	*School Emergency Response procedures are contextualized*	
10.	*Confirm Emergency Numbers with the relevant departments*	
11.	*Site Evacuation Plan & Safe Haven Route prepared*	
12.	*Primary and Secondary Assembly Areas (both on-site and off-site) identified*	
13.	*Hospitals and clinics in school's vicinity which would be able to handle casualties in an emergency are identified*	

Equipment		
14.	*TV and radio to get warning and information on the emergencies are equipped*	
15.	*Battery-operated radios and/or walkie talkies are checked*	
Communication		
	Student release procedures are communicated to parents and students appropriately	
	Orientation on the SEOP carried out for staff and the procedures are reviewed in staff meetings and so forth	
	Evacuation routes are posted in each classroom appropriately	
Trainings and Drills		
	Necessary trainings are scheduled	
	Drills scheduled more than 3 times a year for primary schools & twice a year for secondary and higher secondary schools	

Head of School's Signature _____   Date _____

Proposed Date for review _____

References

1. Report on Facilitators' Training on School Disaster Planning Preparedness in Vaavu & Meemu Atoll, Organized by UNDP Male', Disaster Risk Management Program   in Collaboration with Ministry of Education, 28 – 30 June 2007.

2. Humanitarian Charter and Minimum Standards in Disaster Response 2004 Edition

3. Towards a Culture of Prevention: Disaster Risk Reduction Begins at School, Good Practices and Lesson Learned 2007 (UN, ISDR & UNESCO)

4. EMI Document: School Safety: Moving Beyond the Rhetoric, International Conference on School Safety, Islamabad, Pakistan, 14-16 may 2008,

5. Building an Emergency Plan, a guide for museums and other Cultural Institutions (the Getty Conservation Institute Los Angeles).