[INSERT NAME OF SCHOOL]

Disaster/Emergency Plan

Table of Contents

1.0 Introduction

The occurrence of disasters may be beyond our control but the impact is not. Well-planned procedures and well-trained staff, students and parents can effectively reduce the effects of a disaster/emergency at educational facilities. This plan outlines information, instructions and procedures to be supportive in a disaster situation impacting schools and/or *[INESRT COUNTRY]*.

The Caribbean is one of the most disaster prone regions in the world. Various types of natural and man-made hazards can impact the region including floods, hurricanes, earthquakes, tsunamis, droughts, volcanic eruptions, infectious diseases, climate change and all of the varied impacts associated with it. Climate Change will continue to manifest itself over several decades or longer and the effects will be varied and far reaching. While the islands of the Caribbean are not significant contributors to the phenomena they and all other small island nations will be heavily impacted by the anticipated changes. Rising sea levels, coastal erosion, warming oceans, salt water intrusion, an escalation in the intensity of tropical storms and hurricanes, the increase in vector borne diseases, the increase heat related conditions, changes in agriculture resulting from changes in weather patterns, drought, and disruptions in rainfall and freshwater supply represent a considerable threat to Caribbean countries, their citizens and economies. Risk management needs to be vigorous against a range of future climate scenarios and not just take past conditions into account.

Disasters and the associated impacts threaten lives, economic and social development. Educational institutions face the same risks, yet it is critical that they remain functional or return to operation soon after an impact to reduce interruptions to learning. Of significance is the fact that school serve as emergency shelters in many CDEMA participating states. Ministries and Departments of Education, as well as school administrators throughout the region must be fully cognizant of the impact that natural and human-induced hazards may have on the safety of students, teachers and administrators.

The intent of this Disaster/Emergency Planning tool is to give the staff, students, and parents a guide to use in the event of an actual disaster/emergency. Minimum disruption to normal operations, the safety of students, staff and parents on the forefront at all times, will lead to an environment that is more helpful to response. This Template contains three (3) major components, General Health and Safety Planning Procedures, Disaster/Emergency Hazard Response Planning Procedures and Climate Change Adaptation Procedures.

1.1 Health and Safety, Climate Change Adaptation and Disaster/Emergency Response Policy Statement

It is the policy of [_____*INSERT SCHOOL NAME*_____] to take all possible steps to ensure that disaster/emergency hazard procedures are well established and include the health, safety and welfare of our employees, students and other persons engaged in work for the facility and any third parties who come into contact with the facility. It is also the policy of this school to consider the local, regional and global impact that the functions of the facility has on Climate Change and the environment. The Principal and Management of this School remains committed to maintaining safe systems of work, a sense of responsibility as it pertains to climate change and a high level of disaster preparedness.

It is the intent of [_____*INSERT SCHOOL NAME*_____] to properly manage any natural or man-made incident/situation that occurs with an aim to minimise injury and other forms of loss. In order for [___*INSERT SCHOOL NAME*___] to achieve our goals, we have developed a school safety programme that encompasses general Health and Safety Planning, Disaster/Emergency Hazard Response and Climate Change Adaptation. Members of staff are required to be familiar with and become an active participant in the programme and follow and enforce the procedures.

It is the duty of each member of staff to comply with the school's safety policy and to co-operate with administration and the designated safety officer(s), [_____*INSERT NAME(S)*_____]. Any member of staff who does not comply with this safety policy or any other safety requirements will be liable to disciplinary action. If any person has doubt as to whether anything is safe or unsafe then they must assume that it is unsafe until further guidance has been given by their manager/supervisor or by the safety officer.

Principal/Safety Officer Date

_____ _____

1.2 Limitations

This document is intended to be used as a guide to trigger the development and documentation of a plan and procedures and not a complete comprehensive disaster/emergency management plan. Schools are encouraged to adapt this template and plan for site specific use. After completion of a site specific disaster/emergency plan, effort should be made to train/orient staff, and inform parents/guardians of the procedures, and test and implement the plan during a disaster/emergency. No guarantee of a perfect response is implied by the template.

No plan can cover all situations or events that may arise during a disaster/emergency situation. This plan along with staff training and drills that include parent and student participation will help encourage appropriate common sense reactions along with proven courses of action. It is important to note that each situation is going to be different, and that a situation may not allow for the procedures to be implemented as outlined in each plan. Sound judgment and common sense are the best practices in an emergency. Therefore, persons will have to make a best judgment at that time.

1.3 Situation

Hazards can be both, natural (hurricanes, earthquakes, volcanic eruptions, tsunamis, tornadoes, etc.) or human induced (explosions, hazardous materials, incidents, climate change, etc.). The capability of the staff, to respond to a particular hazard event will vary from one occurrence to another. This Template covers hazards, which may affect the CDEMA Participating States and possible emergency incidents to which all students may be exposed to. The annexes will address specific types of hazards or emergency incidents and the probable procedures to guide your response.

1.4 Aims and Objectives of the Plan

The administration of [_____*INSERT SCHOOL NAME*_____] is committed to the safety of all of its staff and students and those who come into contact with our facility. We pledge to strive to provide pertinent information, training and equipment to staff to ensure their safety during operational hours of this school.

Overall responsibility for the safety of all persons within the facility rests with the administration and principal of this facility.

The [_____*INSERT SCHOOL NAME*_____] has an appointed safety officer(s) who are responsible for reviewing and recommending all matters relating to hazard/disaster preparedness, response, recovery; climate adaptation and health and safety. The safety officer(s) is/are [*INSERT NAME(S)*].

The safety officer will ensure through management that:

- Necessary plans, documents, contact information, signage and equipment are in place in case of emergency/hazard.
- Appropriate steps are taken to ensure the safety of staff, students and the general public in the event of hazard/emergency situation.

- Staffs are trained to handle emergency situations and are fully aware of all the documentation with regards to such situations.
- That the facility is equipped and prepared to handle localized disaster/emergency situations.
- Effort is made towards reducing the environmental and climate change impact of the facility and its functions.
- That planned renovations are undertaken in a manner that incorporates climate change adaptation and disaster resiliency and environmental stewardship.
- That effort is made to source more environmentally benign products and supplies.
- That water and energy use be assessed and efforts made to reduce usage through education of staff and students and upgrading to efficient fixtures, devices, bulbs, appliances and faucets.
- All persons employed at the facility receive adequate health and safety training. In addition, employees will receive adequate instruction and supervision to enable them to undertake their work in a safe manner.
- All machinery and equipment are suitable for their intended purpose and that it is maintained in a safe condition at all times.
- All staff and students are adequately notified of all known hazards and protective measures.
- That the school risk assessments, along with all other safety documentation, are brought to the attention of all staff and pertinent government officials who may require such documentation.
- All staff is required to comply with their legal requirements under the current Labour Code/laws/regulations/acts.
- Individual members of staff, who have any concern regarding their own safety and that of students, or that of a third party, are responsible for reporting the matter to the principal/supervisor/safety officer without delay.

1.5 Training

In order to ensure the continuity of health and safety standards, all new employees will undergo an orientation to this school's safety programme to familiarise them with all safety measures, policies, plans and procedures. It is the responsibility of the [___*INSERT NAME*____] to ensure that new employees are aware of all applicable safety measures/procedures.

All members of staff will receive a copy of the safety policy and plan and are required to show evidence that they read and understood it. New members of staff will be required to read and sign a copy of this safety policy after they have been oriented to all safety procedures of the facility. Training for personnel in first aid/CPR and fire suppression will be provided for staff. Training opportunities and refresher courses are normally provided by [----------].

The schools administration department/unit or designate has the responsibility for developing and organising the school's safety programme, but its success is dependent on the involvement of each member of staff and the support of students and parents/guardians.

Review Regularly: As operations may change and new equipment and material acquired, it is important the Disaster/Emergency Plan be updated to reflect these changes.

2.0 GENERAL PREPAREDNESS

In a time of a disaster/emergency, Emergency Medical Services, Police, Fire and other government agencies may be overwhelmed; schools should be equipped and prepared to handle localized disaster/emergency situations and incidents.

Up to date records and emergency contact information must be backed up and maintained at all times. Plans, policies, and procedures need to be reviewed and revised as required. Changes in staff and/or students will require the need for table top drills, education and training to remain constant. Staff, students, and parents must be knowledgeable of their roles and responsibilities and be proficient with them. Complacency is where failure begins.

Part of general preparedness is to ensure a constant state of readiness at all times. Members of staff have the primary responsibility to monitor daily operations and inform the Principal/Safety Officer(s) of any occurrence that could cause an emergency situation or of the development of potential disasters. A list of charts, forms, contact lists, checklists, inventories and assessments that need to be included, prepared and compiled with this Disaster/Emergency Plan to help ensure preparedness are presented in **Appendix 1 to 3**.

Parents/guardians are another important factor in preparedness. Contact lists should be maintained. Some questions for the parents in the event of an emergency should include:

- Will they be able to pick up their child in the event of an emergency or will they have to stay at work?
- Who is an alternate adult that may pick up the student?

In **Appendix 2** are sample forms to use for parent information, emergency contact information, damage assessments, first aid, student disaster kits, emergency supplies inventories, drill and incident reports, threat reports and maintenance checklists.

2.1 General Preparedness Actions

2.1.1 Forming a Disaster Management Team

The school principal or facility director is responsible for overseeing the formation of the Disaster Management Team/Safety Committee and is the designated leader. Certain positions in the school lend themselves to team membership. Those include: counselor, nurse, secretary, custodian, social worker, teachers in various specialty areas, cafeteria manager, school psychologist, staff with special knowledge or training, and staff in strategic locations in the building. Each of these individuals has unique knowledge in areas ranging from mental and physical health to students with special needs, and from access to building plans to knowledge of community resources.

Depending on the size and needs of the school, a Disaster Management Team/Safety Committee could have any number of staff ranging from approximately 6 to 12, depending on the size of the facility. Although these staff members make up the formal Disaster Management Team/Safety Committee, it should be made clear to all staff that each will have a role in the implementation of effective emergency management protocols, and each is responsible for addressing the immediate safety needs of students in their care.

Suggested steps for Team formation:

1. Principal/facility director communicates with all staff identifying specific needs, and requesting volunteers to serve on the Disaster Management Team/Safety Committee (*see Staff Skills Inventory*).
2. Principal/facility director or designee creates list of interested staff, making sure all major areas of need are addressed, including:
    a. Physical/medical needs
    b. Emotional/mental health needs
    c. Students with special needs
    d. Staff from all areas of the building (different floors, wings, out-buildings, etc.)
    e. Staff with knowledge of transportation needs
    f. Staff with knowledge of the building floor plan, locks, etc.
    g. Staff with ability to convey information to the media
    h. Staff with knowledge of community resources
    i. Staff with knowledge of utilities and turning/shutting them off and on
3. A meeting is held with potential team members to discuss what will be expected for team membership
4. Principal/facility director or designee follows-up with all staff to update on Team/Committee formation, and to fill in areas where deficits exist (NOTE: Although an individual may seem "perfect" for a role, no one should be required to have a primary position on an emergency team if he/she does not feel capable of fulfilling his/her duties in time of need).
5. An initial meeting is held to formally establish the Disaster Management Team/Safety Committee, and to begin the process of developing the school's Disaster Management Plan (using forms on the following pages).
6. Conduct a formal presentation during a staff/faculty meeting at the beginning of each school year.
7. Hold regular team meetings throughout the school year (every 1-2 months) to review protocols and ongoing issues as they arise that may affect the school
8. Set dates to conduct orientation, review and update of plan.

Selecting an evacuation assembly area

Another responsibility of the Disaster Management Team/Safety Committee is to decide on evacuation locations (e.g., on-site football field/playground). This location should minimize exposure of students to dangers or hazards around the school. Some tips are as follows:

1. Examine floor plans and maps for your school grounds and surrounding neighborhood. Determine primary and secondary exits for each room in the building. Consider factors such as: gas, sewer, power lines; chain link fences (electrical hazard); facilities containing

hazardous, toxic or radioactive material, multiple story buildings (vulnerable to collapse), transformers, balconies (which may fall from buildings), etc.

2. Designate each of the following on the Evacuation Route Map:
    a. Command Post
    b. Access for Disaster vehicles
    c. Student assembly areas (by grade level or team, etc.)
    d. First aid area
    e. Psychological first aid area
    f. Student release
    g. Media area
    h. Potential morgue
3. Place copies of floor plans with evacuation routes highlighted as appropriate and post throughout the building.

Please see Appendix 2 for Alternate Building Location and Alternate Building Location Requiring Transport guidelines and Student Accounting and Release form.

Post Disaster Activities

For all disaster events, the Principal should:

- Account for all staff members and students present in the school when the disaster occurred and their whereabouts after the disaster.
- Staff and parents must report to the office as soon as possible after the passage of imminent danger.
- If a staff member becomes ill or injured during an emergency, the Principal will arrange for medical attention.
- Compile a preliminary assessment of damage.

Some other general preparedness actions to implement are:

- Post emergency numbers next to phones.
- Teach children to phone 9-1-1 or 9-9-9 or other applicable emergency numbers.
- Make sure staff knows how to shut off all utilities and that there are written instructions.
- All staff should have First-Aid, CPR and Fire Suppression training.
- Floor Plans should be posted in all rooms by doorways with exits noted (2 ways out for each room).
- Safe locations for each emergency should be determined.
- Conduct drills monthly and include parents and students.
- Have table top discussions about procedures with staff (this is a great way to get ideas that can be incorporated into the plan).
- Fire Extinguishers should be tested and recharged annually.
- Test smoke detectors monthly and change batteries annually.
- Review the plan every six months or whenever you have new staff.

2.1.1 Fire Safety

This school has basic firefighting equipment, evacuation plans, procedures and schematics. All members of staff are required to familiarise themselves with the location of emergency exits and fire extinguishers.

- Fire drills shall be implemented if/as required.
- Existing firefighting equipment are inspected by the appointed safety officer on a weekly basis and by external agencies on an annual basis with the issuance of a recharge certificate.
- Alarms are tested monthly.
- Fire exits must be kept clear at all times. No fire door to or from an occupied room may be locked.
- Tobacco/Public Health Laws [INSERT # AND DATE] specify that there should be no smoking within --- feet of public buildings. (DELETE IF NOT APPLICABLE).

- No doors are to be wedged or propped open in any way.
- All staff will be trained in the safe use of firefighting equipment. You should know which extinguishers are available in your immediate place of work. In particular, you should ensure that combustible materials do not accumulate around your place of work.
- Flammable materials must never be exposed to hot surfaces or direct heat sources.
- In the event of a gas leak, switch off all equipment and evacuate the premises immediately and contact the Fire Service.
- In the event of a fire, the premises should be evacuated immediately following the information provided on the fire notices.
- Fire extinguishers should only be removed from their wall brackets in an emergency. The removal of fire extinguishers in other cases without good reason will be considered as misconduct.

Please refer to Annexes for additional information on Fire Safety.

2.1.2 Electrical Safety

Ensure that all electrical equipment used is in good order. Do not use any electrical equipment that does not appear to be in good order but report it to the safety officer without delay. Any changes to the electrical system (including new outlets, light fixtures and switches) should only be undertaken by a licensed electrician and inspected by the Building Inspector or similar. .

General Safety Requirements for Electrical Systems:

- Switch off all electrical equipment after use.
- Do not overload sockets and surge protectors.
- Do not allow wires to project into the walkways where they present a tripping hazard.

- Use a residual circuit breaker when operating a portable hand tool.

Please refer to Annexes for additional information on Electrical Safety

2.1.3 Work Station Safety

Some work in schools is done with the aid of work stations that include desks, computer, telephones, chairs and other basic office equipment and supplies. Conditions like back pain and Carpal Tunnel Syndrome may result from workstations that are not properly suited to the individual using them. In addition, offices that are not well lit can result in eye strain. Ensure that workstations are properly lit and that the employee is comfortable at his/her workstation.

2.1.4 First Aid

A basic first aid kit in accordance with [SITE APPLICABLE LAW IF ONE EXISTS] should be provided. The location of this kit should be identified on the evacuation schematics located throughout the building.

2.1.5 Cleanliness

Good housekeeping in all areas is an essential feature of safety and the prevention of accidents.

Staff working in all areas must have regard for the following:

- Ensure that loose and worn flooring or floor covering is reported to your supervisor/principal/safety officer.
- Ensure all entrances, corridors, aisles, walkways and exit doors are kept clear of obstructions at all times.
- Close all cabinets, cupboards and drawers after use.
- Never overload shelving or store heavy items above head height except on load-bearing purpose-built racking.
- Never leave a lit cigarette unattended in a designated smoking area, if one is designated.
- Clear away immediately any dangerous substance or spillage. Dangerous substances should be marked and are defined as toxic, harmful, irritant, flammable or oxidizing.
- Dust and fumes should not be inhaled. If dust or fumes are produced by any activity then cease the task immediately until protective measures have been put into place.
- Equipment must not be left where it can be a tripping hazard.
- Keep corridors, aisles and walkways free from cords, wires or other trip hazards.

2.1.6 Manual Handling/Lifting

Lifting and moving heavy loads by hand is the biggest cause of injury in the work place. Lifting should be carried out in accordance with the following guidelines:

- If a load is awkward or beyond your capability you must get help.
- Check all packaging and articles for sharp edges and projections before lifting.

- Ensure that there are no obstructions in your path before lifting any article.
- Ensure that you can see around or over a load when lifting it.
- Ensure that there is adequate room to put down a load when you have moved it.
- When lifting stand close to the load with your feet slightly apart. Keep your chin in, bend your knees and keep your back straight at all times. Straighten your knees using your thigh muscles. Always lift in stages (e.g. floor to knee, knee to carrying position).
- Always use your entire body weight in a controlled manner when pushing a load.

Please refer to Annexes for additional information on Manual Handling/Lifting

2.1.7 Substances Hazardous to Health

Proper labeling, use, storage and disposal of all hazardous materials are required. Safety Data Sheets must be available for each hazardous substance used. It should be ascertained if local laws require risk assessments and reporting to authorities.

A formal assessment has been carried out of all materials used and this is available on site at all times for reference purposes. Members of staff are not permitted to purchase or to bring to work substances which are not included on the chemical safety register. If a formal assessment has not been made then that product may not be brought onto the site.

Disposal of chemical products must only be carried out as specified and on the direct instruction of the principal/safety officer.

It is a strict requirement that when any person handles a chemical they never mix it with any other chemical product. The mixing of chemicals can lead to harmful chemicals being formed inadvertently. Comprehensive training will be administered to ensure that the relevant persons are competent in the mixing/handling of chemicals.

Please refer to Annexes for additional information on Chemical Safety and Hazardous Substances.

2.1.8 Protective Clothing/Equipment

It is the duty of employer to provide protective wear, gear and equipment. All safety wear, gear and equipment supplied must be used as prescribed. It is a strict legal offence for an employee to abuse or disregard safety equipment. You are obliged to use all personal protective paraphernalia which has been provided.

Staff wishing to handle chemicals must first read the Material Safety Data Sheets (MSDS) to determine the precise nature of the protective equipment required for any particular product.

Hearing loss is one of the most common work related conditions; however, it is easy to overlook because it is not very obvious and generally becomes recognizable over a long period of time. Protective gear plays an important role in preventing hearing loss. If the workplace is noisy, ensure that hearing protection is provided and that they are appropriate for the noise level being experienced by employees.

2.1.9 School Vehicles

School vehicles will be regularly maintained to ensure that they function reliably. Staff must have permission to use school vehicles and must follow all school and Road Traffic regulations/guidelines regarding the operation of vehicles. Failure to comply with driving regulation and guidelines may lead to disciplinary actions. Be aware of staff driving records and provide training on safe and defensive driving.

2.1.10 Visitors & Contractors

All visitors and contractors must report to the main reception office/area. Hired contractors must report to the principal, project manager and site supervisor.

Any contractor carrying out work at the premises may be required to provide the following details to the safety officer in advance of the work commencing:

- Health and Safety Policy
- Risk Assessments
- Chemical Safety Assessments
- Liability Insurance Cover.

All contractors are required to comply with safety policies and with all other written safety instructions.

2.2 Shelter-in-Place vs. Partial/Full Evacuation

When possible and reasonable to do so, the preferred option is to shelter-in-place as this will cause the least amount of disruption for the care of the students. When time permits, the decision to evacuate should be guided by information from the National Disaster Office. Policies and procedures should be maintained for each option as they will have different tasks and responsibilities.

Shelter-in-place

- Rooms should be designated for use as shelter prior to an event occurring. Some things to keep in mind when picking an area to use is the type of structure, the nature of the disaster, and is the area prone to flooding.
- Gather first aid kits and emergency supplies.
- Windows and doors will be firmly closed and checked for soundness.
- Storm shutters, if available, will be secured.
- If sheltering from a hazardous material incident, follow the instructions from the Department of Disaster Management or the Virgin Island Fire & Rescue Department.
- Cover and protect food, water, and medications from airborne contamination and from contact with waste material, including infectious waste.

Partial/Full Evacuation

- Once an evacuation order has been issued, do so immediately, authorities have a good reason for making this request.

- Notify alternate location (This location must be designated prior to an event and agreed to by the parents).
- Gather student records and tag students.
- Notify transportation.
- Record all staff and students.
- Gather first aid kits and disaster supplies.

2.3 General Roles and Responsibilities

The following is not a completed list of responsibilities but it is a starting point for each school to use.

Principal:

- Brief all staff, students, and parents on their responsibilities in an emergency.
- Implement the plan and supervise its execution.
- Contact and notify supporting agencies, evacuation hosts, and transport suppliers.
- Confirm with government officials of evacuation decisions, destinations, and arrival.
- Be responsible for identifying all students upon evacuation.
- Check all rooms before leaving the building.
- Secure and lock the building.
- Review checklist.

Teacher:

- Develop and maintain student and staff status reports.
- Prepare students for the hazard.
- Supervise loading of students into evacuation vehicles.
- Review checklist.
- If the disaster/emergency has fatalities, a separate area should be identified. *Special care must be given to the dead with respect to cultural and/or religious beliefs. For short time disaster/emergencies, the bodies should be iced down until officials can be notified and proper arrangements can be made. If longer, the bodies should be buried in a shallow grave.*

Maintenance:

- Develop procedures and provide for their implementation to secure the facility.
- Procure emergency fuel supply.
- Check generator and other emergency equipment.
- Conduct hazard monitoring and give status reports to Principal.
- Maintain inventory of disaster/emergency supplies.

2.4 Post Disaster Activities

For all disaster events, the Principal should:

- Account for all staff members and students present in the school when the disaster occurred and their whereabouts after the disaster.

- Staff and parents must report to the office as soon as possible after the passage of imminent danger.
- If a staff member becomes ill or injured during an emergency, the Principal will arrange for medical attention.
- Compile a preliminary assessment of damage.

2.5 Accident Reporting Procedures

Any accident that requires a call to emergency medical services or a visit to a medical professional should be reported by members of staff to the Principal/Safety Officer. Accidents and injuries should be recorded and filed. In the case of a serious accident, the incident should be reviewed, pictures taken, eye witness accounts recorded and notes taken. The incident reports should be reviewed as they might reveal health and safety concerns that need to be addressed.

Accident reports should be part of the safety programme and copies of incident reports examined as they might reveal health and safety concerns that need to be addressed. Incident reports should also be kept on file. The following diseases, conditions and situations should also be reported to the Principal/Safety Officer: cancer; untreatable disease; broken/fractured bone; ruptured eardrum; needle stick or cut from object that maybe contaminated with blood or infectious agents. The reports should also be analysed as they may reveal health and safety issues that need to be addressed. An accident report is provided in **Appendix 2**. Other incident reporting forms such as the Occupational Safety and Health Administration (OSHA) forms for recording work-related injuries and illnesses can be obtained here: http://www.osha.gov/recordkeeping/RKforms.html .

3.0 SAFETY RISK MANAGEMENT GUIDELINES

Falls, slips, fires, exposure to chemicals, irritants and pathogens, spills, and other health and safety concerns can occur in schools. All schools should be analysed and risk assessments conducted to highlight what poses the greatest risk to employees, students, visitors, third party contractors and the general public and to help to assess the likelihood of accidents occurring at the school compound.

It is the employer's responsibility to ensure that employees are provided with a safe work environment both in an office setting, school, outdoors and all other job sites. It is also the employer's responsibility to ensure that employees are provided with proper gear and equipment to protect workers and that all equipment, machinery and work vehicles are well maintained and functioning properly.

This Plan has been customized for [*INSERT SCHOOL NAME*] particular environment. All staff will familiarise themselves with this Plan. The Signature Sheet included in **Appendix 3** is designed and included to indicate when someone has read and understood the contents of the Plan. Any questions should be directed to the designated Safety Officer [INSERT NAME].

All schools, should be analysed to determine what areas/tasks/jobs/functions pose the greatest risk to staff, students, visitors, third party contractors and the general public. A Job/Task Hazard Analysis Form is included in **Appendix 3** to identify particular tasks/activities that may pose risks to staff, students, visitors, contractors and the general public.

A risk assessment tool/worksheet is provided in **Appendix 3** to help assess the likelihood of accidents occurring in the school compound. Probability or the likelihood of an event/situation occurring is scored from 0 to 3 with 0 being equal to not applicable, 1 being equal to low, 2 being equal to moderate and 3 being equal to high likelihood of occurrence. Magnitude is comprised of Human, Property and Business Impact. These factors are scored from 0 to 3 with 0 being equal to not applicable, 1 being equal to low, 2 being equal to moderate and 3 being equal to high impact. Mitigation is comprised of Preparedness and Internal and External Response. These factors are also scored from 0 to 3 with a score of 0 being equal to not applicable/not going to occur, 1 being equal to high, 2 being equal to moderate and 3 being equal to low levels of preparedness and response. The score for each of the three factors under mitigation are multiplied and subtracted from the multiplied scores under magnitude. A simple function, *Severity=Magnitude – Mitigation & Risk=Probability x Severity*, then quantifies the risk associated with a hazard. The risk of the event occurring is greater with increasing percentage.

A Self-Inspection Checklist has been included in **Appendix 3** that assesses facilities for health and safety issues.

In order to properly implement Safety procedures, it is necessary to:

- ***Designate a safety officer*** to assess the work environment, complete risk assessments, compile lists of chemicals used by and present on the school compound, evaluate tasks for safety issues, keep records related to all safety issues and accidents, be the liaison between employees, administration, students and parents. Employees will report health and safety issues to their supervisors or directly to the safety officer.
- ***Establish a Safety Committee*** if the size of your school permits it, to focus prioritising safety. The Committee is expected to identify safety concerns, create guidelines and emergency plans, and monitor safety guidelines, to ensure that they are being followed by staff, review accidents/incidents and recommend changes, erect safety signs around the school and conduct training.
- ***Educate staff, students and parents on the health and safety programme*** and the need to prepare, implement and enforce the programme. Conduct safety training Prepare demonstrations of the proper way to work safely, and the consequences of not working safely.
- ***Distribute the Plan*** - Supply each member of staff with a copy of the health and safety plan and supply regular written updates to the program each time there is a change. Encourage staff to go to the health and safety officer with any questions about safety, or to report incidents of potential danger.

3.1 General Workplace Hazard Risk Assessment

A risk assessment is the methodical identification of potential hazards in the workplace by personnel as a first step to controlling the possible risks involved. A hazard is anything that has the potential to cause harm. A risk is the likelihood of someone being exposed to that hazard and harmed as a result. A Risk Assessment is the systemic evaluation of work areas, work materials and tasks in order to identify activities, situations, procedures, equipment and materials used that may pose risks to staff, visitors, contractors and the general public. The risk assessment may identify particular areas for more detailed assessments. A Risk Assessment was completed for [*INSERT SCHOOL NAME*] by [*INSERT NAME of Person*] on [*INSERT date*]. See **Appendix 3** for a list of potential hazards in the workplace.

3.1.1 Risk Assessment Procedure

A risk assessment is required to assess the schools susceptible to hazards and may identify particular areas for more detailed specific assessments. The following steps are outlined to guide your risk assessment:

1. *Identify activities/situations*: Systematically evaluate your environment, office, classrooms, laboratories, cafeterias, playgrounds, etc., and identify activities that may pose risks. Do not overlook such areas as access points, emergency exits, aisles, stairways, school vehicles, etc.
2. *Identify hazards*: Use the provided form/worksheets to help you evaluate tasks and identify hazards.
3. *Who is at risk*: Use the provided form/worksheets to help you identify those who are at risk such as staff, students, visitors, contractors and the general public.
4. *Evaluate risk*: Evaluate risk using the worksheet provided in **Appendix 3**.
5. *Review controls*: Assess the existing measures you have in place to safeguard against the hazards like fire extinguishers, protective gear, vehicle maintenance programs, Material Safety Data Sheets (MSDS), sprinklers, smoke alarms, etc.
6. *Record Findings*: Ensure that the assessments sheets and other pertinent information are kept on-file.

3.1.2 Risk Assessment Findings

Utilizing the forms, checklists, lists and data collection instruments provided in **Appendices 1 -3**, it has been determined that [_____*INSERT SCHOOL NAME*_____] has a [_____*HIGH/MODERATE/LOW*_____] level of preparedness for natural and human induced events/situations/disasters. Based on the assessments of tasks/jobs, operations, site conditions and data, areas of improvement have been determined to be:

-
-
-
-

This plan should be updated with any major changes in functions, operations, site improvements, standards, requirements and laws and reviewed annually.

3.2 Hazard Vulnerability Assessment

Given the fact that the Caribbean is prone to a range of natural and man-made hazards, it is important to have an idea of what hazards education institutions are exposed too and to assess vulnerability. **Appendix 4** provides two (2) tables that can be used to assess the vulnerability of the school to various hazards. It is important that schools work with their respective national Disaster Offices and Ministry of Education to compile the Hazard Vulnerability Assessment (HVA). Table 2 allows school to prioritise the risk of hazards. Those with high priority should be addressed in this Emergency/Disaster Plan. Utilizing the forms provided in **Appendices 4**, an HVA has been developed for [_____*INSERT SCHOOL NAME*_____] by [_____*INSERT NAMES AND AGENCIES OF THOSE INVOLVED IN PREPARATION OF THE HVA*_____] on [_____DATE_____].

Annexes

1. **Electrical Safety Procedures**
2. **Chemical Safety Procedures**
3. **Manual Lifting Procedures**
4. **Bomb Threat Procedures**
5. **Dangerous Person Procedures**
6. **Earthquake Procedures**
7. **Fire Procedures**
8. **Flood Procedures**
9. **Hazardous Material Procedures**
10. **Hurricane/Tropical Storm Procedures**
11. **Pandemic Procedures**
12. **Tsunami Procedures**

13. **Bullying**

Annex #1 Electrical Safety Procedures

Purpose:

The purpose of this policy and procedure is to ensure that the electrical system in the facility is fully compliant with all applicable laws and standards, is safe, and that electrical devices are functioning as they should.

Basics:

[INSERT SCHOOL NAME] has taken the necessary steps to ensure that a safe system of work is in place for all fixed electrical installations and all portable electrical equipment that ensures: -

- Compliance with relevant legislation
- All fixed installations are safe and tested
- All electrical appliances and cables are tested and maintained
- Only safe equipment is used.
- This system applies to all places of work

Procedure Requirements:

1. Any installation, use and maintenance of equipment must reflect specific safety requirements with regard to adverse conditions i.e. weather effects, exposure to corrosive or flammable environments, operation in a dusty atmosphere, etc.
2. Electrical connections should always be suitable for the purpose for which they are being used and the use of electrical tape alone for connections is forbidden.
3. It must be ensured that any protection for electrical installations and equipment e.g. fuses, ground fault circuit interrupter (GFCI) are suitably rated, sufficient and within safe working limits.
4. All electrical installations and equipment must have adequate means to enable them to be isolated from the electric supply in order to facilitate repair and maintenance and to prevent danger.
5. All isolator switches should be easily accessible at all times.
6. All switches and fuse boxes must be clearly labeled to indicate the circuit or function controlled and all switches and distribution covers must be kept closed at all times unless being worked on by a competent authorized person.
7. Adequate working space, access and lighting must be provided at all electrical equipment on which or near which work is being carried out which may give rise to danger.

Duties of Personnel:

- There should be adequate arrangements to ensure that electrical equipment that has been made 'dead', whilst work is being carried out on or near such equipment, cannot be electrically charged if this would then present danger. This can be physically achieved by ensuring that a 'lock-out' system is used, i.e. the isolator

controlling equipment is physically locked in the 'off' position. Where a 'lock-out' system cannot be used then there should be a procedure for ensuring that fuses are removed and held by the authorized person carrying out the work. Any work being undertaken on an electrical installation or equipment should be subject to a safe system of work.

- Where work on electrical equipment is being undertaken by 'in-house' competent persons then suitable protective equipment must be provided. Examples of such equipment may be goggles, gloves, insulating mats, insulated tools and test probes.
- Notices giving details of emergency resuscitation procedures in the event of electric shock should be displayed at those locations where the risk of electric shock is greater e.g. sub-stations and electrical test areas.
- Only competent authorized persons, i.e. those with sufficient experience and training, should be engaged in any work on an electrical installation or equipment.

Annex #2 Chemical Safety

Purpose:

The purpose of this policy and procedure is to ensure that chemicals are handled, stored and used in such a way to prevent contamination, both site and environmental, burns or exposure to staff, students, visitors, the general public or contractors working on the site.

Basics:

[INSERT SCHOOL NAME] has ensured that the exposure of staff, students, visitors, the general public and contractors to substances hazardous to health is either prevented or, where this is not reasonably practicable, adequately controlled.

Procedures Requirements:

Relevant information relating to substances that are used, handled, produced or stored on the premises, together with any substances transported or delivered is kept on file and up-to-date. Additionally, MSDS are kept on file for all chemicals and other harmful substances used, handled, produced, stored, transported or delivered to the site.

The information included in the MSDS should cover the following points: -

Substance identification
[b] Substance hazards
[c] Substance risk assessment
[d] Risk reduction methods

It is the policy of [_____*INSERT SCHOOL NAME*_____] that no hazardous substance shall be used until an assessment has been undertaken and suitable control measures implemented. 'Used' is defined as substances being poured, mixed, pumped, topped up or otherwise handled in a non-packaged form or produced.

Duties of Personnel:

1. Identify and make an inventory of all hazardous substances that might be present or produced in the workplace including substances warehoused and/or transported. These can include any items that carry a warning label such as:

Toxic/Very Toxic

Harmful

2. Having identified all the substances you should ask the following questions of each substance:

   (a) Is the substance used for the same purpose as any other of the substance(s) on the list and if YES - can you reduce the number of substances used.

   (b) When was the substance last used? If it is only used occasionally, is it really needed? If not eliminate. If it cannot be eliminated, move to 2 (c).

(c) Can the substance be substituted by a non-hazardous or less hazardous product? If yes eliminate and replace with non-hazardous product. If no, move to 4 below.

3. Having identified all the substances that are simply being stored you should refer to 7 below regarding the need for an accidental spillage plan. For substances in use you should refer to 4 below.
4. Having now identified all substances in use e.g. poured, mixed, pumped or otherwise handled in a non-packaged form or produced, you should complete an Assessment Form for each identified substance paying particular attention to the section relating to material usage. The completed Assessment Form and the supplier's hazard data sheet, if available, should then be forwarded to the user.
5. Once control measures have been implemented it is necessary to ensure that they are kept in working order and good repair. For example if the control measure is an engineering control such as local exhaust ventilation then these should be examined and tested every six months. It is a legal responsibility to ensure that control measures are being used properly and there must be arrangements to monitor their use and effectiveness. All staff is required by law to use any control measures and safe systems of work which have been introduced to reduce the risk of exposure to hazardous substances and also to inform or report to their management any defects in the control measures. Where the requirement for monitoring of exposure of staff and students to hazardous substances has been identified further information should be sought from the Principal/Safety Officer or the DDM. In certain cases health surveillance may be required if there is a reasonable likelihood that disease or ill-effect will occur due to an exposure of a hazardous substance. Advice should be sought from the Principal/Safety Officer or the DDM.
6. Wherever a hazardous substance has been identified then all members of staff who use the substance or are likely to be affected by an accidental spillage must be informed of:

   a) The risks to health created by exposure,

   b) The precautions to be taken to prevent an exposure,

   c) Emergency procedures in the event of an accidental spillage.

In addition, where there is specific control measures in place, then staff should receive adequate training to enable them to comply with the control measures. Details of all such information and training must be recorded on individuals personnel file. First Aid Personnel should always have access to the first aid information relevant to any identified substance.

Assessment Review

All assessments should be reviewed at least annually and immediately if it is suspected that the existing assessment may no longer be valid. New assessments should be performed for all new chemicals introduced to the company.

Annex #3 Manual Lifting/Handling Procedures

Purpose:

The purpose of this policy and procedure is to ensure that the lifting and handling of heavy materials is carried out in a manner that ensures personal safety.

Basics:

[INSERT SCHOOL NAME] has ensured that wherever possible manual handling tasks involving a risk to the health and safety of staff are avoided, so far as reasonably practical. Where these tasks cannot be avoided, administration shall carry out an adequate and sufficient assessment of the risks involved and will reduce those risks to the lowest level reasonably practicable.

Personal Protective Equipment

All staff will be provided with and must wear appropriate personal protective equipment for the tasks undertaken.

Procedure Requirements:

Manual handling is defined as lifting, carrying, putting down, pushing and pulling i.e. moving a load by bodily force.

1. Identify and make an inventory of all tasks involving manual handling. Minor lifting and lowering tasks can be ignored
2. The assessment should be carried out by a competent person who should have the knowledge to be able to: -a) identify the risks associated with manual handling, including an assessment of the employees, (b) recognize poor posture and movement (c) form a valid and justifiable conclusion as to the risk of injury (d) recommend appropriate action to reduce the risk of injury.
3. Once the assessment has been completed and the actions required to reduce the risk of injury have been identified, recommendations shall be implemented by the supervisor or, if necessary, forwarded to the safety officer for action.

If following an assessment there is any doubt as to a member of staff's ability to carry out designated tasks a medical examination of the employee should be arranged.

Duties of Personnel:

All members of staff, while at work, shall make full and proper use of any system of work or mechanical aid provided in order to reduce the risks associated with manual handling activities.

Information, Instruction and Training

All staff will be given task related training in correct handling methods, which will include: -

(a) The reasons why the training is being given
(b) The effects poor handling can have on the body and how injuries can occur

(c) Information on the loads to be handled
(d) The measures to be employed to reduce the risk
(e) The correct use of personal protective equipment
(f) The duties of staff

All training should be recorded in the staffs' training records. Training may be general (e.g. general lifting techniques) or specific (e.g. handling of pallets). Any employee who sustains a manual handling injury should be assessed to determine whether refresher training is required. Training must also be given to temporary employees.

Assessment Review
All assessments should be reviewed at least annually and immediately if it is suspected that the existing assessment may no longer be valid.

Annex #4 Bomb Threat Procedures

Purpose:
The purpose of this policy and procedure is to inform staff, students and parents of actions to be taken in the event of a bomb threat.

Basics:
With the current situation of increased bombings and bomb threats, bomb scares must be given immediate consideration. In the past, the vast majority of bomb threats were hoaxes. However, the current trend is that more of the threats are materializing.

Upon receipt of a bomb threat, it is impossible to know if it is real or a hoax. Therefore, precautions need to be taken for safety.

Procedure:
If you receive a bomb threat over the phone, follow these procedures:

- Keep the caller on the line as long as possible.
- Ask the caller to repeat the message.
- Ask the caller his name.
- Ask the caller where the bomb is located.
- Record every word spoken by the person making the call.
- Record time call was received and terminated.
- Inform the caller that the building is occupied and the detonation of a bomb could result in death or serious injury to many innocent people.
- Complete the bomb threat form in the attachments to record the caller's characteristics.

Duties of Personnel:
If possible, during the call, alert another staff member. This person should immediately.

- Call the Police Department at 911 or 999.
- Call the Principal, if not present.
- The Principal or designee shall remain with the search commander during the entire search to provide assistance during the search.
- Keys shall be available so that searchers can inspect all rooms.
- If a suspected bomb is located within the building, the responsibility for investigation will be that of the law enforcement officials having jurisdiction over such matters.

Evacuation Procedures:

Since the threat is not known to be real or a hoax, evacuation of the school should be completed immediately. The following procedures should be followed:

- Immediately contact the Principal. If they are not present, the most senior staff member on scene shall assume command and shall oversee operations until the Principal arrives.
- Evacuate students and staff to [INSERT LOCATION].
- Teachers should perform a roll call and report to the Principal.
- Principal or designated person shall check all rooms before leaving the grounds.
- Obtain the emergency contact list.

After the threat has been dealt with and the school has been evaluated. The next steps may follow:

If the threat was not real:

- Return students to building and complete roll call.
- Assume normal activities.
- Prepare a report/letter for the parents.

If the threat was real:

- Activate the emergency call list and arrange parent pick up.

Annex #5 Dangerous Person Procedures

Purpose:

The purpose of this policy and procedure is to inform staff, students and parents of actions to be taken in the event of a Dangerous Person Alert/Lockdown.

Basics:

An increase in criminal activity and crime against children suggests that schools and parents should be more diligent and proactive.

Procedure:

Once the decision to lockdown is made, an announcement should be made to alert all staff of the potential danger. Remain calm and speak clearly. Call the police immediately.

Duties of Personnel:

- Staff should quickly get all students into school rooms and lock doors, close blinds, and cover windows.

In the event of gunfire:

- Staff should keep all students in the room lying down on the floor near the inside wall until an all clear has been given.

Staff should maintain a calm atmosphere at all times.

Annex #6 Earthquake Procedures

Purpose:

There is no forewarning of an impending earthquake. If there are procedures in place when an earthquake strikes and drills have been performed staff, students and parents will know how to react in a real situation. Although not all outcomes will be known, some idea of what to expect will help prepare them for any situation.

Basics:

Seismic events are very common in the British Virgin Islands. An earthquake is a sudden motion or trembling of the ground produced by the abrupt displacement of rock masses. Much of the Caribbean is located in a geologically active area, and is therefore subject to earthquakes. Earthquakes are unpredictable and strike without warning. They may range in intensity from slight tremors which are frequently felt here in the BVI to great shocks, and last from a few seconds to as long as five minutes. Shocks could come in a series over a period of several days.

During an earthquake, injury and death to persons are usually caused by falling objects and collapsing buildings. Disruption of communications, and utility services, can be expected. Earthquakes also trigger landslides and fires. Tsunamis may also be generated and these can cause great damage along shorelines, hundreds of kilometers away from where a shock is experienced.

The Eastern Caribbean islands are particularly vulnerable to impact from submarine eruptions from the "Kick-em-Jenny" volcano located five miles north of Grenada, about 450 feet underwater. Historical records have shown that a tsunami was generated by the earthquake of 1867 which affected Tortola, BVI and USVI.

Procedure:

STAY CALM. There is no time for preparation for an earthquake unless you live every moment with the expectation of one striking. To minimize your facility's exposure make sure these items are readily available at all times:

- First aid kits and handbook
- Portable Radio
- Flashlight
- Water
- Pipe or crescent wrench (to turn off gas and water if necessary)
- Soap, toilet paper
- Fire extinguisher

If an earthquake should strike, remember the following tips to help reduce your exposure. These tips should be shared with staff, students and parents so they will know how to react.

If you are inside:

- If you can exit the building, do so quickly and proceed to a location away from the building, trees, and power lines.
- Watch for falling objects.
- Crawl under a table or desk and hold on to it.
- Brace yourself in an inside corner of the building.
- Stay away from windows, mirrors, overhead fixtures, bookcases and electrical equipment.

If you are outside:

- Stay outside.
- Move to an open area away from buildings, trees and power lines.
- If forced to stand near building, watch for falling objects.

Duties of Personnel:

Once the initial earthquake has passed, be prepared for aftershocks. The most senior staff member on scene should ensure the following are done.

- Do an assessment (injured, trapped, damage, fire, etc.)
- Notify Principal and pertinent persons.
- Help injured and provide first-aid. Do not move seriously injured persons unless they are in immediate danger of further injury.
- Assign a staff member to keep a roster of students and staff. (List of injured, trapped, damage, fire, etc.)
- Turn on radio to get latest emergency information from the Department of Disaster Management or other local authorities.
- Do not use telephone except in extreme emergencies.
- Turn off appropriate utilities. **DO NOT USE** matches, lighters or open flames, appliances or electrical switches until you are sure that there are no gas leaks.

Evacuation Procedures:

Depending on the extent of the earthquake and the damage to the building and surroundings, students will need to be evacuated. The following procedures shall be followed:

- Immediately contact the Principal. If they are not present, the most senior staff member on scene shall assume command and shall oversee operations until the Principal arrives.
- Evacuate staff and students to [INSERT LOCATION]. Staff should lead the way and watch for downed power lines and other possible hazards.

- Teachers should perform a roll call and report to the principal.
- Obtain emergency contact list.
- Principal or designated person should check all rooms before leaving the grounds.

If the school sustained significant damage, chances are that many other buildings have been damaged too:

- The Principal or senior staff member should activate the emergency contact list. Parents should be made aware of the evacuation site so they will know where to pick up children.

Important Note: It is important to note that each situation is going to be different, and that a situation may not allow for the above procedures to be implemented in this specific order.

Annex #7 Fire Procedures

Purpose:

The primary purpose of the fire disaster/emergency procedure is to provide a basic course of action for all staff, students and parents to follow in the event of a fire. The plan does not cover all possible scenarios but is a guideline to be used in the event of a fire. Well planned policies and procedures and training along with drills shall help ensure safety of the students and staff. Contact the Virgin Island Fire & Rescue Department for safety drills and inspections. Contact Department of Disaster Management to have your staff trained in fire suppression. This knowledge is extremely valuable when the need arises.

Basics:

Fire is rapid oxidation of a combustible material, which results in the release of heat, light, flames and smoke. For a fire to exist, the following four elements must be present at the same time. The four elements are heat, oxygen, fuel, and a chemical reaction. If one is missing, there will be no fire.

Procedure:

If a small containable fire erupts in the school and staff has been trained in fire suppression, the following procedures should be followed:

- Sound the fire alarm and call the Virgin Island Fire & Rescue Department (911 or 999).
- Identify a safe evacuation path before approaching the fire. Do not allow the fire, heat, or smoke to come between you and your evacuation path.
- Select the appropriate type of fire extinguisher.
- Discharge the extinguisher within its effective range using the P.A.S.S. technique (pull, aim, squeeze, and sweep).

1. **P** - Pull the pin. This will also break the tamper seal.
2. **A** - Aim low, pointing the extinguisher nozzle (horn or hose) at the base of the fire.
3. **S** - Squeeze the handle to release the extinguishing agent.
4. **S** - Sweep from side to side at the base of the fire until it appears to be out. Watch the area. If the fire re-ignites, repeat steps 2-4.

If you have the slightest doubt about your ability to fight a fire….Evacuate immediately!

Another acronym to remember during a fire disaster/emergency is **R.A.C.E.**

R - Rescue anyone in immediate danger.

A - Alert other staff members of the fire and location over the intercom system. Pull the nearest fire alarm. The person in charge shall contact the Virgin Island Fire & Rescue Department by calling 911 or 999.

C - Contain the fire. Close all doors and windows adjacent to the fire. Close all fire doors. Shut off all fans, ventilators and air conditioners, as these will feed the fire and spread smoke throughout the building.

E - Extinguish if the fire is small. The extinguisher should be aimed low at the base of the fire, and move slowly upward with a sweeping motion.

- Never aim high at the middle or top of the flames as this will cause the fire to spread.
- If you cannot extinguish the fire, evacuate the building immediately.

Special Note: The most common cause of death in a fire is smoke, and not the flames. Keep low to the floor and avoid inhaling too much smoke.

Duties of Personnel:

The most senior staff member on scene should ensure the following are done:

- Call the Virgin Island Fire & Rescue Department (911 or 999). Give exact location of the fire and its extent.
- Call the Principal.
- Supervise the evacuation of the students.
- Send designee to meet the Virgin Island Fire & Rescue Department in order to direct them to the fire.
- Assign a staff member to keep a roster of students if evacuation is necessary.
- Assign a staff member to answer the cell phone and relay messages and instructions.
- Remove students from immediate danger.
- Close all doors and windows.
- Turn off fans, ventilators, air conditioners, and other equipment.
- Stay close to students to provide reassurance and provide comfort measures.
- Make sure fire exits are clear.

Evacuation Procedures:

Depending on the location of the fire, students may be evacuated to another portion of the building, rather than a total facility evacuation. However, in the event that a partial or complete evacuation of the facility becomes necessary, the following procedures shall be followed:

- Immediately contact the Principal. If they are not present, the most senior staff member on scene shall assume command and shall oversee operations until the Principal arrives.

- If the fire cannot be contained with a fire extinguisher, the school should be evacuated to [INSERT LOCATION].
- Teachers should perform a roll call and report to the Principal.
- Obtain Emergency Contact List.
- Principal or designated person should check all rooms before leaving the grounds.
- Activate the Emergency contact list and arrange for parent pickup.
- Reassure and supervise family members and on-lookers that may arrive on the scene.

Important Note: It is important to note that each situation is going to be different, and that a situation may not allow for the above procedures to be implemented in this specific order.

Annex #8 Flood Procedures

Purpose:

The primary purpose of the flood disaster/emergency procedure is to provide a basic course of action for all staff, students and parents to follow in the event of a flood. The plan does not cover all possible scenarios but is a guideline to be used in the event of a flood. Well planned policies and procedures and training along with drills will help ensure safety of the students and staff.

Basics:

A flood is defined as a general and temporary condition of partial or complete inundation of two or more acres of normally dry land from; an overflow of inland or tidal waters, an unusual rapid accumulation of runoff surface waters from any source, or mudflow. Hurricanes also have the ability to produce flood conditions.

Flooding can be a major threat to low lying and coastal communities such as [INSERT LOCATION(S)].

Procedures:

From historical events, if your school is in a flood zone certain steps can be taken to protect the property and minimize damage. Take the following measures to mitigate damage to the property:

- Elevate or relocate air condition units, hot water heaters or electrical panels.
- Provide openings in foundation walls that allow flood waters in and out, thus avoiding collapse.
- Build and install flood shields for doors and other openings (after evaluating whether the building can handle the forces) to prevent flood waters from entering.
- For drains, toilets, and other sewer connections, install backflow valves or plugs to prevent flood waters from entering your home.
- Buy and install pump with backup power source.

Duties of Personnel:

If your school is in a flood zone and a warning is issued, the most senior staff member on scene should ensure the following are done:

- Call the Principal.
- Assist with students if evacuation is necessary.
- Assign a staff member to activate emergency contact list. Have parents pick up children. If time does not allow for this. Evacuate students to [INSERT LOCATION] and have parents pick them up there.
- Teachers should perform a roll call and report to the Principal, if evacuation is necessary.

- Assign a staff member to answer the cell phone and relay messages and instructions.
- Remove students from immediate danger.
- Stay close to students to provide reassurance and provide comfort measures.
- Gather disaster supplies (shelter supplies, water, first aid kits, games and books, etc.)

Some items to attend to after a flood include but are not limited to:

- Check for structural damage before re-entering the school.
- Upon re-entering, **DO NOT** use matches, cigarette lighters or other open flames since gas may be trapped inside. If you smell gas or hear hissing, open a window, leave quickly, and call the Virgin Island Fire & Rescue Department (911 or 999).
- Keep power off until an electrician has inspected the system for safety.
- Check for sewage and water line damage.
- Until local authorities declare your water supply to be safe, boil water for drinking and food preparation.
- Floodwaters may carry raw sewage, chemical waste and other disease-spreading substances. If you come in contact with floodwaters, wash your hands with soap and disinfected water.
- Avoid walking through floodwaters. As little as six inches of moving water can knock you off your feet.
- Electric current passes easily through water, so stay away from downed power lines and electrical wires.

Evacuation Procedures:

If the flood waters start to rise inside your facility before you have evacuated, retreat to the second floor with the students, or if possible and necessary, the roof.

Depending on the extent of the flooding and the flooding of the surrounding areas, students will need to be evacuated. The following procedures should be followed:

- Immediately contact the Principal. If they are not present, the most senior staff member on scene shall assume command and shall oversee operations until the Principal arrives.
- Evacuate students to the cricket field.
- Teachers should perform a roll call and report to the Principal.
- Principal or designated person should check all rooms before leaving the grounds.

Important Note: It is important to note that each situation is going to be different, and that a situation may not allow for the above procedures to be implemented in this specific order.

Annex #9 Hazardous Material Procedures

Purpose:

The primary purpose of a hazardous material disaster/emergency procedure is to provide a basic course of action for all staff, students and parents to follow in the event of a hazardous material event. The plan does not cover all possible scenarios but is a guideline to be used in the event of a hazardous material event. Well planned policies and procedures and training along with drills shall help ensure safety of the students and staff.

Basics:

Hazardous materials are all around us. In our daily lives, we depend on hazardous materials for survival. We rely on propane for cooking and fuel sources. Petroleum fuels our automobiles, boats and equipment. Chemicals are used for pools and different industries use different chemicals. The previous examples are just a few examples of some hazardous materials. When accidents occur that involve hazardous materials, many different outcomes may happen from explosions, fires or deadly gases.

Procedure:

If an accident involving hazardous materials occurs, you will be notified by the authorities as to what steps to take. You may hear a siren, be called by telephone, or emergency personnel may drive by and give instructions over a loudspeaker. Officials could even come to your door.

Duties of Personnel:

If your school is notified of a hazardous material event, the most senior staff member on scene should ensure the following are done:

- Call the Principal.
- Assist with student evacuation if necessary.
- Assign a staff member to activate emergency contact list. Have emergency contacts pick up students, if time allows.
- Assign a staff member to keep a roster of students, if evacuation is necessary.
- Assign a staff member to answer the cell phone and relay messages and instructions.
- Remove students from immediate danger.
- Stay close to students to provide reassurance and provide comfort measures.
- Gather disaster supplies (shelter supplies, water, food, first aid kits, games and books, etc.)
- Assign a staff member to contact transportation.

Some items to attend to after a Hazardous Material event include but are not limited to:

- Do not re-enter until officials have given an all clear.
- Upon re-entering, **DO NOT** use matches, cigarette lighters or other open flames since gas may be trapped inside. If you smell gas or hear hissing, open a window, leave quickly, and call the Virgin Island Fire & Rescue Department (911 or 999).

Evacuation Procedures:

Since it is impossible to know every type of scenario that could happen, listen to officials for direction and follow policy and procedure for evacuation.

Annex #10 Hurricane/Tropical Storm Procedures

Purpose:

The primary purpose of the hurricane/tropical storm disaster/emergency procedure is to provide a basic course of action for all staff, students, and parents to follow in the event of a hurricane/tropical storm. The plan does not cover all possible scenarios but is a guideline to be used in the event of a hurricane/tropical storm.

Basics:

A hurricane is a tropical cyclone in which the maximum average wind speed near the center or eye exceeds 74 mph or 119 km/h. The winds rotate in a counter-clockwise spiral around a region of low pressure. In the Atlantic and Eastern Pacific they are called Hurricanes. In the Western Pacific, including the Philippines they are called typhoons, near Australia they are called Willy Willy and in the Indian Ocean they are called Cyclones.

The tropical cyclones are given names for easier identification and tracking. Tropical cyclone is the generic term used by the World Meteorological Organization to define weather systems in which winds exceeds 34 knots or 63 km/h. These are rotating intense low pressure systems of tropical oceanic origin.

Four conditions are necessary for the development of a tropical cyclone.

- A warm sea temperature in excess of 26 degrees Celsius or 79 degrees Fahrenheit.
- High relative humidity (degree to which air is saturated by water vapor).
- Atmospheric instability.
- A location of at least 4-5 latitude degrees from the equator.

Procedure:

Storms and hurricanes can cause both wind and water damage to both the physical buildings and their contents. A number of preparedness measures can be taken at the start of hurricane season to minimize destruction.
They are:

- Check the roof of the school for loose screws or nails and damaged roof sheeting. Repair and replace according to the BVI Building Code.
- Inspect trees on the property surrounding the building and near power lines. If limbs are near power lines, contact BVI Electricity Corporation. DO NOT attempt to trim limbs near power lines. However, if trees are not located near power lines, remove dead or broken limbs and then make them less wind resistant by thinning them.

- A major hazard during a hurricane is debris. With high winds, debris becomes projectiles. Perform general maintenance and remove loose debris from around the site and mend any broken items such as fences etc.
- Perform annual maintenance and test generator.
- Check and replenish flashlights and batteries.
- Check battery operated radio and batteries.
- Check shutters and purchase any materials needed.
- Check and replenish First Aid kit.
- Check and replenish Bottled Water.
- Check and purchase hand tools and supplies for minor works.

Duties of Personnel:

With today's weather forecasting, there is enough advance warning of an impending event and the school should secure the facility and close business before an event occurs.

When a watch is issued

- Inspect the building for structural deficiencies and repair.
- Listen to local weather or local radio for up-to-date storm information.
- Fill vehicles gas tank and spare cans for generators.
- Check disaster kit and replenish items if needed.

When a warning is issued

- The facility should be closed. If this occurs during school hours, activate the emergency contact list.
- Place trash bags over computers and make sure all items are off of the floor and away from windows.
- Make sure all windows and doors are closed and securely locked.
- Install shutters.
- Check grounds and remove loose-lying objects.
- Unplug all lights and electrical appliances and turn off electricity at main switch.
- Prepare to bring inside anything that can be picked up by the wind.
- Secure all important items in a weather resistant box.
- Listen to the advice of local officials.
- Complete preparation activities to secure the facility.

After the storm

- Keep listening for emergency information
- Inspect the school for damage.
- Use flashlights in the dark; do not use candles.
- Once personal and family needs are taken care of, try to contact the Principal for instructions.

Important Note: It is important to note that each situation is going to be different, and that a situation may not allow for the above procedures to be implemented in this specific order.

Annex #11 Pandemic Influenza Procedures

Purpose:

The primary purpose of a pandemic procedure is to provide a very basic course of action for all staff, students and parents to follow during an outbreak. This plan does not cover all possible scenarios but is a basic guideline to be used for influenza.

Basics:

A pandemic is the worldwide spread of a disease, with outbreaks or epidemics occurring in most regions of the world. A pandemic of influenza may result when a new influenza virus emerges which is markedly different from known strains and is able to: 1). infect people (rather than, or in addition to, other mammals or birds), 2). Spread readily from person to person and 3). Cause illness in a high proportion of the people infected, and spread widely, because most people will have little or no immunity to the new virus.

Influenza Procedures:

People can reduce, but not eliminate, the risk of catching or spreading influenza during a pandemic period by practicing good personal hygiene and taking some simple precautions:

1) covering their nose and mouth when coughing or sneezing, using a tissue when possible;
2) disposing of dirty tissues promptly and carefully by bagging and binning them;
3) avoiding non-essential travel and large crowds whenever possible;
4) maintaining good basic hygiene, for example washing their hands frequently with soap and water to reduce the spread of the virus from their hands to their face or to other people;
5) cleaning hard surfaces (e.g. kitchen worktops, door handles frequently, using normal antiseptic cleaning products);
6) making sure their children follow this advice;

If someone catches the flu, they should:

- Stay at home and rest;
- Take medications such as aspirin, ibuprofen, or paracetamol to relieve the symptoms (following the instructions with the medicines). Children under 16 must not be given aspirin or readymade flu remedies containing aspirin; and
- Drink plenty of fluids.

Duties of Personnel:

Principal:

- Should monitor the situation with the Department of Disaster Management.
- Should keep teachers updated with new information as it becomes available.

Teacher:

- Should monitor children and report any suspected cases immediately.
- Should educate children of proper measures to be taken (e.g. personal hygiene)

Important Note: It is important to note that each situation is going to be different. It is extremely important to listen and follow the information from the Department of Disaster Management as they will have the most current information. This does not cover all Pandemic situations and as an event occurs, Staff and parents should follow the instructions given for each event.

Annex #12 Tsunami Procedures

Purpose:

The primary purpose of the tsunami disaster/emergency procedure is to provide a basic course of action for all staff, students and parents to follow in the event of a tsunami. The plan does not cover all possible scenarios but is a guideline to be used. Well planned policies and procedures and training along with drills should help ensure safety.

Basics:

A Tsunami (pronounced "too-nah-mee"), Japanese for "great harbor wave," is an ocean wave or series of waves caused by the abrupt disturbance of the ocean floor which displaces a large mass of water. Earthquakes, landslides, volcanic eruptions, explosions and even the impact of asteroids, meteorites or comets can generate tsunamis.

A tsunami can race across the ocean at speeds up to or greater than 500 miles (805 kilometers) an hour. In deep water, however, its waves are only a few feet high, but when they approach shorelines, they increase in energy and height.

Generally, before a Tsunami strikes, there is a giant vacuum effect, water is sucked from the harbors and beaches and people may see a bare sea bottom. This happens because waves are made up of crests, or high points, and troughs, or dips between crests. When a trough hits land first, the water level drops drastically. Usually another wave blasts ashore about 15 minutes later, then another and another – may continue to happen for two hours or more, from 5-90 minutes apart. Tsunamis can originate hundreds or even thousands of miles away from coastal areas.

Tsunamis are a potential hazard to BVI as the last recorded tsunami (generated by an earthquake) to affect the territory was on November 18, 1867.

Although faults around the Puerto Rico region have the potential of generating local Tsunamis, earthquakes greater than magnitude 7.5 which occur beyond the Puerto Rico/Virgin Islands region waters also have the potential of generating tsunamis which could reach and affect the territory.
Areas of greatest risk are less generally than 50 feet above sea-level and one mile off the shoreline.

Tsunamis can devastate coastlines, causing widespread property damage and loss of life. They strip beaches of sand, uproot trees and other coastal vegetation and cause large-scale flooding. Most deaths from tsunamis are caused by drowning.

Procedure:

With a tsunami, time is limited so procedures should center on saving lives. An expeditious evacuation is needed. Evacuate staff and students immediately. Seek higher ground, as far inland as possible.

Duties of Personnel:

If a tsunami warning is issued:

- Authorities will issue a warning only if they believe there is a real threat from tsunami.
- Follow instructions and recommended routes specified by local authorities.
- If you are in a tsunami risk area and hear an official tsunami warning or detect signs of a tsunami, evacuate at once to higher ground and as far inland as possible.
- Return only after local officials say it is safe to do so.

After a Tsunami:

- Listen to a reliable source for emergency information. The tsunami may have damaged roads, bridges, or other places that may be unsafe.
- Conduct a head count.
- Attend to injured or trapped persons.
- Call for emergency medical services if needed.
- Look for fire hazards. Turn off gas.
- Do not drink water until local health officials advise it is safe.

Evacuation Procedures:

The first priority should be to evacuate students and staff by whatever means is available to higher ground as far inland as possible. Once everyone has been safely evacuated, the most senior staff member on scene should ensure that the following are done:

- Call the Principal.
- Evacuate the children to [INSERT LOCATION]. (Bear in mind if the waters start to rise, move children and staff up as far as possible.
- Teachers should perform a roll call and report to the principal
- The principal should complete a walk thru of the building before leaving to the cricket field.
- Stay close to provide reassurance and provide comfort measures.

Once the threat has passed, an assessment must be completed. Some of the actions to follow are:

- Relocate the students back to the school if not damaged.
- Contact local officials for alternate site.

Annex #13 Bullying Procedures

Purpose:

Bullying is the harassment/threatening/frightening/intimidation/hurting/teasing of weaker or smaller individuals. A safe and supportive school climate can help prevent bullying. Safety starts in the classroom. Students should feel and be safe everywhere on campus—in the cafeteria, in the library, in the rest rooms, on the bus, and on the playground. Everyone at school can work together to create a climate where bullying is not acceptable. The purpose of this policy and procedure is to ensure that students are provided with a safe and hostile-free school environment that is conducive to learning. The policy addresses conduct taking place on school grounds, at any school-sponsored activity and on school-provided transportation.

Basics:

[Name of School] is committed to each student's learning success within a caring, responsive, and safe environment that is free of discrimination, violence, and bullying. Our school works to ensure that all students have the opportunity and support to develop to their fullest potential and share a personal and meaningful bond with people in the school community.

[INSERT SCHOOL NAME] has taken the necessary steps to safeguard the emotional and physical wellbeing of all students that ensures: -

- Students are provided with a safe learning environment.
- There is a channel for reporting and documenting bullying behavior.
- All allegations are thoroughly investigated
- There is a no-tolerance rule towards bullying and similar behavior.
- Students displaying such behavior are confronted and parents/guardians are notified.
- The privacy and anonymity of all parties and witnesses to complaints are respected to provide due process to the accused, to conduct a thorough investigation or to take necessary action to resolve a complaint, the identity of parties and witnesses may be disclosed in appropriate circumstances to individuals with a need to know.

Procedure Requirements:

1. Include school staff, parents, and students when developing rules and policies. Giving students a role can help them set their own climate of respect and responsibility. Parental involvement can reinforce these messages at home.
2. Communicate no-tolerance policy toward bulling, harassment, frightening, etc. and share with students, teachers and parents.

3. Create a Safe and Supportive Environment.

   In general, schools can:
   - Establish a culture of inclusion and respect that welcomes all students. Reward students when they show thoughtfulness and respect for peers, adults, and the school.
   - Make sure students interact safely. Monitor bullying "hot spots" in and around the building. Students may be at higher risk of bullying in settings where there is little or no adult monitoring or supervision, such as bathrooms, playgrounds, and the cafeteria.
   - Set a tone of respect in the classroom. This means managing student behavior in the classroom well. Well-managed classrooms are the least likely to have bullying.

4. Establish a Reporting System.
   Schools can establish clear procedures for reporting rule violations so that reasonable consequences can be given to students. Reporting systems help track individual incidents and responses as well as trends over time.

   Some tips for establishing a reporting system:
   - Make it easy. People are more likely to report when it's easy to do.
   - Maintain reports in a way that shows emerging problems and patterns over time.
   - Keep reports confidential and private. School staff and students should be encouraged to report violations without fear of retaliation.

5. Plan bullying prevention and intervention programs. Set measurable and achievable goals.
   - ➢ Consider using older, well respected and outgoing students as monitors.
6. Implement a bullying prevention effort.
7. Develop, communicate, and enforce bullying prevention policies and rules.
8. Educate the school community about bullying to ensure everyone understands the problem and their role in stopping it.
9. Conduct school-wide bullying assessments and review other data, such as incident reports.
10. Evaluate bullying prevention efforts and refine the plan if necessary.
11. Advocate for the school's work in bullying prevention to the entire school community.
12. Sustain the effort over time.

Duties of Personnel:

- Enlist the help of all school staff. All staff can keep an eye out for bullying. They also help set the tone at school. Teachers, bus drivers, cafeteria staff, office staff, librarians, school nurses, and others see and influence students every day. Messages reach kids best when they come from many different adults who talk about and show respect and inclusion. Train school staff to prevent bullying.
- Train school staff on enforcing school rules and policies. Give them the tools to respond to bullying consistently and appropriately.

- Incorporate rules and policies in day-to-day school interactions. Teachers and students can discuss the rules in class. Students can hold each other accountable. The principal can give an annual "state of the school" speech that reports on the mission.
- Manage Classrooms to Prevent Bullying. Teachers can consider these ways to promote the respect, positive relations, and order that helps prevent bullying in the classroom:
  - Create ground rules.
    - Develop rules with students so they set their own climate of respect and responsibility.
    - Use positive terms, like what to do, rather than what not to do.
    - Support school-wide rules.
  - Reinforce the rules.
    - Be a role model and follow the rules yourself. Show students respect and encourage them to be successful.
    - Make expectations clear. Keep your requests simple, direct, and specific.
    - Reward good behavior. Try to affirm good behavior four to five times for every one criticism of bad behavior.
    - Use one-on-one feedback, and do not publicly reprimand.
    - Help students correct their behaviors. Help them understand violating the rules results in consequences.

Material taken from: http://www.stopbullying.gov/prevention/at-school/build-safe-environment/index.html

Annex #14 Lockdown Procedures

Purpose:

Lockdown procedures are used to protect building occupants from potential dangers in the building (e.g. threats, intruders) or external threats that may enter the building.

Lockdown with Warning occurs when there is a threat outside the building or there are non-threatening circumstances that people need to be kept away from (e.g. medical emergency or disturbance).

Lockdown with Intruder occurs when there is a threat or intruder inside the building

Duties of Personnel:

When implementing Lockdown with Warning procedures:

Administration

- Announce "lockdown with warning"
- Repeat announcement several times
- Be direct. DO NOT USE CODES
- Bring people inside
- Lock exterior doors
- Control all movement
- Disable all bells
- Direct any movement by announcement only
- Announce "all clear" signal when the threat has ceased

Staff

- Lock all exterior doors
- Cover exterior windows*
- Keep students away from windows
- Continue classes. Move on announcement only
- Wait for further instructions

** Check with local law enforcement agencies regarding the covering of windows and doors.*

When implementing Lockdown with Intruder procedures:
(These actions happen rapidly)

Administration

- Announce "lockdown with intruder"
- Repeat announcement several times.
- Be direct. DO NOT USE CODES
- Call 911 and notify law enforcement
- Direct all students, staff and visitors to the nearest classroom or secured space

- Classes outside the building SHOULD NOT enter the building
- Move outside classes to primary evacuation site
- DO NOT lock exterior doors
- Announce “all clear” signal when threat has ceased as authorized by law enforcement

Staff

- Clear all students, staff and visitors from hallways immediately
- Report to nearest classroom
- Assist those with special needs accommodations
- Close and lock all windows and doors
- DO NOT LEAVE for any reason
- DO NOT OPEN THE DOOR for any reason
- If a fire alarm has been activated, do not evacuate unless fire or smoke is visible
- Shut off lights
- Stay away from all doors and windows
- Be quiet
- Wait for further instructions

Material from: Minnesota Department of Public Safety, Homeland Security and Emergency Management. 2011. Comprehensive School Safety Guide. https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Pages/planning.aspx

Annex #15 Reverse Evacuation Procedures

Purpose:

Reverse evacuation procedures are implemented when conditions inside the building are safer than outside. Reverse evacuation procedures are often implemented in combination with other procedures (e.g. lockdown, shelter-in-place) in order to ensure the safety of students and staff who are outside the building.

Duties of Personnel:

Administration

- Make an announcement or sound alarm for reverse evacuation
- Direct staff to physically notify any classes that may be too far away from the building to hear the announcement or alarm
- Monitor the situation
- Provide staff with any updates or additional instructions
- Announce "all clear" signal when the emergency has ceased

Staff

- Move all students and staff inside as quickly as possible
- Assist those needing additional assistance
- Report to classroom
- Take attendance
- Report any missing, extra or injured students to administration
- Wait for further instructions

Material from: Minnesota Department of Public Safety, Homeland Security and Emergency Management. 2011. Comprehensive School Safety Guide. https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Pages/planning.aspx

Annex #16 Fight/Disturbance Procedures

Purpose:

Not all fights are criminal in nature. Many fights or disturbances are spontaneous behavioral situations that should not elicit a significant response from law enforcement. They should be handled by school staff.

Duties of Personnel:

Staff

- Notify building administration
- Ensure the safety of students and other staff
- Work as a team in response
  - One staff member seek administration assistance
  - One staff member address the disturbance
- Use a calm voice and low tones in addressing students
- If behavior escalates, shout "Stop!" and continue to use a calm voice to de-escalate the situation
- Disperse onlookers and keep others from congregating in the area
- Don't let a crowd incite participants
- Separate participants
- Ensure that first aid is rendered to all injured parties.

Administration

- Address the event according to school discipline policy and procedures
- Notify parents or legal guardians of students involved in fight
- Notify Ministry of Education personnel and/or law enforcement as required or as indicated by school policy
- Document all actions taken by staff and complete incident reports

Material from: Minnesota Department of Public Safety, Homeland Security and Emergency Management. 2011. Comprehensive School Safety Guide. https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Pages/planning.aspx

Annex #17 Assault Procedures

Purpose:

An assault is the intentional infliction of or attempt to inflict bodily harm upon another person. Early intervention may reduce or eliminate escalation of the incident.

Duties of Personnel:

Staff

- Notify administration
- Ensure the safety of students and other staff
- Work as a team in response
- Use a calm voice and low tones in addressing the assailant
- If behavior escalates, shout "Stop!" and continue to use a calm voice
- Disperse onlookers and keep others from congregating
- Ensure first aid is rendered to all injured parties
- Do not leave the victim alone
- Seal off area to preserve evidence for law enforcement
- Identify the assailant by name and description (e.g. clothing, height)
- If the assailant has left the building, determine direction and mode of travel
- If assailant leaves in a vehicle, provide description of the vehicle and license number
- Identify any witnesses

Administration

- Call 911 or local equivalent and notify law enforcement
- Give type and number of injuries
- Advise if assailant is still in the building or on the property
- Give name and description of the assailant
- Give direction and mode of travel (vehicle type and description)
- Consider lockdown procedures
- Notify parents or legal guardians of students involved
- Document all actions taken by staff and complete incident reports.

Material from: Minnesota Department of Public Safety, Homeland Security and Emergency Management. 2011. Comprehensive School Safety Guide. https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Pages/planning.aspx

Annex #18 Sexual Assault Procedures

Purpose:

Sexual assault is a crime of violence. For the victim, it is often an experience of fear, humiliation, violence and loss of control. Victims may experience a full range of emotional reactions. It is extremely beneficial for the victim to seek support regarding the assault.

Schools should make every effort to prevent sexual assaults on their premises and to deal swiftly and promptly with all cases. Schools should address sexual assault as a crisis or emergency when:

- A rape or sexual assault occurs on campus
- A member of the victim's family or friend requests intervention
- Rumors or myths of an alleged incident are widespread and damaging

Duties of Personnel:

In the event of a sexual assault or notification of a sexual assault:

Staff

- Notify administration immediately
- Complete all required reports
- Maintain confidentiality during the investigation
    - Direct the individual (e.g. student or staff) not to repeat any information elsewhere in the school, especially if not the direct victim
- *Do not leave the victim alone*
- Ensure the short-term physical safety of the victim
- Notify the school nurse (if applicable) to provide care and/or secure immediate medical treatment if needed
- If appropriate, preserve all physical evidence

Administration

- Maintain confidentiality during the investigation
    - If a staff person heard the report, instruct them not to repeat anything or give any information within or outside the school unless specifically told to do so
- If assault occurred on campus
    - Notify appropriate law enforcement
    - Notify local rape crisis center (If applicable)
- Designate a school counselor or staff member who has a positive relationship with the victim to review the types of support she or he may need
- Determine needs for peer support
- Encourage the victim to seek support from a rape crisis center
- Take action to control rumors

- Document all actions taken by staff and complete incident reports
- Store all records related to sexual assault incidents and services provided in a confidential administrative file

A sexual assault examination is an important piece of evidence in a sexual assault investigation. The exam should be performed as soon as possible to preserve quality and quantity of the evidence. A trained medical professional will perform the exam. The victim must be advised on how to protect the evidence she or he may have. The victim must be told not to douche, bathe, shower, wash or throw away the clothing she or he was wearing at the time of the sexual assault.

Material from: Minnesota Department of Public Safety, Homeland Security and Emergency Management. 2011. Comprehensive School Safety Guide. https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Pages/planning.aspx

Annex #19 Hostage Procedures

Purpose:

The primary purpose of the hostage procedure is to provide a basic course of action for all staff, students and parents to follow in the event of a hostage situation involving a student or member of staff. The plan does not cover all possible scenarios but is a guideline to be used. Well planned policies and procedures and training along with drills should help ensure safety.

Basics:

Schools should make every effort to prevent hostage situations by maintaining safety and securing perimeters. Procedures should be in-place to monitor and account for visitors and vehicles on the premises.

If the hostage–taker is unaware of your presence, ***Do Not Attract Attention!***

Duties of Personnel:

If you witness a hostage situation:

Staff

- Notify administration immediately
- Keep all students in their classrooms until further notice
- Wait for further instructions

Administration

- Initiate Lockdown with Intruder procedures
- Call 911 or applicable local number and notify emergency responders
- If known, provide a description of the following:
    - Identity and description of the individual
    - Description and location of the incident
    - Number of hostages
    - Number of injuries
- Seal off area near hostage scene
- Students should be moved from exposed areas or classrooms to safer areas of the building
- As soon as possible, and only if it can be accomplished safely, assign a staff member to stand outside warning visitors of the danger, until law enforcement arrives
- When law enforcement arrives, they will take control of the situation
    - Continue to coordinate with law enforcement for the safety and welfare of students and staff
- Document all actions taken

It would be helpful if law enforcement officials had a copy of building plans. Remember to provide new plans if structures are remodeled/renovated/expanded or new structures added.

Material from: Minnesota Department of Public Safety, Homeland Security and Emergency Management. 2011. Comprehensive School Safety Guide. https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Pages/planning.aspx

Annex #20 Intruder Procedures

Purpose:

The primary purpose of the intruder procedure is to provide a basic course of action for all staff, students and parents to follow in the event of an intruder. The plan does not cover all possible scenarios but is a guideline to be used. Well planned policies and procedures and training along with drills should help ensure safety.

Basics:

An intruder may be either well- or ill-intentioned. Early intervention may reduce or eliminate the escalation of the incident. There is always the potential that an intruder may possess a weapon or become violent.

*When interacting with a stranger at school, use the **"I CAN"** rule.*

Intercept Contact Ask Notify

Duties of Personnel:

Staff

- Politely greet the subject and identify yourself
- Consider asking another staff person to accompany you before approaching the subject
- Inform the subject that all visitors must register at the reception area
  - Ask the subject the purpose of his or her visit
  - If possible, attempt to identify the individual and vehicle
  - Escort the subject to the reception area
- If the subject refuses or his or her purpose is not legitimate, notify administration that there may be an intruder in the school building
  - Attempt to maintain visual contact with the intruder until assistance arrives
  - If possible, keep students away from the intruder
  - Take note of the subject name, clothing and other descriptors
  - Observe the actions of the intruder (e.g. where he or she is located in the school building, whether he or she is carrying a weapon or package)
- Back away from the subject if he or she indicates a potential for violence
- Allow an avenue of escape for both the intruder and yourself

Administration

- Respond to call for assistance from staff
- Advise the subject they are trespassing and need to leave the school or law enforcement will be notified
- If the subject refuses or his or her purpose is not legitimate,
  - Consider initiating Lockdown with Intruder procedures
  - Call 911 or local emergency number and notify law enforcement

- Advise law enforcement of the intruder's location and provide a full description
- Attempt to keep the subject in full view until law enforcement arrives while maintaining a safe distance
- Provide all staff with a full description of the intruder

• Document all actions taken by staff

Material from: Minnesota Department of Public Safety, Homeland Security and Emergency Management. 2011. Comprehensive School Safety Guide. https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Pages/planning.aspx

Annex #21 Suicidal Threat or Attempt Procedures

Purpose:

The primary purpose of the suicidal threat or attempt procedure is to provide a basic course of action for all staff, students and parents to follow in the event that there is an individual who threatens or attempts to take their own life. The plan does not cover all possible scenarios but is a guideline to be used. Well planned policies and procedures and training should help ensure that these individuals are helped.

Basics:

Writing, talking or even hinting about suicide must be taken seriously. Immediate intervention is essential. Student confidentiality is superseded by the need for student safety.

Duties of Personnel:

Staff

- Stay with the student until assistance arrives
- Notify school administration, counselor, social worker or school psychologist
- Ensure short-term physical safety of the student, provide first aid if needed
- Listen to what the student is saying and take the threat seriously
    - Assure the student of your concern
    - Assure the student you will find help to keep him or her safe
    - Stay calm and don't visibly react to the student's threats or comments
    - Do not let the student convince you the crisis is over
    - Do not take too much upon yourself. Your responsibility is limited to listening and providing support until the student can receive appropriate medical care or counseling

Administration

- Call 911 or similar local emergency number if the student needs medical attention, has a weapon, needs to be restrained or a parent or guardian cannot be reached
- Determine a course of action with social worker or other mental health professional
- Contact student's parent or guardian and make appropriate recommendations
- Do not allow the student to leave school without a parent or guardian
- Notify district administration
- Document all actions
- Follow-up and monitor to ensure student safety
- Implement Recovery procedures

School staff must exercise caution when discussing an attempted suicide or death by suicide with students. When the incident becomes public knowledge, it is best to request permission from the family to discuss it with students in order to address emotional reactions within the school community.

Material from: Minnesota Department of Public Safety, Homeland Security and Emergency Management. 2011. Comprehensive School Safety Guide. https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Pages/planning.aspx

Annex #22 Suspicious Package or Mail Chemical/Biological Threat Procedures

Purpose:

The primary purpose of the suspicious package or mail chemical/biological threat procedure is to provide a basic course of action for all staff, students and parents to follow in the event that there is suspicious package sent or delivered to the facility. The plan does not cover all possible scenarios but is a guideline to be used. Well planned policies and procedures and training should help ensure that these individuals are helped.

Basics:

Characteristics of a suspicious package or letter include excessive postage or excessive weight; misspellings of common words; oily stains, discolorations, or odor; no return address or a city or state postmark that does not match the return address; or a package that is not anticipated by someone in the school or is not sent by a known school vendor.

Duties of Personnel:

If you receive a suspicious package or letter by mail or delivery service:

Staff

- DO NOT OPEN package or letter
- Notify administration
- Limit access to the area where the suspicious letter or package is located to minimize the number of people who might directly handle it
- Preserve evidence for law enforcement

Administration

- CALL 911 or local equivalent and notify law enforcement
- Notify Ministry of Education
- Document all actions taken by staff

If a letter/package contains a written threat but no suspicious substance:

Staff

- Notify administration
- Limit access to the area in which the letter or package was opened to minimize the number of people who might directly handle it
- Preserve evidence for law enforcement
- Complete Threat Incident Report Form

Administration

- Call 911 or local equivalent
- Preserve evidence for law enforcement and turn the letter or package over to law enforcement
- Document all actions taken by staff

If a letter or package is opened and contains a suspicious substance:

Staff

- Notify administration
- Limit access to the area in which the letter or package was opened to minimize the number of people who might directly handle it
- Isolate the people who have been exposed to the substance to prevent or minimize contamination
- Preserve evidence for law enforcement
- Complete Threat Incident Report Form

Administration

- Call 911 or local equivalent
- Preserve evidence for law enforcement
- Turn the letter or package over to law enforcement
- Consult with emergency officials to determine:
  - Need for decontamination of the area and the people exposed to the substance
  - Need for evacuation or shelter-in-place
- Notify district administration
- Notify parents or legal guardians according to district policies

When sorting mail, staff should always be aware of the characteristics of a suspicious package or letter. When a suspicious package or letter has been identified, these procedures should be implemented immediately.

Material from: Minnesota Department of Public Safety, Homeland Security and Emergency Management. 2011. Comprehensive School Safety Guide. https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Pages/planning.aspx

Annex #23 Terrorism Procedures

Purpose:

The primary purpose of the terrorism procedure is to provide a basic course of action for all staff, students and parents to follow in the event that there is threat. The plan does not cover all possible scenarios but is a guideline to be used. Well planned policies and procedures and training should help ensure that these individuals are helped.

Basics:

Terrorism is the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives. Most terrorism events are at a national or international level. Initially, domestic or local events will be perceived as a criminal act and not immediately recognized as terrorism.

Duties of Personnel:

In the event of an attack:

Ministry of Education/Education Administration

- Monitor the situation
- Consult with local law enforcement and emergency management agencies
- Develop an action plan
    - If school is in session, consider a district wide lockdown with warning (see Lockdown procedures) or student release
- Notify all administrators for facilities in lockdown zone
- Implement district-wide behavioral health crisis intervention procedures
- Notify parents or legal guardians of actions taken
    - Availability of counselors
    - If implementing Lockdown procedures, instruct parents not to come to the school
    - If implementing Student-Release procedures, notify parents of reunification plan
- Re-evaluate action plan as new information develops

Administration

- Monitor the situation
- Consult with Ministry of Education/Education Administration
- Implement action plan
- Implement behavioral health crisis intervention procedures
- Notify all staff
- Allow teachers to suspend regular learning programming
- Provide opportunities for students to meet with student services staff

Staff

- Inform students of the incident in an age appropriate manner
- Stay calm and address student concerns
  - Limit access to media outlet (e.g. television, radio, internet)
  - Answer student questions honestly
  - Do not allow students to speculate or exaggerate graphic details
- Decide whether or to temporarily suspend regular learning programming adjusting lesson plans to include discussion and activities about the event
- Monitor student behaviors and reactions and make referrals to appropriate student services staff

It is important to restore the learning environment as soon as possible, maintaining structure and stability throughout the school day. Try to engage in classroom activities that do not focus solely on the attacks. Children are comforted by normal routines and "back-to-normal" activities will help and reassure them.

Material from: Minnesota Department of Public Safety, Homeland Security and Emergency Management. 2011. Comprehensive School Safety Guide. https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Pages/planning.aspx

Annex #24 Weapon Procedures

Purpose:

The primary purpose of the weapon procedure is to provide a basic course of action for all staff, students and parents to follow in the event that a student brings a weapon onto the premises. The plan does not cover all possible scenarios but is a guideline to be used. Well planned policies and procedures and training should help ensure that these individuals are helped.

Basics:

Student access to weapons creates significant risk within a school environment. Early intervention may reduce or eliminate escalation of the incident**.**

Duties of Personnel:

If you are aware of a weapon on school property:

Staff

- Notify administration immediately and provide the following information:
  - Location, identity and description of the individual
  - Description and location of weapon(s)
  - Whether the individual has threatened him or herself or anyone else
- Limit information to staff and students on a need to know basis
- Stay calm and do not call attention to the weapon

Administration

- Call 911 or local equivalent to report that a weapon is in school
  - Provide location, identity and description of the individual
  - Provide description and location of weapons
- Develop an action plan for response
  - If the weapon is located on an individual, isolate the individual
  - If the weapon is in a locker or in a backpack, prevent access to that area
- Determine whether to initiate Lockdown, Evacuation or other procedures
- Notify Ministry of Education/Education Administration
- Conduct weapon search, if needed
- DO NOT approach the individual alone. Consider these factors:
  - Need for assistance from law enforcement
  - Best time and location to approach individual
  - Description, location and accessibility of weapon(s)
  - Safety of persons in the area
  - State of mind of the individual
- If the individual displays or threatens with the weapon(s):
  - DO NOT try to disarm him or her
  - Avoid sudden moves or gestures

    - Use a calm, clear voice
    - Instruct the individual to place the weapon down
    - Use the individual's name while talking to them
    - Allow for escape routes. Back away with your hands up
- If the individual is a student, notify parent or guardian
- Document all actions taken by staff
- File report according to district policy

Material from: Minnesota Department of Public Safety, Homeland Security and Emergency Management. 2011. Comprehensive School Safety Guide. https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Pages/planning.aspx

Annex #25 Volcanic Eruption Procedures

Purpose:

The primary purpose of the volcanic eruption procedure is to provide a basic course of action for all staff, students and parents to follow in the event of an eminent volcanic eruption. The plan does not cover all possible scenarios but is a guideline to be used in the event of a flood. Well planned policies and procedures and training along with drills will help ensure safety of the students and staff.

Basics:

A volcanic eruption is generally preceded by warning signs including earthquakes. These earthquakes can be felt months before an eruption, so there is ample warning of possible impending danger. Eruptions can be quiet or explosive. There may be lava flows, flattened landscapes, poisonous gasses and flying rock and ash. Volcanic eruptions can be accompanied by other natural hazards including earthquakes, mudflows, rock falls, landslides, acid rain, fire, and tsunamis which may be generated by submarine volcanoes. If you are in a volcanic hazard zone and activity increasing, rely on the National Disaster Office for information regarding activity level and evacuations orders.

Procedures:

From historical events, if your school is in an eruption hazard zone certain steps can be taken to protect the property and minimize damage.

What to do Before a Volcanic Eruption:

If eruption is eminent,

1. Have an evacuation route planned and be ready to leave at a moment's notice.
2. Be aware of activity level at all times.
3. Communicate with parents.
4. Have disposable breathing mask in your disaster supply kit for each member of staff and student.

Duties of Personnel:

If your school is in a flood zone and a warning is issued, the most senior staff member on scene should ensure the following are done:

What to do During a Volcanic Eruption:

Follow the evacuation order issued by authorities and evacuate immediately from the volcano area to avoid flying debris, ash, hot gasses, lateral blast and lava flow.

Protection from Falling Ash:

- Listen to a battery operated radio or television for the latest emergency information.
- If anyone has a respiratory ailment, avoid contact with any amount of ash.
- Wear long sleeved shirts and long pants.
- Use goggles and wear eyeglasses instead of contact lenses.
- Use a dust mask or hold a damp cloth over your face to help with breathing.
- To avoid volcanic ash, stay away from areas downwind from the volcano.
- Stay indoors until the ash has settled, unless there is a danger of the roof collapsing.
- Close doors, windows, cover spaces around doors and windows and all ventilation equipment. This includes air conditioners, fans, etc.
- Clear heavy ash from flat or low-pitched roofs and rain gutters.
- Avoid running vehicle engines. Driving can stir up volcanic ash that can clog engines, damage moving parts, and stall vehicles.
- Avoid driving in heavy ash fall. If you have to drive, keep speed down to 35 mph or slower.
- Exposure to ash can harm your health, particularly the respiratory tract. To protect yourself while you are outdoors or while you are cleaning up ash that has gotten indoors; use an N-95 disposable respirator, also known as an "air purifying respirator" or similar. It is important to follow directions for proper use of this respirator. You can protect yourself by using a nuisance dust mask as a last resort, but you should stay outdoors for only short period of time while dust is falling.
- If your drinking water has ash in it, use another source of drinking water, such as purchased bottled water, until your water can be tested.

Important Note: It is important to note that each situation is going to be different, and that a situation may not allow for the above procedures to be implemented in this specific order.

Material from: Shasta County Office of Education-Volcanic Eruption.
http://www.shastacoe.org/page.cfm?p=6496&pback=6386

Appendices

Appendix 1

Organizational Chart

[Insert Organizational Chart]

Floor Plan

[Insert Floor Plan]

Evacuation Routes

[Insert Floor Plan with Evacuation Routes]

Appendix 2

Staff Skills Inventory

Staff: As part of the development of our School-Centered Disaster Management Plan, please complete the following survey and return to the administration/principal's office. The information provided will be used to help design and update our Disaster Management Plan in order to be fully prepared for an Disaster situation should one arise.

Name: _____
Room: _____

Disaster Response:
Please check any of the following areas in which you have training or expertise:

❑ First aid	❑ Search & Rescue	❑ Counseling/mental health
❑ CPR	❑ Hazardous Materials	❑ Firefighting
❑ Medical	❑ Media Relations	❑ Incident Debriefing

Explain:
_____
_____
_____
_____
_____
_____
_____
_____

Special Considerations:
Please check and list special skills or resources you feel would be an asset in a disaster situation. Explain items checked:

___Multilingual, list language(s) _____
___Experience with disabilities _____
___Ham radio or CB radio experience _____
___Knowledge of community resources _____
___Other knowledge or skills _____
___Check if you have a cell phone that could be used in a disaster
___Check if you have a 2-way radio that could be used in a disaster

Disaster Management Team Assignments

In general, the Disaster Management Team roles should be a logical, and reasonable, parallel to day-to-day work assignments. Complete the form below to reflect your school Disaster Management Team assignments.

Title	Name Location & Numbers	Alternate Name Location & Numbers
Incident Command: Principal		
Safety Official: Security, Law Enforcement		
Public Information Official: Media Liaison		
Liaison Official: Liaison to Outside Agencies		
Planning/Intelligence: Situation Analysis		
Operations: Student Accounting & Release		
Operations: Facility & Environmental		

Operations: First Aid, CPR, Medical		
Operations: Crisis Intervention & Response		
Operations: Food, water, sanitation		
Logistics: Communications		
Logistics: Supplies		
Administration & Finance: Documentation		

Teacher Survey: Students Needing Special Assistance

Instructions: Teachers are to fill in the name of any student in their class who will require special assistance in the event of an emergency (considering a variety of emergency conditions which may alter needs, such as severe weather, evacuation needs, hazardous materials, etc.):

Student Name	Assistance Needed

Teacher: _____
Room: _____
Date: _____

Master List - Students Needing Special Assistance

Using the information from individual Teacher/Staff Survey forms, the Disaster Management Team maintains a master list of students needing special assistance in the event of an emergency (make copies of this sheet as necessary):

Room	Name	Assistance Needed

Classroom and Building "Hazard Hunt"

Instructions: The Disaster Management Team is interested in identifying any special circumstances which exist in our school or near our campus which present unique problems or potential risk to persons or property. These may include materials used in classes, issues specific to your location in the building, situations, which may impede evacuation from the building, community issues, etc. Please describe any such potential hazards below, and actions requested to mitigate:

Potential Hazard	Action Requested to Mitigate the Hazard

Signature: _____
Room: _____
Date: _____

Master List – Classroom and Building "Hazard Hunt"

Room	Potential Hazard	Action Requested	Action Taken	Date

Drill Schedule and Log

Use the following worksheet to plan drills for your school. Submit a copy of the schedule with your school's plan, and use the original to document drills when they actually occur.

Fire Drills: Two fire drills in the first month of school, and one per month each following month.

Monthly Schedule	Date Conducted	Weather Conditions	Number of Occupants	Evacuation Time	Comments, Notes

Earthquake Drills: Two each year

Date Scheduled	Date Conducted	Number of Occupants	Response Time	Comments, Notes

Severe Weather Safe Area: Twice each year

Date Scheduled	Date Conducted	Number of Occupants	Response Time	Comments, Notes

Other Drills or Practice: Such as Lockdown, Shelter in Place, Intruder, Bomb Threat, etc.

Date Scheduled	Date Conducted	Event Scheduled	Comments, Notes

Disaster Management Team "Toolbox"

Each school's Disaster Management Team/Safety Committee is to develop a "toolbox" to have available for use during a Disaster situation. Items in the toolbox should not be used for anything other than emergency preparedness training activities. A member of the Disaster Management Team should be assigned to keep the toolbox updated (change batteries, update phone numbers, etc.). The toolbox should be portable and readily accessible for use in an emergency.

- ❑ Copies of all forms completed in the development of the school or facility Disaster Management Plan (Chain of Command, Students Needing Assistance, etc.)
- ❑ Map of building(s) with location of exits, phones, first aid kits, evacuation assembly areas
- ❑ Blueprints of school building(s), including utilities
- ❑ Videotape of inside and outside of the building and grounds
- ❑ Map of local streets with evacuation route (Alternate building locations)
- ❑ Flashlights
- ❑ First aid kit and latex gloves
- ❑ Faculty/staff roster (including Disaster contacts)
- ❑ Student roster (including Disaster contacts for parents)
- ❑ Master schedule
- ❑ Two-way radios and/or cellular phones available
- ❑ Battery powered radio and spare batteries
- ❑ Several legal pads and ball point pens

- ❑ Grease boards and markers (or dry erase boards)
- ❑ White peel-off stickers and markers (for name tags)
- ❑ Local telephone directory
- ❑ Lists of the district personnel's phone, fax, and beeper numbers
- ❑ List of other Disaster phone numbers
- ❑ Other_____
- ❑ Other_____
- ❑ Other_____

Emergency Contact List

Staff

Name	Address	Phone Number	Emergency Contact	Phone Number

Emergency Contact List

Parents

Student Name	Parent Name	Emergency Contact	Phone Number	Alternate Contact

Student Information Form

Name: _____

Contact Information:
_____
_____

D.O.B.: _____

Gender: _____

Height: _____

Weight: _____

List any Identifying Marks:
_____

Medical Conditions:
_____
_____
_____

Medications and Dosage:
_____
_____
_____

Drug Allergies:
_____
_____
_____

_____ _____
Parent's Signature **Date**

Disaster Release Form

The top portion of this page should be filled out by parents when registering their child at the school. The bottom portion of the page will allow the school to document who takes the student during times of disaster.

Student's Name _____
Address _____
Mother's Name _____ Phone_____
Father's Name _____ Phone_____
Guardian's Name _____Phone_____
(If different than above)

If I/we are unable to pick up our child, I/we designate the following people to whom my child may be released in case of emergency:

Name_____ Phone_____
Name_____ Phone_____
Name_____ Phone_____
Name_____ Phone_____

_____ _____
Signature of Parent Date

****

For School Use Only

The student was released to _____By_____

Proof of ID _____ Date: _____Time: _____ (AM) (PM)
Destination: _____

Inventory
First Aid Kit

Location: _____

Item	Quantity	On Hand	Needed
Bag Valve Masks or CPR mouthpiece (adult or child)	1 each		
Oral airway Kit	1 kit		
Blood Pressure cuff	1 each		
Stethoscope	1 each		
Latex gloves (L and XL)	3 pair		
Bandage Scissors	1 pair		
Tweezers	1 pair		
3-inch Kling	6 each		
6-inch Kling	6 each		
3-inch Elastic bandages	6 each		
6-inch Elastic bandages	6 each		
1-inch medical tape	2 rolls		
Band Aids (Asst)	1 box		
Sterile 4x4 gauze	10 each		
Trauma dressing	2 each		
Triangular bandages	3each		
Bite stick	2 each		
Tongue depressors	5 each		
Set of padded board splints (15”, 36”, 54”)	1 set		
Cold pack	2 each		
Antibiotic ointment (Providing single use packets)	10 packets		
Antiseptic cleaning solution/soap	1 bottle		
Saline eye irrigation	1 bottle		
Hard box or soft-sided case	1 each		

Inventory
Disaster/Emergency Supplies

Location: _____

Item	Qty	On Hand	Needed
Copy of Disaster Plan			
Copy of all parent's contact information			
3 days' worth of food for each person			
Whistles			
Extra Clothing			
Manual Can Opener			
Battery operated radio			
Flashlights			
Extra Batteries			
Fire Extinguisher			
First Aid Kit			
1 gallon of water per person for 3 days			
Lightweight and compact blankets			
Small amount of cash			
Hammer			
Screwdrivers			
Large Trash Bags			
Mops w/ Bucket			
Razor Knife			
Matches in waterproof container			
Wrenches			
Toilet Paper			
Wipes			
Feminine Products			
Bleach			

Incident Report

Type of Incident: _____ (Fire, Bomb Threat, etc.)

Date: _____ a.m. / p.m.

Time: _____

 # Injuries: _____

 # Fatalities: _____

Person in charge of event:
_____

Person who reported event:
_____

Brief Description of what happened:
_____
_____
_____
_____
_____
_____

Describe issues in resolving situation:
_____
_____
_____
_____
_____

Did you follow the procedures? _____
If not, why?
_____
_____
_____

_____
_____

Did the procedures work? _____

If not, why not?

_____
_____
_____
_____
_____

Lessons learned:_____
_____
_____
_____
_____

Was outside resources called (EMS, Fire, Police, etc.)?

_____

If so, which agency responded? _____

How long until they arrived? _____

Any other comments:

_____
_____
_____
_____
_____
_____

Prepared by: _____Date:_____

Drill Report

Type of Incident: _____ (Fire, Bomb Threat, etc.)

Date: _____ a.m. / p.m.

Time: _____

Person in charge of event:
_____

Brief Description of what happened:
_____
_____
_____

Describe issues in resolving situation:
_____
_____
_____

Did you follow the procedures? _____If not, why?
_____
_____
_____-_____

Did the procedures work? _____If not, why not?
_____
_____
_____

Lessons learned: _____
_____
_____
_____
_____
_____
_____

_____
_____

Were outside resources involved (EMS, Fire, Police, etc.)? _____

If so, which agency? _____

Any other comments:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Prepared by: _____
Date: _____

Bomb Threat Report

Time: _____ Date: _____

Name of person taking call: _____

Conversation:

_____
_____
_____
_____
_____
_____
_____

Where is bomb located?

_____
_____

Any there any demands?

_____
_____
_____

Were the police called? _____

Time the police arrived? _____

Was the facility searched? _____

Comments:

_____
_____
_____
_____
_____
_____
_____

Checklist
Building Maintenance

Location: _____

Item	Condition	Worked Needed
Roof		
Windows		
Shutters		

Checklist
Plan Development

Under the direction of the principal, each school is to complete the following according to its unique needs and circumstances.
Have each team member become familiar with this School-Centered Disaster Management Plan.

- ❑ Complete the following:
  - Cover Page
  - Staff Skills Inventory
  - Disaster Management Team Assignments
  - Teacher Survey: Students Needing Special Assistance
  - Classroom and Building "Hazard Hunt"
  - Students Special Assistance: Master List
  - Classroom and Building "Hazard Hunt" Master List
  - Assembly Area (outdoors)
  - Alternate Building Location (walking distance)
  - Alternate Building Location (requiring transport)
  - Student Accounting and Release
  - Orientation and Training Schedule
  - Drill Schedule and Log

- ❑ Create an "Emergency Team "Toolbox" using checklist provided

- ❑ Adopt Visitor Screening Policy consistent with local board policy

- ❑ Adopt General Dismissal Procedures consistent with board policy

- ❑ Review the Disaster Management Protocols ("Response" section); make necessary modifications for school-specific needs (using feedback from staff surveys and Disaster Team input, local o district phone numbers and titles, etc.)

- ❑ Review and update Severe Weather Safe Area for each room of building

- ❑ Review and update Shelter in Place plan for each room of building
- ❑ Prepare your school's Emergency Quick Reference Guide
- ❑ Provide Emergency Quick Reference forms to all staff members
- ❑ Establish a schedule and procedures for orientation, training, and practicing (suggestions for Orientation, Tabletop Exercise, Drill, Functional Exercise, Full-Scale Exercise found in the introduction of this guide)
- ❑ Submit the school's plan to the superintendent or designee (include Cover page, and completed Form D, Form F, and Forms I through P).
- ❑ Practice the plan as scheduled, update the plan at least yearly

Initial Damage Assessment

Are all students accounted for? _____yes _____no

Is all staff accounted for? _____yes _____no

Number of Injured _____
Description of Injuries:
_____
_____
_____
_____

Number of Dead _____
Information of Dead (Name and Next of Kin):
_____
_____
_____

Roof Damage (Hole, Torn, etc.):
_____
_____
_____

Is building Habitable? _____yes _____no
Building Damage (Type i.e. partially collapsed):
_____
_____
_____

Utilities (water, gas, electricity):
_____
_____
_____

Water damage (flood, etc.):
_____
_____
_____

Date Prepared _____ By_____

Alternate Building Location

In inclement weather, it may be necessary to move students to an Alternate Building Location rather than using the typical Outdoor Assembly Area. Use the following worksheet to plan for evacuation from the building to an off-site building location within walking distance from the school. Coordinate your planning with Central Office, other schools, etc.

1. Examine maps and site plans for possible Alternate Building Location in the immediate vicinity of the school property.

2. Consider factors such as roadways, waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.

3. Coordinate planning with nearby schools, community centers, businesses, churches, etc., to establish relationships for Alternate Building Location.

4. Designate each of the following:

Alternate Building Location	**Lead Contact/Phone**
_____	_____
_____	_____
_____	_____
(Address)	

Secondary Location	**Lead Contact/Phone**
_____	_____
_____	_____
_____	_____
(Address)	

USE SPACE BELOW for any special planning needs, routes, alternate routes, or for coordinating your school's plan with other schools or buildings on the same campus.

_____
_____
_____
_____
_____

Alternate Building Location Requiring Transport

1. Contact Department of Education to coordinate and plan for transporting students and staff to an Alternate Building Location. Examine local area maps for primary and secondary roadways to transport students and staff to an Alternate Building Location.
2. Consider factors such as roadways (for potential traffic "gridlock"), waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.

3. Coordinate planning with other schools, community centers, businesses, churches, etc. to establish reciprocal relationships for Alternate Building Location (schools across town may serve as an alternate site for each other).

4. Designate each of the following:

Alternate Building Location	**Lead Contact/Phone**
_____	_____
_____	_____
_____	_____
(Address)	

Secondary Location	**Lead Contact/Phone**
_____	_____
_____	_____
_____	_____
(Address)	

USE SPACE BELOW for any special planning needs, routes, alternate routes, or for coordinating your school's plan with other schools or buildings on the same campus.

_____
_____
_____
_____
_____
_____
_____

Student Accounting and Release

Each school needs to establish a specific plan for student accounting and release. Use the following worksheet to describe how your school will account for students and staff in the building in the event of an evacuation. Teachers must carry roll books, grade books, or student attendance sheets when exiting the building during an evacuation. A staff roster should also be available to take during an evacuation.

1. List below steps or procedures staff will take to assure student or staff accounting (i.e., teachers report to team leader, who reports to "Student Accounting and Release" member of the school's Disaster Management Team, who reports to the principal):

_____
_____
_____
_____
_____
_____
_____
_____

2. What procedures will be in place to release students to parents, guardians, or other designated adults during an emergency?

_____
_____
_____
_____
_____
_____
_____
_____

Appendix 3

Awareness, Consent and Signatures

This confirms that you, the undersigned, have read and understand the contents of the Health and Safety Policy of [_____*INSERT ORGANISATION NAME*_____]. If there are any concerns please see the Safety Officer [_____*INSERT NAME*_____].

NAME SIGNATURE TITLE DATE
NAME SIGNATURE TITLE DATE
NAME SIGNATURE TITLE DATE
NAME SIGNATURE TITLE DATE
NAME SIGNATURE TITLE DATE
NAME SIGNATURE TITLE DATE
NAME SIGNATURE TITLE DATE
NAME SIGNATURE TITLE DATE
NAME SIGNATURE TITLE DATE

(Add to table as needed)

WORKPLACE RISK ASSESSMENT FORM								
	SEVERITY =		**MAGNITUDE**		-	**MITIGATION**		**RISK= PROBALITY x SEVERITY**
EVENT	**PROBABLITY**	**HUMAN IMPACT**	**PROPERTY IMPACT**	**BUSINESS IMPACT**	**PREPAREDNESS**	**INTERNAL RESPONSE**	**EXTERNAL RESPONSE**	**RISK**
	Likelihood of Occurrence	Possibility of Death or Injury	Physical Losses and Damages	Interruption of Services	Pre-planning	Time, Effectiveness, Resources	Community /mutual aid, staff and supplies	Relative Threat
SCORE	*0=N/A 1=Low 2=Moderate 3=High*	*0=N/A 1=Low 2=Moderate 3=High*	*0=N/A 1=Low 2=Moderate 3=High*	*0=N/A 1=Low 2=Moderate 3=High*	*0=N/A 1=High 2=Moderate 3=Low to None*	*0=N/A 1=High 2=Moderate 3=Low to None*	*0=N/A 1=High 2=Moderate 3=Low to None*	*0-100%* (Threat increases with percentage)
Airborne harmful substances								
Blood borne pathogens								
Burns from electrical/gas plant								
Burns from electricity								
Burns from fire								
Burns from hot water								
Collision with others								
Contact with chemicals								
Contact with electricity								
Contact with equipment								
Cuts from broken glass								
Cuts from plant								
Entanglement with equipment								
Escape of gas								
Falls down stairs								
Falls from heights								
Falls on obstructed floors								
Falls on slippery floors								
Handling of hazardous materials & spillage								

Ingestion of Chemicals								
Inhalation of Chemicals								
Inhalation of smoke								
Injury from objects falling								
Manual handling injuries								
Use/handling of liquid petroleum gas								
Use of company vehicles								
Water safety & pathogens								
Working in isolation								

JOB/TASK HAZARDS ANALYSIS FORM

Job/Task Location	**Analysed by**	**Date**
Task Description:		
Hazard Description:		
Risk posed to: Identify person(s) or group(s)		
Hazard Control(s):		
Proposed Control:		
Assessed by:	**Date:**	
Reviewed by:	**Date:**	

Incident/Injury Report

Name:	**Date:**

Date of Incident/Injury:	**Time of Incident/ Injury:**	**Location of Incident/Injury:**

Job Title:	**Supervisor:**

Description of Incident/Injury:

Eyewitness(es):	

Factors Contributing to Incident/Injury(Check all that Apply)

Factor	**Yes**	**No**	**Factor**	**Yes**	**No**
Insufficient Training			Illness		
Ineffective Training			Drug/Alcohol		
Outdated Training			Fatigue		
Worker Not Authorized			Overexertion		
Breakdown in verbal communication			Long Work Hours		
Breakdown in written communication			Work in elevated area/platform		
Confusion after communication			Chemical Use		
Machinery/Equipment Malfunction			Biological Agent		
Machinery/Equipment Misuse			Radiation		
Machinery/Equipment Faulty			Electricity		
Obsolete/Antiquated Equipment/Machinery			Animal		
Poor/inadequate maintenance			Mechanical		
Missing guards			Weather/temperature		
Inadequate Repair			Facility Maintenance		
Other(Specify)			Other (Specify)		

Personal Protective Gear					
Eye			Face		
Hearing			Skin		
Head			Foot		

Self-Inspection Checklist			
General Conditions	**Yes**	**No**	**N/A**
Are walking surfaces clean, clear of debris, and dry?			
Are stairs, steps, handrails, and landings in good condition?			
Is area lighting adequate?			
Is general housekeeping acceptable and storage neat and orderly?			
Is furniture in a good state of repair?			
Building Evacuation and Signage			
Are exits properly identified and lighted?			
Are exit paths clear?			
Are exit doors operable and equipped with panic hardware?			
Is emergency lighting operable?			
Does the fire alarm work?			
Has the fire alarm been tested?			
Are evacuation floor plans posted?			
Are emergency phone numbers posted in conspicuous areas throughout the building?			
Are "Do Not Use Elevator in Fire Emergency" signs posted and legible?			
Fire Safety			
Are portable fire extinguishers available?			
Are extinguishers serviced/tagged annually?			
Is the sprinkler system operable and tested regularly?			
When was the sprinkler system last tested? (Dam & PSI)			
Do smoke, heat & other detection alarm systems work? Date last tested?			
Is the “No Smoking” policy enforced?			
Are fire doors self-closing? Date last tested			
Are combustibles and trash controlled?			
Are flammables properly stored in cabinets?			
Is there any evidence of electrical equipment overheating?			
Are holiday decorations noncombustible and Underwriters Laboratories listed (UL-listed)?			
Has a licensed electrician inspected electrical wiring?			

Date inspected?			
Does wiring meet code requirements?			
Is there any evidence of electrical wiring overheating, blown fuses, tripped circuit breakers or worn insulation?			
Are multiple plug outlets and use of extension cords kept to a minimum?			
Ventilation/Cooling Equipment			
Is there a preventive maintenance service contract in effect on air conditioning equipment?			
Elevators			
Are inspection certificates posted?			
Is there a preventive maintenance/service contract in effect?			
Exterior			
Is the parking area well maintained?			
Are exterior walkways in good physical condition?			
Is exterior illumination adequate?			
Are all lights functional?			
Is signage adequate and properly secured?			
Are walkways, roads, and parking lots clean and well lit?			
Notes:			
Completed By: Signature: Date:			

Adapted from: http://nonprofitrisk.org/tools/workplace-safety/nonprofit/c1/selfinspect.htm

Risk Assessment Procedures

Potential hazards in the workplace (Delete as appropriate)

Different hazards can be posed by various on-the-job routines or situations. The following is a list of some general hazards that may be present in the school.

- Access and egress: It is important that access to and from the site be clear and free of clutter or other material that can hinder progress in case of an emergency.
- Biological hazards (bacteria, viruses, etc.): Even if your office or facility does not deal directly with biological agents, it is important that bathroom and kitchen facilities be cleaned regularly to avoid the spread of diseases such as cold and influenza.
- Chemicals: All chemicals used should be evaluated and MSDS kept on-file. Perfumes and air fresheners must not be overlooked as some staff and students may be sensitive.
- Cleaning substances: As above, it is important that safety information be available if there is a problem or concern related to cleaning substances. Cleaning substances should never be mixed with other substances because a chemical reaction may occur. If possible, clean the offices, facility, etc. when staff and students are not present to help eliminate allergy or sensitivity issues. Put out a warning board if areas are to be cleaned during the day to avoid slips.
- Cleanliness and waste materials: Be sure that the facility is clean and free of debris that can pose fall and trip issues. Keep eating areas and bathroom clean. Materials used to clean up spills of hazardous chemical should be disposed of properly.
- Congested walkways and corridors: It is important to keep hallways, aisles, corridors, walkways, etc. clear of any item that can cause someone to trip and fall as these are some of the most common work injuries. Ensure that walkways are kept clear of clutter, so that in an emergency situation access to the exterior is not hindered in anyway.
- Dusts & powders: Ensure that staff and students have the proper gear when they are handling powders or performing a task that generates dust. In addition, keep dust from going offsite by covering areas from where dust may be blown offsite, by sprinkling with water or vacuuming and disposing properly.
- Facilities for eating and drinking: Properly clean counter tops, floors, utensils, appliances, cookware and sanitary facilities to reduce the spread of disease and the presence of insects.
- Fire exits: Ensure that fire exits are operable and keep access to the fire exit clear at all times. Have an emergency escape route and inform employees. Have fire drills to help make staff and students clear on the procedure to follow in case of a fire.
- Handling of materials: Ensure that staff is properly trained in how to properly lift and carry heavy goods. It is important that protective gloves are available for those involved in lifting.
- Ventilation: Ensure that your facility is properly ventilated as dampness in the air can make staff and students uncomfortable which may reduce productivity and cause or exacerbate illness. According to the Centers for Disease Control and Prevention (Prevention 2011) “Excessive moisture in the air (i.e., high relative humidity) that is not properly controlled with air conditioning can also lead to excessive dampness. Flooding

causes dampness. Dampness is a problem in buildings because it provides the moisture that supports the growth of bacteria, fungi (i.e., mold), and insects." It is further noted that diseases and conditions related to dampness and mold include asthma, allergies and hypersensitivity pneumonitis.

- Lighting levels: Ensure that the facility is properly lit to reduce eye strain, in case of an emergency and in the event of a power failure.
- Portable and fixed electrical appliances: Ensure that all electrical appliances and tools are working properly to reduce risks associated with fire, electrocution and burns from electricity.
- Repetitive actions- Be mindful that repetitive motions can lead to Carpal Tunnel Syndrome (CTS).
- Sanitary conveniences: Ensure that bathrooms are kept clean and that all fixtures are working properly.
- Seating and workstations: Ensure that members of staff are comfortable at their work stations. The top of computer monitors should be below eye level and directly in front of user, the head and neck in line with torso, shoulders relaxed, elbows held close to the body, lower back supported, hands and wrists in line with forearm, feet flat on the floor and that there is sufficient room for the mouse and keyboard.
- Stairs and stairways: Very often, slips and falls occur on stairs and stairways, keep then well-lit and free of debris and clutter.
- Storage of materials: Materials and goods are to be stored in areas where they pose no trip hazards to anyone or where they do not block ingress and egress. Store chemical as recommended by the manufacturer.
- Stress: Stress on the job is responsible for lost productivity which affects the bottom line. Try to ensure that staff is content with their job. Provide them with the necessary tools to perform their job. Activities outside will help reduce stress levels and will facilitate better working relationships between employees.
- Tools and equipment: Ensure that you have the right tools available for the task and that they are functioning properly as malfunctioning equipment and tools can be harmful to users and others.
- Trailing cables: Falls, trips and sprains are among the most common on-the-job injuries. Ensure that extension cords, cables, ropes, etc. are not left in walkways, aisles, corridors, stairways, etc.
- Vehicle safety: It is important that school vehicles are properly maintained and that those who drive them are safe drivers.
- Workplace violence (physical or verbal): Violence in the workplace can cause death or injury, so measures to prevent are necessary. Try to ensure that all members of staff are on good terms with each other and put measures in place to prevent violence from students and/or the general public.

Identified Hazards

The following is a list of potential hazards that are associated with the operations of [*INSERT SCHOOL NAME*]: Delete as appropriate.

Assessed Hazards

- Airborne harmful substances
- Blood borne pathogens
- Burns from electrical/gas plant
- Burns from electricity
- Burns from fire
- Burns from hot water
- Collision with others
- Contact with chemicals
- Contact with electricity
- Cuts from broken glass
- Cuts from equipment/machinery
- Entanglement with equipment
- Escape of gas/gas leaks
- Falls down stairs
- Falls from heights
- Falls on obstructed floors
- Falls on slippery floors
- Handling of hazardous materials & spillage
- Ingestion of Chemicals
- Inhalation of Chemicals
- Inhalation of smoke
- Injury from objects falling
- Manual handling injuries
- Use and handling of liquid petroleum gas
- Use of school vehicles
- Water safety & pathogens

People affected by hazards

Staff
Students
Visitors
Contractors
Emergency staff
People with special needs (such as people with physical or learning difficulties, young persons and pregnant women)
General public

(EXAMPLE ONLY)
Burns from Hot Water

Hazard:	**Burns from hot water**
Control Methods:	Elimination
Persons at Risk:	Staff *(Delete as Appropriate)*
	Students
	Third Party Contractors
	Members of the Public
	Emergency Services
Risk Rating:	***From Workplace Risk Assessment.***

Existing Controls:

Hot water unit and temperature controls are isolated and kept in a locked room.

Only maintenance staff has access.

Temperature settings maintained at 100^0F.

Unit checked routinely.

Recommended Controls:

1. The maximum water temperature at any tap should not exceed 46°C/ 114.8°F.
2. Routine checks should be made of hot water temperatures at each tap to ensure the maximum temperature is being maintained. This should include weekly checks of random taps.
3. Any work on equipment/machinery containing hot water must only be permitted with a valid work order and only after the water has had time to cool down to a temperature where the water is not warmer than 35°C/95°F.

Airborne Harmful Substances

Hazard:	**Airborne Harmful Substances**
Control Methods:	Elimination
	Personal Protective Equipment
Persons at Risk:	Staff *(Delete as Appropriate)*
	Students
	Third Party Contractors
	Members of the Public
	Emergency Services
Risk Rating:	***From Workplace Risk Assessment***

Existing Controls:

Insert Details.

Recommended Controls:

1. Cease functioning immediately in the event of asbestos being suspected and report it to the Principal/Safety Officer so that further investigation, research or analysis can be carried out.
2. If materials need to be sampled then this must be done by expert outside consultants and will not be carried out by untrained internal staff.
3. Warning notices must be provided where asbestos or any other harmful material is identified within the site.
4. Detailed assessments are required for hazardous materials which give advice on the safe handling and use of these materials with particular regard to the provision of removal, sealing and ventilation.
5. Asbestos must only be dealt with by a professional specialist.

Blood Borne Pathogens

Hazard:	**Blood borne pathogens**
Control Methods:	Personal Protective Equipment
	Training
Persons at Risk:	Staff *(Delete as Appropriate)*
	Students
	Third Party Contractors
	Members of the Public
	Emergency Services
Risk Rating:	***From Workplace Risk Assessment***

Existing Controls:

Insert Details.

Recommended Controls:

1. First aiders are to be trained and certificated.
2. First aiders are to be advised to avoid blood contact.
3. First aiders are to be required to wear waterproofing dressings over any personal cuts or abrasions.
4. Protective nitrile or non-latex gloves should be provided in all first aid kits.
5. A mouthpiece or airway system should be provided for first aiders to use.

Burns and Smoke Inhalation

Hazard:	**Burns from fire**
	Inhalation of smoke
Control Methods:	Elimination
	Guarding
	Training
	Instruction
Persons at Risk:	Staff *(Delete as appropriate)*
	Students
	Third Party Contractors
	Members of the Public
	Emergency Services
Risk Rating:	***From Workplace Risk Assessment***

Existing Controls:

Insert Details.

Recommended Controls:

1. Smoke/fire detection should be provided throughout the site/facility.
2. Localized firefighting facilities/equipment to be provided on-site.
3. Fire evacuation drills is to be carried out as required by the NDO.
4. An evacuation plan showing emergency exists should be prominently displayed and all staff and students should be familiar with it.
    - Quarterly checks of fire alarm system are to be carried out. Annual servicing of all fire safety measures to be carried out.
    - Fire safety risk assessment to be undertaken.
    - Flammable substances should be held on site in accordance with the information detailed in the individual assessments only to reduce the risk of fire.
    - Remove chemicals from site which do not appear on chemical safety assessments.

Burns from Electricity

Hazard:	**Burns from Electricity**
Control Methods:	Elimination
Persons at Risk:	Staff *(Delete as appropriate)*
	Students
	Third Party Contractors
	Members of the Public
	Emergency Services
Risk Rating:	***From Workplace Risk Assessment***

Existing Controls:

Insert Details.

Recommended Controls:

1. Staff other than maintenance personnel must not be permitted to work on live circuits under any circumstances.
2. Defective equipment/machinery and circuits must be isolated at the main switch immediately after they have been reported.

Burns from Electrical/Gas Plant

Hazard:	**Burns from electrical/gas plant**
Control Methods:	Elimination
	Guarding
	Training
	Instruction
Persons at Risk:	Staff *(Delete as Appropriate)*
	Students
	Third Party Contractors
	Members of the Public
	Emergency Services
Risk Rating:	***From Workplace Risk Assessment***

Existing Controls:

Insert Details.

Recommended Controls:

1. Only gas and electrical appliances conforming to relevant current and accepted standards are to be installed in the facility.
2. Equipment must be maintained in accordance with manufacturer's recommendations.
3. Only trained personnel are permitted to work on gas and electrical systems.
4. Contractor's staff must only work on gas and electrical systems when they have been given directive to do so.
5. Contractors should only be permitted to work on isolated electrical supplies. Work on live systems should be strictly prohibited.

.

Burns from Hot Water

Hazard:	**Burns from hot water**
Control Methods:	Elimination
Persons at Risk:	Staff *(Delete as Appropriate)*
	Students
	Third Party Contractors
	Members of the Public
	Emergency Services
Risk Rating:	***From Workplace Risk Assessment***

Existing Controls:

Insert Details.

Recommended Controls:

4. The maximum water temperature at any tap should not exceed 46°C/ 114.8°F.
5. Routine checks should be made of hot water temperatures at each tap to ensure the maximum temperature is being maintained. This should include weekly checks of random taps.
6. Any work on equipment/machinery containing hot water must only be permitted with a valid work order and only after the water has had time to cool down to a temperature where the water is not warmer than 35°C/95°F.

Collision with Others

Hazard:	**Collision with others**
Control Methods:	Elimination
Persons at Risk:	Staff *(Delete as Appropriate)*
	Students
	Third Party Contractors
	Members of the Public
	Emergency Services
Risk Rating:	***From Workplace Risk Assessment***

Existing Controls:

Insert Details.

Recommended Controls:

1. All units/work areas must be designed with a logical workflow to prevent collision.
2. Running must not be permitted within the site.
3. Consideration should be given to the use of high visibility jackets in external areas during periods of darkness or during high-risk activities.

Contact with Chemicals

Hazard:	**Contact with chemicals**
	Inhalation of chemicals
	Ingestion of chemicals
Control Methods:	Elimination
	Instruction
	Personal Protective Clothing
Persons at Risk:	Staff *(Delete as Appropriate)*
	Students
	Third Party Contractors
	Members of the Public
	Emergency Services
Risk Rating:	***From Workplace Risk Assessment***

Existing Controls:

Insert Details.

Recommended Controls:

1. All chemicals are to be assessed before initial use.
2. All chemicals used in the facility should have a corresponding Material Safety Data Sheet (MSDS) on file.
3. All persons handling any chemical are required to refer to the material assessment and before the product are used for the first time.
4. Personal protective clothing as required by the chemical to be used must be worn by all staff at all times when they are handling a hazardous material.
5. Products which are not on the approved list of chemicals must not be purchased or brought onto the site without the prior approval.
6. Chemicals, other than those approved, must never be mixed under any circumstances.
7. Waste must be controlled by being held in sealed bins in the work area and all bins are to be clearly marked to identify their contents.
8. Proper chemical disposal protocol must be followed.
9. Specific training should be given to all staff involved in the handling of hazardous materials. This training should establish the definition of a hazardous material.
10. Hazardous materials must always be kept in their original containers and they must always be kept sealed when they are not being used.
11. Flammable materials must be held in locked cabinets when not in use.

Contact with Electricity

Hazard:	**Contact with Electricity**
Control Methods:	Elimination
	Instruction
Persons at Risk:	Staff *(Delete as Appropriate)*
	Students
	Third Party Contractors
	Members of the Public
	Emergency Services
Risk Rating:	***From Workplace Risk Assessment***

Existing Controls:

Insert Details.

Recommended Controls:

1. All electrical equipment is to be inspected by a competent person at least annually. Electrical systems should be inspected by an electrician at least every 5 years. Any new systems or new parts of the original system should be certified at the end of the installation by an electrician.
2. Employees should be required to report defective electrical equipment to the Principal/Safety Officer without delay so that it can be electrically isolated.
3. Work on electrical systems should only be undertaken by qualified electricians who are members of a relevant inspection/installation accredited body.
4. Ideally all circuits should be fitted with residual circuit breaker devices where appropriate.
5. Work should only be permitted on isolated supplies.
6. Only trained personnel should carry out electrical work.
7. A work order should be issued before work on live electrical systems commences.
8. All isolated supplies must be locked off and tagged to ensure that they cannot be reconnected accidentally during work.

.

Cuts from Broken Glass

Hazard:	**Cuts from broken glass**
Control Methods:	Elimination
	Training
	Safe System
	Personal Protective Equipment
Persons at Risk:	Staff *(Delete as appropriate)*
	Students
	Third Party Contractors
	Members of the Public
	Emergency Services
Risk Rating:	***From Workplace Risk Assessment***

Existing Controls:

Insert Details.

Recommended Controls:

1. All glass waste must be placed in covered bins and recycled where possible.
2. Broken glass should be placed in a protective container before being discarded.
3. Broken glass damage must be reported to the Principal/Safety Officer and be cleared/cleaned by maintenance staff wearing adequate personal protective clothing.
4. The minimum protective clothing for the clearance of broken glass is a pair of heavy-duty gloves and eye goggles.
5. Glass equipment, like bulbs, must be located where there is no risk of personal contact.

Cuts from Equipment/Machinery

Hazard:	**Cuts from equipment/machinery**
Control Methods:	Guarding
	Training
	Maintenance Controls
	Personal Protective Equipment
Persons at Risk:	Staff *(Delete as appropriate)*
	Student
	Third Party Contractors
	Members of the Public
	Emergency Services
Risk Rating:	***From Workplace Risk Assessment***

Existing Controls:

Insert Details

Recommended Controls:

1. All equipment is to be maintained in accordance with manufacturer's instructions.
2. Defective equipment must be reported to the Principal/Safety Officer so that it can be immediately isolated and removed from site if it cannot be made safe.
3. Only trained personnel are allowed to operate machinery and equipment.
4. All mechanical plant is to be provided with guarding/shielding in accordance with the manufacturers design standard
5. Protective clothing in the form of gloves, eye goggles and other protective gear should always be available to personnel who work with machinery and equipment where cuts are possible.

Entanglement with equipment

Hazard:	**Entanglement with equipment**
	Contact with equipment
Control Methods:	Guarding
	Instruction
Persons at Risk:	Staff *(Delete as appropriate)*
	Students
	Third Party Contractors
	Members of the Public
	Emergency Services
Risk Rating:	***From Workplace Risk Assessment***

Existing Controls:

Insert Details.

Recommended Controls:

1. All equipment/machinery must be provided with appropriate guarding which may not be removed.
2. Only trained personnel may use equipment/machinery provided.
3. Protective clothing without loose elements must be worn at all times by staff working with equipment/machinery.
4. All fixed equipment/machinery should be provided with a mushroom style emergency shut off button.
5. Work on equipment/machinery must only be permitted under a work order system when the equipment/machinery in question has been isolated and locked out.

Escape of gas/gas leaks

Hazard:	**Escape of gas**
Control Methods:	Elimination
	Safe System
Persons at Risk:	Staff *(Delete as appropriate)*
	Students
	Third Party Contractors
	Members of the Public
	Emergency Services
Risk Rating:	***From Workplace Risk Assessment***

Existing Controls:

Insert Details.

Recommended Controls:

1. All gas fittings and gas connections must have been installed by trained engineers.
2. All gas shut off valves must be painted with vivid colors and should be properly marked.
3. The direction of flow of gas must be clearly indicated with an arrow on gas supply pipes.
4. All main gas shut off valves have must be clearly labeled with clear and vivid signs.
5. Any work with the gas supply system should be carried out by a registered engineer only.
6. A work order should be issued for all works on the gas supply.

Falls down stairs/steps

Hazard:	**Falls down stairs/steps**
Control Methods:	Elimination
	Instruction
Persons at Risk:	Staff *(Delete as appropriate)*
	Students
	Third Party Contractors
	Members of the Public
	Emergency Services
Risk Rating:	***From Workplace Risk Assessment***

Existing Controls:

Insert Details.

Recommended Controls:

1. Handrails are to be provided by all stairs required for access as per Part [PLEASE SITE LOCAL LAW].
2. If maintenance work is required on a raised platform then this should only be permitted from a properly secured, fixed platform. A work order should be issued in the event such work is required.

Falls from heights

Hazard:	**Falls from heights**
Control Methods:	Elimination
Persons at Risk:	Staff *(Delete as appropriate)*
	Students
	Third Party Contractors
	Members of the Public
	Emergency Services
Risk Rating:	***From Workplace Risk Assessment***

Existing Controls:

Insert Details.

Recommended Controls:

1. Where access is required to a level which cannot be reached from the floor then a secure, purpose-made platform must be used (e.g. scaffolding, step ladder, fixed ladder, mechanical platform).
2. Where an employee needs to ascend more than 6.5 feet from ground level access is not permitted without the use of harnessing.
3. Only trained personnel may work above 6.5 feet.
4. Safety harnesses must be used by employees and contractors if access to high levels on lifting platforms is required.
5. Consideration should be given to providing clear notices in areas where harnesses are known to be required for safe access.
6. Where access is required for high level work, a work order must be issued.

Falls on obstructed floors

Hazard:	**Falls on obstructed floors**
Control Methods:	Elimination
Persons at Risk:	Staff *(Delete as appropriate)*
	Students
	Third Party Contractors
	Members of the Public
	Emergency Services
Risk Rating:	***From Workplace Risk Assessment***

Existing Controls:

Insert Details.

Recommended Controls:

1. Debris, office supplies, equipment, and other items should be stored/placed in locations other than in walkways, aisles or routes of escape.
2. A clear corridor should be maintained to all areas.
3. A review of obstructions on the floor in working areas should be carried out.
4. Where maintenance work is carried out which may cause an obstruction to the floor, a work order must be issued, the area cordoned off and personnel informed. The work order must take into account the need to keep fire exit routes clear.

Falls on slippery floors

Hazard:	**Falls on slippery floors**
Control Methods:	Safe Systems
	Instruction
Persons at Risk:	Staff *(Delete as appropriate)*
	Students
	Third Party Contractors
	Members of the Public
	Emergency Services
Risk Rating:	***From Workplace Risk Assessment***

Existing Controls:

Insert Details.

Recommended Controls:

1. When floors are being cleaned or when they are affected by a spill, caution signs should be placed in the area.
2. Cleaning/maintenance staff should be instructed to avoid using excessive amounts of liquid when cleaning floors and to remove excess wherever and whenever possible. Dry cleaning is recommended over wet cleaning.

Handling of Hazardous Chemical Spillage

Hazard:	**Handling of hazardous chemical spillage**
Control Methods:	Training
	Personal Protective Equipment
	Supervision
	Safe System
	Personal Protective Equipment
Persons at Risk:	Staff *(Delete as appropriate)*
	Students
	Third Party Contractors
	Members of the Public
	Emergency Services
Risk Rating:	***From Workplace Risk Assessment***

Existing Controls:

Insert Details.

Recommended Controls:

1. In the event of a hazardous material spill, the entire facility should be evacuated if there is any staff, student or public health risk.
2. In the event of a hazardous material spill the emergency must be dealt with by the Safety Officer or other competent person.
3. If there is a major spill, the Safety Officer must contact Fire and Rescue Services to advise them of the situation.
4. The affected area must be ventilated properly prior to any clean up procedure being initiated and protective gear must be used as required by the chemical.
5. Clearance should only commence when independent advice has been taken by contacting the supplier of the product concerned.
6. Clearance must be supervised at all times by the Safety Officer.
7. Spilled chemical and any material used in the cleanup process should be contained and disposed of in a manner appropriate for the chemical or as recommended by the manufacturer.

Injuries from objects falling

Hazard:	**Injuries from objects falling**
Control Methods:	Elimination
	Personal Protective Equipment
Persons at Risk:	Staff *(Delete as appropriate)*
	Students
	Third Party Contractors
	Members of the Public
	Emergency Services
Risk Rating:	***From Workplace Risk Assessment***

Existing Controls:

Insert Details.

Recommended Controls:

1. Stored materials must be properly stacked and secured, if necessary.
2. Aisles should be kept clear of material and wide enough to allow for maneuverability.

Manual Handling Injuries

Hazard:	**Manual Handling Injuries**
Control Methods:	Safe System of Work
	Instruction
Persons at Risk:	Staff *(Delete as appropriate)*
	Students
	Third Party Contractors
	Members of the Public
	Emergency Services
Risk Rating:	***From Workplace Risk Assessment***

Existing Controls:

Insert Details.

Recommended Controls:

1. Staff must be required to obtain assistance when lifting heavy items.
2. Heavy goods must be marked with their weight to assist staff in deciding how best to lift/move.
3. Guidance and training on safe lifting and handling must be provided.
4. Pregnant workers should be instructed not to lift.
5. Mechanical assistance must be considered for heavy loads.
6. It should be determined if employees are physically and medically capable of lifting and handling goods.

Use and handling of Liquid Petroleum Gas

Hazard:	**Use and handling of Liquid Petroleum Gas**
Control Methods:	Elimination
	Safe systems
	Training
Persons at Risk:	Staff *(Delete as appropriate)*
	Students
	Third Party Contractors
	Members of the Public
	Emergency Services
Risk Rating:	***From Workplace Risk Assessment***

Existing Controls:

Insert Details.

Recommended Controls:

1. LPG must be stored externally in a well-ventilated and clearly marked storage area away from other combustible, oxidizing and/or volatile substances.
2. LPG may only be used by trained personnel.
3. In the event of a defective LPG cylinder, the immediate area must be evacuated and the emergency services must be summoned.

General use of vehicles and vehicle safety

Hazard:	**General use of vehicles and vehicle safety**
Control Methods:	Instruction
	Training
	Elimination
	Safe Systems
Persons at Risk:	Staff *(Delete as appropriate)*
	Students
	Third Party Contractors
	Members of the Public
	Emergency Services
Risk Rating:	***From Workplace Risk Assessment***

Existing Controls:

Insert Details.

Recommended Controls:

1. Only licensed and authorized personnel should be permitted to drive school vehicles.
2. School vehicles are to be serviced in accordance with the manufacturer's recommendations.
3. Drugs and alcohol use are strictly prohibited for all staff and drivers in particular. Any member of staff found to have used drugs and/or consumed alcohol during work hours may be instantly dismissed.
4. All hazardous products being transported are to be properly secured.
5. Staff should be given special instruction on safe lifting and handling techniques and this training should be documented.

Water Safety and Pathogens

Hazard:	**Water Safety and Pathogens**
Control Methods:	Elimination
Persons at Risk:	Staff *(Delete as appropriate)*
	Students
	Third Party Contractors
	Members of the Public
	Emergency Services
Risk Rating:	***From Workplace Risk Assessment***

Existing Controls:

Insert Details.

Recommended Controls:

1. Hot water supply lines and tanks must be clearly marked.
2. Water-cooled air conditioning must be under a planned maintenance contract.
3. Main water tanks must be covered to prevent contamination.
4. Consideration should be given to the annual chlorination of water tanks/cisterns and water distribution system.
5. Personnel working with hot water must be properly trained and supplied with protective gear.

Appendix 4

Table 1Hazard Vulnerability Assessment

HAZARD NAME NOTE: All Hazards marked by an asterisk (*) could be caused by a terrorist event.	HAZARD IDENTIFICATION	VUNERABILITY			CONCLUSION
	1. Could this hazard affect this school? If "NO" go down to next hazard. If "YES" complete #2-5	2. What is the likelihood of the event occurring at, or in the immediate vicinity of this school?	3. Could school property damage or loss of use of school property result if this event occurred?	4. Could any person be killed or injured if this event occurred?	5. If you answered "YES" to question #3 or #4, this hazard is significant and must be addressed in your Emergency Operations Plan.
ACCIDENT	**Off Site** An incident from any cause that results in serious bodily harm or death to one or more people while engaged in a school supported or sanctioned activity off school property. [ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
	On Site An event from any cause that results in serious bodily harm or death to one or more people while on school property [ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
BUILDING COLLAPSE Loss of structural integrity of buildings due to wind, water or seismic events resulting in significant personal injury or economic loss.	[ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
CIVIL/POLITICAL DISORDER* Certain types of facilities, such as government buildings, schools and universities, work sites, mass-gathering places, and correctional facilities are	**Demonstration** A public protest. [ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No

HAZARD NAME NOTE: All Hazards marked by an asterisk (*) could be caused by a terrorist event.	HAZARD IDENTIFICATION	VUNERABILITY			CONCLUSION
	1. Could this hazard affect this school? If "NO" go down to next hazard. If "YES" complete #2-5	2. What is the likelihood of the event occurring at, or in the immediate vicinity of this school?	3. Could school property damage or loss of use of school property result if this event occurred?	4. Could any person be killed or injured if this event occurred?	5. If you answered "YES" to question #3 or #4, this hazard is significant and must be addressed in your Emergency Operations Plan.
more vulnerable than others.					
	Economic Emergency Loss of personal, governmental, or commercial economic stability. [ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
	Hostage Incident Person or group held as security pending the fulfillment of certain terms. [ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
	Strike/Lockout A work stoppage to protest or influence work practices. [ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
	Sabotage/Vandalism Intentional destruction of property or obstruction of normal operations. [ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No

HAZARD NAME NOTE: All Hazards marked by an asterisk (*) could be caused by a terrorist event.	HAZARD IDENTIFICATION	VUNERABILITY			CONCLUSION
	1. Could this hazard affect this school? If "NO" go down to next hazard. If "YES" complete #2-5	2. What is the likelihood of the event occurring at, or in the immediate vicinity of this school?	3. Could school property damage or loss of use of school property result if this event occurred?	4. Could any person be killed or injured if this event occurred?	5. If you answered "YES" to question #3 or #4, this hazard is significant and must be addressed in your Emergency Operations Plan.
	Weapons of Mass Destruction Biological Nuclear Incendiary Chemical Explosive [ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
CONTAMINATION OF FOOD/DRINKING WATER/AIR/SOIL* The accidental or deliberate introduction of dangerous substances into food, beverages, medications, water, wells, and other ingested products or into HVAC systems.	[ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
CONTAGIOUS, INFECTIOUS DISEASE OR PANDEMIC*	[ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
DAM FAILURE* Dam failure is the spontaneous release of water resulting from improper operation or structural collapse of the structure, etc.	[ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No

HAZARD NAME NOTE: All Hazards marked by an asterisk (*) could be caused by a terrorist event.	HAZARD IDENTIFICATION	VUNERABILITY			CONCLUSION
	1. Could this hazard affect this school? If "NO" go down to next hazard. If "YES" complete #2-5	2. What is the likelihood of the event occurring at, or in the immediate vicinity of this school?	3. Could school property damage or loss of use of school property result if this event occurred?	4. Could any person be killed or injured if this event occurred?	5. If you answered "YES" to question #3 or #4, this hazard is significant and must be addressed in your Emergency Operations Plan.
DEATH/SUICIDE The accidental or self-inflicted death of a student(s), teacher(s), school volunteer(s), coach, School Resource Officer, school staff, school administrator; or any person that has frequent and close association with school activities, staff and students. Morale for the whole school and student grades can be affected for months afterward.	[ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
DROUGHT Prolonged period without rain:	[ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
EARTHQUAKE Sudden motion of the ground which may result in surface faulting (ground rupture), ground shaking, and ground failure resulting in damage to buildings, roads, bridges and loss of utility service(s).	[ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
ENERGY SHORTAGE A significant shortage of any energy resource or the inability to pay for high priced energy resources, resulting in a loss of fuel supplies for space heating, emergency and health care service; thereby endangering both life and property.	[ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No

HAZARD NAME NOTE: All Hazards marked by an asterisk (*) could be caused by a terrorist event.	HAZARD IDENTIFICATION	VUNERABILITY			CONCLUSION
	1. Could this hazard affect this school? If "NO" go down to next hazard. If "YES" complete #2-5	2. What is the likelihood of the event occurring at, or in the immediate vicinity of this school?	3. Could school property damage or loss of use of school property result if this event occurred?	4. Could any person be killed or injured if this event occurred?	5. If you answered "YES" to question #3 or #4, this hazard is significant and must be addressed in your Emergency Operations Plan.
EROSION/COASTAL EROSION The wearing away and removal of soil particles by running water, waves, currents, moving ice, or wind resulting in severe land destruction and property damage.	[ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
FIRE The outbreak of fire or smoke within the school building, Porta-mobile units, and out buildings or in grass, fields, brush and woods around school buildings.	[ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
FLOOD	**Riverine** Periodic over-bank flow of rivers and streams. [ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	] Yes [ ] No
	Flash Quickly rising small streams due to heavy rains, ice jams, or rapid snow melt. [ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No

HAZARD NAME NOTE: All Hazards marked by an asterisk (*) could be caused by a terrorist event.	HAZARD IDENTIFICATION	VUNERABILITY			CONCLUSION
	1. Could this hazard affect this school? If "NO" go down to next hazard. If "YES" complete #2-5	2. What is the likelihood of the event occurring at, or in the immediate vicinity of this school?	3. Could school property damage or loss of use of school property result if this event occurred?	4. Could any person be killed or injured if this event occurred?	5. If you answered "YES" to question #3 or #4, this hazard is significant and must be addressed in your Emergency Operations Plan.
HEAT WAVE A spell of three or more consecutive days on each of which the maximum temperature reaches or exceeds 90E F.	[ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
HAZARDOUS MATERIALS INCIDENT— FIXED FACILITY*	**Chemical** Uncontrolled release of hazardous materials from a fixed site in the vicinity. [ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
	Radiological A radiological release occurring at a nuclear power plant, or in association with hospitals, industrial facilities, and research labs which may cause impaired thyroid function, whole body, and bone marrow contamination from absorption or ingestion of contaminated food. [ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
HAZARDOUS MATERIALS INCIDENT ONSITE Uncontrolled release or reaction of stored chemicals or materials in science labs, cleaning supply storage areas, and fuel storage areas	[ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No

HAZARD NAME NOTE: All Hazards marked by an asterisk (*) could be caused by a terrorist event.	HAZARD IDENTIFICATION	VUNERABILITY			CONCLUSION
	1. Could this hazard affect this school? If "NO" go down to next hazard. If "YES" complete #2-5	2. What is the likelihood of the event occurring at, or in the immediate vicinity of this school?	3. Could school property damage or loss of use of school property result if this event occurred?	4. Could any person be killed or injured if this event occurred?	5. If you answered "YES" to question #3 or #4, this hazard is significant and must be addressed in your Emergency Operations Plan.
HAZARDOUS MATERIALS INCIDENT—TRANSPORTATION* Uncontrolled release of radiological, chemical, or biological hazardous materials during transport that causes impact to school property or staff and students, or disrupts school transportation routes.	**Rail** [ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
	Pipeline [ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
	Port [ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
	River [ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
	Highway [ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
HURRICANE A hurricane is a tropical cyclone in which winds reach speeds of seventy-four miles per hour or more, and blow in a large spiral around a relatively calm center. It produces measurable damage and destruction from heavy rainfalls, winds, and flooding.	[ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No

HAZARD NAME NOTE: All Hazards marked by an asterisk (*) could be caused by a terrorist event.	HAZARD IDENTIFICATION	VUNERABILITY			CONCLUSION
	1. Could this hazard affect this school? If "NO" go down to next hazard. If "YES" complete #2-5	2. What is the likelihood of the event occurring at, or in the immediate vicinity of this school?	3. Could school property damage or loss of use of school property result if this event occurred?	4. Could any person be killed or injured if this event occurred?	5. If you answered "YES" to question #3 or #4, this hazard is significant and must be addressed in your Emergency Operations Plan.
LANDSLIDE* A mass of sliding earth, mud, or rock.	[ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
POWER OR UTILITY FAILURE* Interruption or loss of service for an extended period of time. (Gas, oil, electricity, fiber optics, telephone, microwave towers, water, and sewage sites, etc.).	[ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
SUBSIDENCE Depressions, cracks, and sinkholes in the ground's surface caused by removal of water, minerals, or gas beneath the surface.	[ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
TRANSPORTATION INCIDENT—PASSENGER An incident involving passenger air, rail, highway, or water modes of travel resulting in death or injury. Includes school staff and students traveling on school busses, commercial buses, trains, cruise ships, ferries etc.	**Air** An accident involving a multi-passenger (twenty or more) or cargo aircraft or small private plane, resulting in injuries, loss of life, and destruction of private property where it impacts. Includes areas within the flight paths of airports. [ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
	Highway An unforeseen event involving a rapid-transit, multi-passenger vehicle or a large supply truck which results in severe injuries, fatalities, and property damage. [ ] Yes	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No

HAZARD NAME NOTE: All Hazards marked by an asterisk (*) could be caused by a terrorist event.	HAZARD IDENTIFICATION	VUNERABILITY			CONCLUSION
	1. Could this hazard affect this school? If "NO" go down to next hazard. If "YES" complete #2-5	2. What is the likelihood of the event occurring at, or in the immediate vicinity of this school?	3. Could school property damage or loss of use of school property result if this event occurred?	4. Could any person be killed or injured if this event occurred?	5. If you answered "YES" to question #3 or #4, this hazard is significant and must be addressed in your Emergency Operations Plan.
	[ ] No				
	Rail An accident or derailment involving multiple railroad cars which causes abnormal interaction with the general public by blocking roads and/or causing property damage. [ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
	Water An accident involving a multi-passenger vessel, either public or private, resulting in injuries, loss of life, and destruction of property and requiring response and rescue by boat. [ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
UNCONTROLLED ANIMAL / INSECT A domestic or wild animal out of control that exhibits threatening behavior, or inflicts injury or death upon student's staff, or visitors. This includes bee and wasp attacks.	[ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
URBAN FIRE Uncontrolled burning in residential, commercial, industrial, or other properties in developed areas. An event of such magnitude as to cause	[ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No

HAZARD NAME NOTE: All Hazards marked by an asterisk (*) could be caused by a terrorist event.	HAZARD IDENTIFICATION	VUNERABILITY			CONCLUSION
	1. Could this hazard affect this school? If "NO" go down to next hazard. If "YES" complete #2-5	2. What is the likelihood of the event occurring at, or in the immediate vicinity of this school?	3. Could school property damage or loss of use of school property result if this event occurred?	4. Could any person be killed or injured if this event occurred?	5. If you answered "YES" to question #3 or #4, this hazard is significant and must be addressed in your Emergency Operations Plan.
serious injuries or deaths and impose severe economic losses to the community. Other structures in the vicinity of the fire may be affected in a variety of ways. Schools may be used as temporary shelters for displaced people.					
VIOLENCE Violence that occurs on school property or while engaged in school activities. Includes injuries and deaths resulting from use of explosives, poisons, guns, knives, chemicals. Violence can occur as a result of terrorism, gang activity, bullying, fights, poor school climate, disciplinary action of students or staff, mental illness, or community indifference. Offenders may be school staff, students, parents, and community or non-community members.	[ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
WATER LOSS OTHER Includes broken water lines, and contamination due to accidental or intentional introduction of hazardous materials into public water supplies, and wells. All school well heads should be padlocked to reduce risk.	[ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
WEATHER HAZARDS OTHER Includes severe cold, winter and summer storms, lightning strikes, and hail. Weather hazards can impact	[ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No

HAZARD NAME NOTE: All Hazards marked by an asterisk (*) could be caused by a terrorist event.	HAZARD IDENTIFICATION	VUNERABILITY			CONCLUSION
	1. Could this hazard affect this school? If "NO" go down to next hazard. If "YES" complete #2-5	2. What is the likelihood of the event occurring at, or in the immediate vicinity of this school?	3. Could school property damage or loss of use of school property result if this event occurred?	4. Could any person be killed or injured if this event occurred?	5. If you answered "YES" to question #3 or #4, this hazard is significant and must be addressed in your Emergency Operations Plan.
hasty evacuations, emergency response, and sheltering operations. Weather hazards can result in lingering dangerous conditions such as debris, falling ice, hanging broken branches, power loss and over loaded roofs.					
OTHER ____________________	[ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
OTHER ____________________	[ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
OTHER ____________________	[ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
OTHER ____________________	[ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
OTHER ____________________	[ ] Yes [ ] No	[ ] Low [ ] Moderate [ ] High	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No

Table 2Hazard Prioritisation Worksheet

Hazard	Frequency	Magnitude	Warning	Impact	Risk Priority
	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal / None 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	☐ High ☐ Medium ☐ Low
	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal / None 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	☐ High ☐ Medium ☐ Low
	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal / None 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	☐ High ☐ Medium ☐ Low
	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal / None 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	☐ High ☐ Medium ☐ Low
	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal / None 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	☐ High ☐ Medium ☐ Low
	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal / None 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	☐ High ☐ Medium ☐ Low
	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal / None 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	☐ High ☐ Medium ☐ Low

Instructions: Use the worksheet above to prioritize the level of risk presented by each hazard you identify at your school.

Glossary of Terms

Aftershock- A smaller earthquake that follows the main shock and originates close to its focus. Aftershocks that follow the main shock have to be considered as the same event as the main earthquake.

Alarm- The warning or signal given of the actual or imminent presence of a dangerous event, so that specific instructions for emergencies can be followed. Generally indicates the first awareness of the threat.

Alert- The warning or signal given of the actual or imminent presence of a dangerous event; so that specific instructions for emergencies can be followed. There may be a "Standby" period before specific action is taken.

Climate Change-Gradual changes being observed in climate within recent decades that is being linked to human activities.

Climate Adaptation-Actions to prepare for the ramifications of climate change.

Climate Mitigation-Actions taken to lessen contributions to climate change/effects of future warming.

Damage- Unwanted changes or losses resulting from hazard impacts.

Disaster- A natural or human-caused event which causes intense negative impacts on people, goods, services and/or the environment, exceeding the affected community's capability to respond.

Disaster Management- A collective term encompassing all aspects of planning for and responding to disasters, including, pre and post-disaster activities. It refers to both the risk and consequences of a disaster.

Earthquake- Sudden break within the upper layers of the earth, sometimes breaking the surface, resulting in the vibration of the ground, when strong enough, will cause the collapse of buildings and destruction of life and property. There are two scales for measuring the impact of an earthquake; the Richter scale and the Mercalli scale.

Emergency- Situation generated by real or imminent occurrence of an event, requiring immediate attention.

Flash Flood Warning – A flood is occurring or is impending; Seek higher ground on foot immediately.

Flash Flood Watch – is issued when flash flooding is possible; be alert to the signs of flash flooding and be ready to evacuate if necessary.

Flood Warning – is issued when flood conditions are already occurring or will occur; monitor the radio station for more emergency information and evacuate if necessary.

Flood Watch – is issued when there is a threat of flood conditions; at this time secure all valuables and start making evacuation plans.

Hazard- The potential for a natural or man-caused event to occur with negative consequences.

Hazard Assessment- Determining the nature, severity and frequency of a hazard; the area likely to be affected; and the time and duration of impact.

Hurricane/Tropical Storm- A large-scale closed circulation system in the atmosphere with low barometric pressure and strong winds that rotate counter clockwise in the southern hemisphere. Hurricanes are large atmospheric vortices with winds of more than 74 mph; they develop in the Doldrums of the tropics and move in an often-erratic way towards higher latitudes.

Hurricane Warning: Hurricane conditions are *expected* in the specified area, usually within 24 hours.

Hurricane Watch: Hurricane conditions are *possible* in the specified area, usually within 36 hours.

Injured- People with physical injuries/trauma/illness requiring medical treatment (therapeutic feeding included) as a direct result of a disaster. Comments: This category will include the severely malnourished as well as victims of radiation exposure and chemical intoxication. The injured are always part of the primary affected population.

Natural Disasters- Events of natural causes that result in a disaster. Examples are: hurricanes, tropical storms, floods, erosion, landslides, earthquakes, tidal surges/tsunami and volcanoes.

Risk- A risk is the likelihood of someone being exposed to that hazard and harmed as a result.

Risk Assessment-A Risk Assessment is the systemic evaluation of work areas, work materials and tasks in order to identify activities, situations, procedures, equipment and materials used that may pose risks to staff, visitors, contractors and the general public.

Response- Actions carried out in a disaster situation with the objective to save lives, alleviate suffering and reduce economic losses.

Tropical Depression – A tropical cyclone is a system with definite counterclockwise wind circulation with maximum sustained winds of less than 38 mph (61 km/h).

Tropical Disturbance – A weather system which gives rise to a specific area of cloudiness with embedded showers and thunderstorms.

Tropical Storm – A tropical cyclone, with maximum sustained surface winds greater than 38 mph (61 km/h) but less than 74 mph (119 km/h).

Tsunami/Tidal Wave- Series of large sea waves generated by sudden displacement of sea water (caused by earthquake, volcanic eruption or submarine landslide); capable of propagation over large distance.

Tsunami Advisory – An event has occurred which might generate a Tsunami, Stay tuned to the radio for more information.

Tsunami Warning – A tsunami was or may have been generated therefore people in the warning area are strongly advised to evacuate.

Tsunami Watch – A tsunami may have been generated, but it has at least 2 hours travel time from the area in Watch Status. Be prepared for possible evacuation.