

# PART C

## STANDARD OPERATING PROCEDURES FOR DISASTERS AND EMERGENCIES IN SCHOOLS





## Standard operating procedures for disasters and emergencies in schools

These standard operating procedures for disasters and emergencies in schools are designed to be a template for national or sub-national education authorities to adapt and adopt as standard guidance for all primary and junior schools.

### Standard operating procedures

Standard operating procedures for emergencies and disasters for schools are an essential part of school disaster management policy. They are a set of written and required safety procedures to be known and followed by all school workers and students, in the event of disasters or emergencies. Standard operating procedures, can and should be considered and customized to each school's unique circumstances. Each school management committee should work with local community and public safety authorities, to consider these standard procedures and review to make any additions or amendments, as part of the school readiness and resilience plan.

These are built around six basic emergency procedures detailed below:

- building evacuation
- evacuation to a *safe haven*
- *assemble and shelter outside*
- *shelter-in-place*
- *lockdown*
- *safe family reunification*



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

You will also need to teach these rules to your students (see the section above).

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

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

The emergency standard operating procedures decision tree can be used to help any staff member assess a situation quickly and use the correct procedure. Details of how to use the tree and each procedure are explained below.

## Emergency standard operating procedure decision tree

The **emergency standard operating procedure decision tree** illustrates the different circumstances that lead to these four basic procedures.

### 1. What type of hazard?

- Is there sufficient early warning so that you have enough time to close school and use normal student-release procedures to safely reunite all children with their families? If not, for some it will be treated like a rapid onset hazard.
- Is the hazard rapid-onset, without warning (such as acts of violence, earthquake, fire, sudden severe flooding)? If so, are you ready to react automatically with the appropriate standard operating procedures?
- If the hazard is slow- or medium-onset (such as floods, cyclone, winter storms, etc.), what kind of early warning information will you have? Has the system been tested? How will you communicate the early warning information to parents, guardians and students?

### 2. Is the building safe?

- If the building is potentially unsafe, then **building evacuation** should be carried out immediately.
- In the case of rapid onset hazards such as fire and strong earthquake, the building must be assumed to be unsafe, and therefore cautious building evacuation should be *automatically* carried out.
- Note that during earthquakes, everyone should *drop, cover and hold* first, and building evacuation should begin only once the shaking has stopped. In other situations, a rapid assessment can be made before evacuation is announced by a school-wide alarm sound.
- If the building or a particular part of a building is safe, then the students and staff should be instructed to go to this area to *shelter-in-place*. *Reverse Evacuation* is practiced for orderly return from assembly area back into the designated area for *shelter-in-place*.

### 3. Are the school grounds safe?

- If yes, follow the standard operating procedure for *assemble and shelter outside*.
- If no, follow the standard operating procedure for *evacuation to safe heaven*. If school grounds are known to be unsafe, for example, in coastal area with tsunami risk then immediately evacuate to higher ground.
- A rapid assessment of hazardous conditions, for example, hazardous materials, fallen power lines, pipeline ruptures will help decide between these two options.

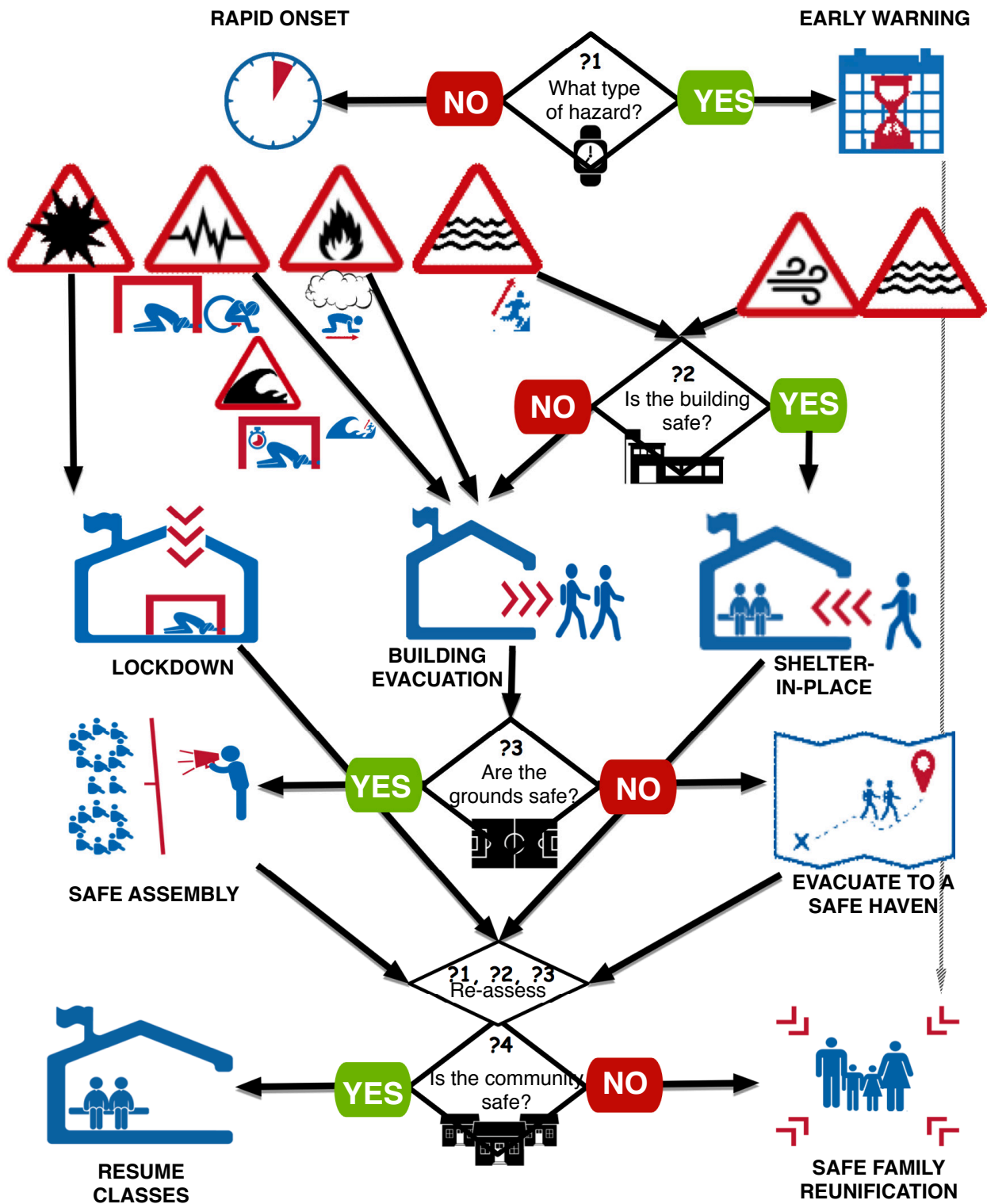
#### Reassess for safety – go over 1,2 and 3.

- In all cases, no matter which procedure you have followed, you will need to continuously reassess the conditions, and maintain or implement the appropriate standard operating procedure. Teachers and other helpers have permission to deviate from these standard operating procedures or instructions, if it will help keep people safe.

### 4. Is the community safe?

- In the case of real disasters and emergency incidents, you must use *safe family reunification procedures*. Students should be returned directly and only to the care of their parents or guardians or pre-designated emergency contacts and each reunification should be documented.
- Students should remain cared for and supervised until the last student is reunited with a parent or guardian or pre-designated emergency contact and the *all clear* is given by the incident commander (explained in the next section).
- In the case of drills and small events the administrator can declare an *all clear* and issue a return to class instruction, and students may return home, at the end of the school day, as usual.
- To re-occupy building, use *reverse evacuation* procedure.

**Emergency standard operating procedure decision tree**

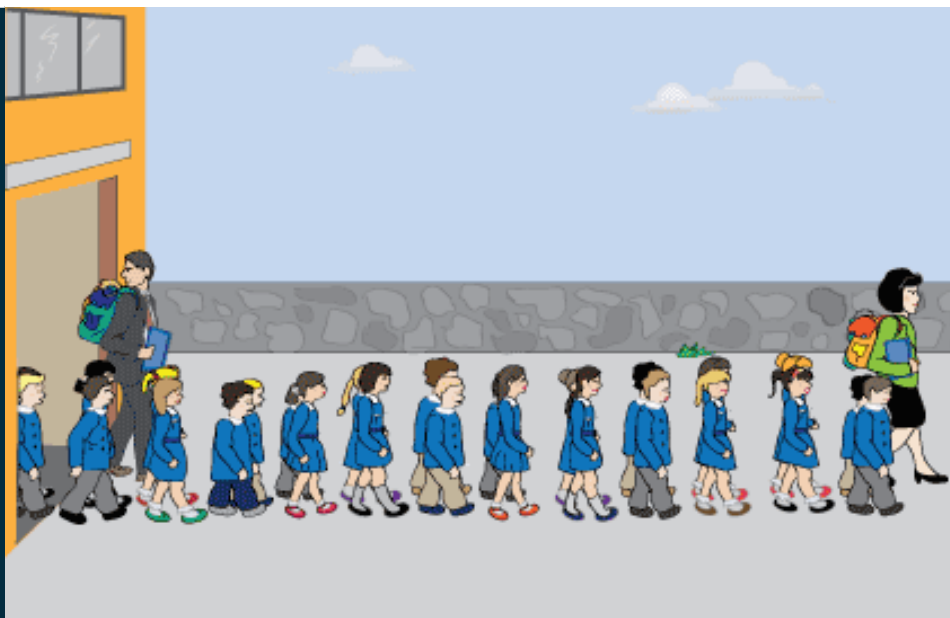


## Standard operating procedures: details

### Building evacuation

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

**First person to verify the danger:** Sound the unmistakable building evacuation or fire alarm.



Administration	Staff	Students
<ol style="list-style-type: none"> <li>1. Activate standard emergency management system (e.g. incident command) as needed.</li> <li>2. Maintain communication with staff and students.</li> <li>3. Reach out to emergency responders.</li> <li>4. Notify and update parents or guardians when it is safe to do so.</li> <li>5. Announce <i>all clear</i> when the emergency ends.</li> </ol>	<ol style="list-style-type: none"> <li>1. Remind students of building evacuation rules: <i>Do not talk. Do not run. Do not push. Do not go back.</i> (Be sure young children have practiced holding on to a looped handle on to the evacuation rope).</li> <li>2. Close doors and windows.</li> <li>3. Position one teacher at head and one at the back of two classes.</li> <li>4. Take classroom <i>go-bag</i> (or bucket), emergency clipboard or notebook with student roster and bag with student comfort kits.</li> <li>5. Check safety of the route.</li> <li>6. Lead students to regular places to <i>assemble and shelter outside</i>.</li> <li>7. If and when conditions are safe, lead a <i>Reverse Evacuation</i> back to the classroom, following the same rules.</li> </ol>	<p>Follow rules and instructions and help out.</p> <p><b>Building evacuation rules:</b></p> <p><b>Do not talk</b> so you can hear the teacher</p> <p><b>Do not run</b> so you do not get hurt</p> <p><b>Do not push</b> so no one else gets hurt</p> <p><b>Do not go back</b> so you stay safe</p>

**Questions:** Are your exit routes clear, and marked? Are any adaptations needed for your school? Are exit routes and assembly areas navigable by students with disabilities?

## Assemble and shelter outside

**Purpose:** To protect students and staff and provide for their comfort until the *all clear* is given to return to class, or until everyone can be safely reunified with their families.



### Administration

1. Activate incident command system with any functions needed (Operations: search and rescue, first aid, student supervision, *safe family reunification*. Logistics: water and food, shelter, sanitation).
2. Involve adult volunteers and capable students.

### Staff

1. Conduct building evacuation by leading students to, or meeting them at the designated emergency assembly area.
2. Have students sit quietly and take student attendance roll.
3. Remind students about the *safe family reunification* procedures and its purpose.
4. Keep students quietly occupied, so that announcements can be heard clearly.
5. Teachers are to remain with their class at all times. Students must remain seated together as a class.
6. If students need to be picked-up, follow the *safe family reunification* procedures or if the *all clear* is given, conduct a *reverse evacuation* back to class.

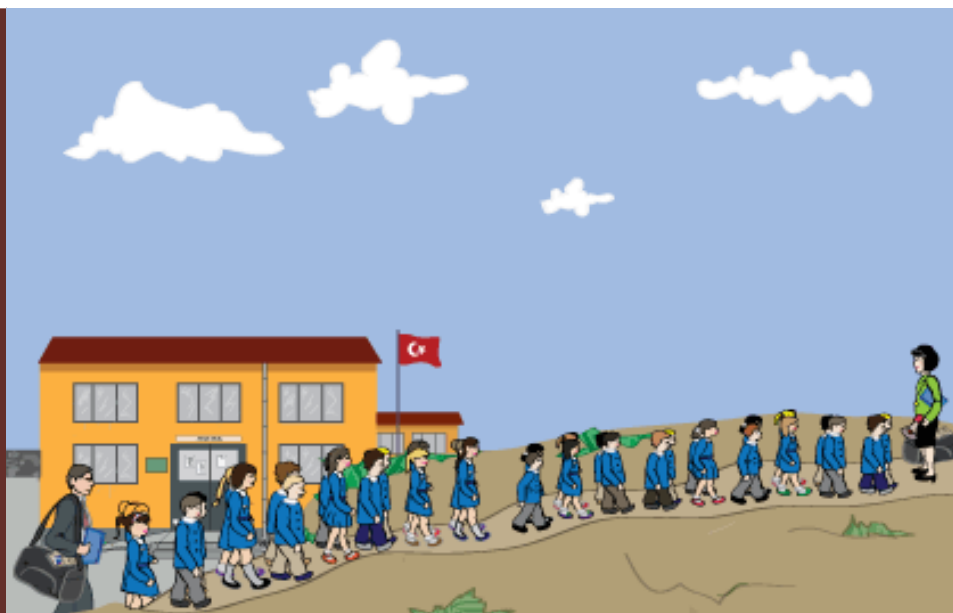
### Students

1. Go to the designated assembly area for your class.
2. Sit quietly with your class, unless your teacher instructs you otherwise.
3. Be prepared to help with water and food, shelter and sanitation, as requested.
4. Wait to follow next instructions for *evacuation to safe haven*, *shelter-in-place*, *safe family reunification* procedures, or *all clear* and return to class.

**Questions:** Where is your outside assembly area? Does everyone know where to assemble in their class groups? Are any adaptations needed for your school? Where is your back-up assembly area, in case the normal one is not safe?

## Evacuate to a safe haven

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



### Administration

1. Schools that face known risks such as flooding, landslide, debris flow and schools that do not have a safe assembly area on site should arrange and prepare alternate safe assembly site and evacuation routes ahead of time.
2. Inform parents or guardians of this alternate site.
3. Take office evacuation supplies box.
4. Lead immediate evacuation to previously identified *safe haven*.

### Staff

1. Position one teacher at the head and one at the back of the group.
2. Take classroom *go-bags* (or bucket), emergency clipboards or notebook, and bag with student comfort kits.
3. Check safety of the route. Include any students on the way, in the group.
4. Lead students to the *safe haven* and take student attendance roll.
5. When an *all clear* is given by the incident commander, lead a *Reverse Evacuation* back to classrooms, following the same rules.
6. If students need to be picked-up, follow the *safe family reunification* procedures.

### Students

1. Use buddy system.
2. Stay together.
3. Move quickly and quietly.
4. At the *safe haven*, follow the standard operating procedures for *assemble and shelter outside*.

**Questions:** Where is your *safe haven*? Where is your back-up *safe haven*? Do you have needed supplies there or can supplies be readily transported to that location? Are any adaptations needed for your school?



## Shelter-in-place indoors

**Purpose:** To protect students and staff when there are dangers outside of school. For example, severe weather or flooding, bee swarm, environmental hazard such as toxic chemical release. Provide for their comfort until everyone can be safely reunited with their families. Shelter-in-place is appropriate when evacuation is not necessary, or when there is not time to evacuate.



### Administration

1. Announce instructions to staff and students to assemble in their designated *shelter-in-place* location for the particular threat, such as, fire, tornado and flood as locations may differ.
2. Monitor and provide information updates and instruction.
3. Announce *all clear* when the emergency has ended.

### Staff

1. Close doors and windows, as appropriate.
2. Take student attendance roll.
3. Monitor conditions and provide updates and instructions as available. Use phones only for emergency communications.
4. Supervise students indoors with schedule for quiet activities, recreation, eating and sleeping, for the duration of the event
5. Create private space for a make shift toilet using a bucket or plastic bags.
6. Allow students to help the teacher and one another.

### Students

1. Stay in your classroom and follow your teacher's instructions.
2. Participate in quiet activities and help out.
3. If you are outside of the classroom without an adult, if you cannot make it to your, *shelter-in-place* location safely, try to join another class and inform the teacher that you are there.

**Questions:** How will students who may not hear or understand an intercom announcement (e.g. those with hearing difficulties or cognitive disability) be made aware of the need to *shelter-in-place*? Do students know what to do if they are away from the classroom without an adult (e.g. in the restroom, etc.)? Are there any adaptations needed for your school?

## Lockdown

**Purpose:** To protect students and staff by keeping any threat outside. This could include, for example, a wild animal on the loose, crime occurring in the neighbourhood, or a violent intruder.



Administration	Staff	Students
<ol style="list-style-type: none"> <li>1. Use a unique alarm or intercom announcement (<i>Not fire alarm or loud siren</i>) to signal immediate lockdown.</li> <li>2. Monitor situation and reassess.</li> <li>3. Be prepared to transfer incident command to police or public safety authorities and provide support. Head of school remains responsible for students.</li> <li>4. Provide <i>all clear</i> when it is safe to do so.</li> <li>5. Following incident inform students and parents or guardians and provide time for review and discussion.</li> </ol>	<ol style="list-style-type: none"> <li>1. If it is possible to get your students far away from the danger, do so. However, if not, you will need to <i>lockdown</i>, keep the danger out and hide out.</li> <li>2. Warn others to <i>lockdown</i>.</li> <li>3. Gather students inside in a secure area away from threat.</li> <li>4. Signal everyone to stay calm and silent.</li> <li>5. Close and lock doors to keep the danger out. Have students help block doors with furniture.</li> <li>6. Have everyone stay out of sight, by hiding behind furniture, away from windows and doors, and be as small a target as possible.</li> <li>7. Turn off lights, and radios and put mobile phones on silent.</li> <li>8. Stay out of sight away from doors and windows.</li> <li>9. Remain in <i>lockdown</i> until the danger has passed, and <i>all clear</i> instruction has been received from authorities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Help to block doors with furniture.</li> <li>2. Stay silent and follow teacher instructions.</li> <li>3. Hide behind furniture, away from windows and doors. Stay out of site.</li> <li>4. If you have a cell phone, make sure it is set to silent.</li> </ol>

**Questions:** How will students who may not hear or understand an intercom announcement (e.g. those with hearing difficulties or cognitive disability) be made aware of the need to *lockdown*? Do students know what to do if they are away from the classroom without an adult (e.g. in the restroom)? Are any adaptations needed for your school?

## Safe family reunification

**Purpose:** To ensure that students and families are safely reunited in case of emergency or disaster. Students under the age of 18 are only permitted to leave the school or the safe haven in the company of a parent or guardian or a pre-designated adult approved in advance by a parent and guardian.



### Administration

1. Parents or guardians provide the school with updated list of adult *emergency contacts* with permission to pick up student any time.
2. Make plans for student pick-up at school or *safe haven*, and where you will meet.
3. In the event of emergency or disaster, students will only be released to custodial parent or adult on this list.
4. The school administration will notify and update parents or guardians about any incident, as soon as it is safe and possible to do so.

### Staff

1. Make sure that both students and parents or guardians are familiar with student release procedures for emergencies and disasters.
2. Make plans in advance for transport to *safe haven*, if necessary.
3. Notify parents or guardians of *safe haven* location(s).
4. Notify parents or guardians when and where it is safe to pick-up their children.
5. Ensure that students are released only to custodial parents or guardians or pre-designated persons listed in the *student emergency release contact information*. Verify the identity of all adults before releasing students to their care.
6. Keep record of all student releases using a sign-out log or *student-family reunification form (permit to release child)*.
7. Use these procedures any time normal end-of school procedures might be unsafe.

### Students

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

**Questions:** Are parents familiar with the identified on-campus and off-campus reunification plan and *safe haven* locations? Do they know that students can only be released to parents or guardians and pre-designated adults listed in the *student emergency release contact information*? Are students aware of the *safe family reunification* procedures? How will you notify parents or guardians of the need to pick-up students? Are any adaptations needed for your school?

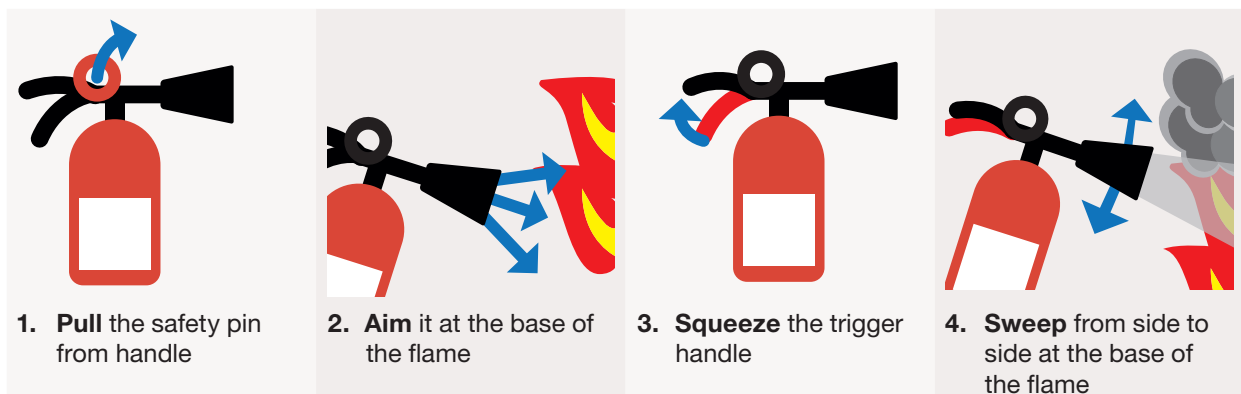
## Hazard-specific safety rules



### Fire safety rules:

- **If you hear a fire alarm, see fire or smell smoke:** Treat this as a real emergency. Follow building evacuation procedures. Never open a closed door without checking first for heat. Do not open a hot door.
- **If you see a small fire:** Put out small fires (smaller than a bucket) with fire extinguisher or cover source of fuel with blanket. For modern fire extinguisher use, remember **pull** safety pin from handle; **aim** at base of the flame; **squeeze** the trigger handle; and **sweep** from side to side at the base of the flame. Shut off source of fuel if safe to do so (e.g. gas).
- Activate fire alarm. Alert others. Evacuate building. Close doors and windows on your way out. Call emergency telephone number and report location of fire as soon as it is safe to do so.
- **If the fire is bigger than a bucket, activate the fire alarm:** Alert others. Close doors and windows if it is safe to do so. Evacuate the building. Shut off source of fuel if safe to do so (e.g. gas). Call emergency telephone number and report location of fire as soon as it is safe to do so.

### If you have an ABC fire extinguisher:



- **If you are caught in smoke:** Drop down on your hands and knees and crawl out. Breathe shallowly through your nose. Hold breath as long as possible. Use damp cloth over mouth and nose. **Get down low, and go go go. Feel the door – do not open an interior door, if it is hot.**
- **If you are trapped in a room by fire:** Block smoke from entering with damp cloth, under door. Move away from the fire, closing as many doors as possible between you and the fire. Signal others if you are trapped.
- **If you are on fire:** Stop, drop, cover and roll. Stop where you are. Cover your face with your hands. Drop to the ground. Roll the burning part of your body on the ground. **If another person is on fire:** Push them down, roll them, and/or cover with blanket, rug or coat.

## Earthquake rules:

When you first feel the ground shaking, shout loudly: **Earthquake position: drop, cover and hold on.** When the shaking is over, evacuate outdoors, away from the building.

## The earthquake position

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

- **Drop** to your hand and knees to protect yourself from falling injuries, and falling or flying objects. Crawl to take cover if it is available.
- **Cover** your head and neck to protect from serious injuries (e.g. under a desk or table if one is available).
- **Hold on** to your cover (if you have one).
- If **in classrooms**, the person closest to the door should open it fully. Drop down on your hand and knees. Cover your head, neck and face. Go under a sturdy desk or table to protect your head and neck and as much of your body as possible. Hold on to your cover. Stay away from tall and heavy furniture or heavy equipment, and overhead hazards.
- Do not use elevators.
- If in a **wheelchair**, lock it and take the brace position covering head and neck.
- **If in the science lab and/or kitchen** and if it is safe to do so, extinguish any open flames, and close hazardous materials containers and/or place out of harm's way before taking cover. Stay away from a hot stove, overhead cabinets and from hazardous materials that may spill.
- If in **open areas**, where no cover is available, move towards an interior wall and away from falling and overhead hazards. Drop and cover, protecting your head and neck with your arms.
- If in **the library, workshops and performance areas**, move away from shelves, books and instruments if possible.
- If in a **stadium seating**, take the brace position until the shaking stops. Follow ushers' instructions for orderly evacuation.
- If **outdoors**, move away from buildings, walls, power lines, trees, light poles and other hazards. Drop down to your hands and knees and cover your head and neck with your hands.
- If **in school transportation**, the driver should pull over and stop the vehicle, away from overhead hazards. Passengers should get down low, and take the brace position.

After the shaking stops:

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

During an aftershock:

- Take the same protective measures as during the initial shaking.





### Tsunami safety rules:

- If you are in a tsunami risk area, then you must identify a safe evacuation route to higher ground. It may be necessary to make these routes more accessible by building paths, stairs, ladders or platforms.
- As soon as you feel the earthquake, **drop, cover, hold on and count the seconds, slowly**, out loud. If the earthquake is *long or strong*, then **evacuate to a safe haven** immediately. Move away from the water, to higher ground. Long usually means that the shaking lasts for more than 40 seconds. Strong usually means that the shaking makes it difficult to stay standing.
- If you cannot get to higher ground, then evacuate vertically to upper floors, platforms or trees. Stay there until you are sure that the danger is passed.
- Heed any early warning announcement received.



### Flood safety rules:

Slow rise flooding:

- Follow early-warning instructions.
- If there is sufficient time, protect records and electronic equipment by placing them high up.
- Evacuate to higher ground if you have time.
- Take the *go-bag* with supplies and *evacuate to the safe haven*.

Sudden severe flooding:

- Evacuate affected spaces going to higher ground or evacuate vertically to higher floors, and *shelter-in-place*.
- Take the *go-bag* with the supplies. **Do not enter floodwaters. If you must enter floodwaters, use flotation devices prepared in advance.**



### Storm safety rules:

**Stay informed of cyclone, hurricane and typhoon tracking information** and follow any early warning instructions and advisories.

**When there is thunder, go indoors.**

Stay off the telephone. Unplug all electrical appliances and equipment. Stay away from running water. Listen to weather advisories on battery-powered radio.

**Follow the 30/30 rule:**

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

If you are outdoors:

- Plan ahead. Know where you will go if an unexpected thunderstorm develops.
- Monitor weather conditions and be prepared to take immediate action to get to a safe place before the storm arrives.

- If you are boating or swimming, get to land, get off the beach and find a safe place immediately.
- Stay away from water since it can conduct electricity from lightning. Seek shelter in a safe permanent, closed structure, such as a reinforced building. If there are no reinforced structures, get into a car or bus, keeping windows closed. Keep your hands on your lap and feet off the floor.
- If you are in the woods, find an area protected by a clump of low trees. Never stand under a single, large tree in the open.
- As a last resort, go to a low-lying, open place. Be alert to flash flooding.
- Stay away from tall things – trees, towers, fences, telephone poles, power lines. Be aware of the potential for flooding in low-lying areas.

**In case of hailstorms**, the safest places are indoors, away from windows, with shutters, blinds and drapes firmly closed. If in vehicle, stay inside and face away from windows. Get down and cover head with arms. If outdoors, use arms, bag, books to cover your head and move towards shelter.

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



### The lightning crouch:

- Squat
- Balance on your toes
- Touch your heels together
- Cover your ears

If lightning strikes a person:

- Call for help. Get someone to dial your emergency number.
- A person who has been struck by lightning needs medical attention as quickly as possible. If the person has stopped breathing, begin rescue breathing (if you are properly trained). If the person's heart has stopped beating, someone trained in cardiopulmonary resuscitation should administer rescue breaths and chest compressions.
- Look and care for those with other possible injuries, and check for burns.
- Move the injured person to a safer place.
- Remember, people struck by lightning do not pass electric charge, and they can be handled safely.



### Hazardous materials rules:

Evacuate upwind to a *safe haven* or *shelter-in-place*, closing and sealing windows, air-ducts.

- **Chemical spills or suspicious materials:** If possible and safe to do so, limit release at the source and contain the spill. Shut down equipment. Evacuate the immediate area. Do not operate light switches, which may spark combustible gases. If danger extends beyond immediate area, pull fire alarm and follow the *building evacuation* and *assemble and shelter outside* procedures. First witness of the hazardous materials leak or spill should call the emergency telephone number and give details of materials and location, and number of people in the vicinity.
- **Gas leak:** Sound an alarm, issue and alert using public address system or go door-to-door. Follow *building evacuation and assembly* procedure. Do not operate light switches. Call the emergency telephone number.
- **Explosion:** If you hear or expect an explosion, drop and seek cover under a desk, tables or other furniture that will protect you against flying glass and debris. Leave doors open to permit exit, if building is damaged. Stay away from outside walls and areas where there are large pieces of glass and/or heavy suspended light fixtures. Be on guard for secondary or multiple explosions. When it is safe, report the incident to public safety authorities. Stand-by for further instructions from authorities.



## Turning knowledge into action



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### Turning knowledge into action: practice school drills and reflect on them to improve.

School emergency drills should be tailored to expected threats and hazards. Every school should conduct at least three fire drills per year, and at least one *full simulation drill* to practice for the most common and/or most serious hazards you are likely to experience. Try these using different scenarios and at different times of the day. Try them when the school principal is there and when he or she is not there. The purpose of a drill is to prepare for the unexpected, so if you make it too easy, you will not learn how to adapt to the real situation. Drills should always be treated as the real thing.

The objectives of an emergency drill are that:

- everyone is safe and accounted for (by name)
- the emergency decision tree guides periodic decision-making
- students remain safe, comfortable and supervised in the safe assembly area
- order prevails and panic and chaos are avoided.

During a full simulation drill you may also practice *safe family reunification*.

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

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

Use *sample scenarios* to help you with your drill planning. You can build on available examples, or make your own.

Use *injects* to add details to a scenario to make simulation drills more realistic. *Injects* refer to *new* information and challenges that are introduced during the drill, which require thinking and problem-solving, just as would happen in real life. For example, without informing the others, ask a couple of children to stay behind, pretending to be injured. See if they are identified as missing.

Use the *drill preparedness checklist form* to help you prepare yourselves, your students, and their parents or guardians.



### Turning knowledge into action: collect, maintain, and replenish your emergency supplies

The administration office go box must include essential student records and supplies for tracking students for *safe family reunification*, and for communication and safety.

School emergency supplies can be located both in classrooms, to be taken along in case of building evacuation, and in a shed, container or bin, stored outside the main school buildings, where possible. The contents should include supply of water (approximately 4 liters of water per person per day – half drinking, half sanitation) for a number of people who may shelter for some days. These may be used by the school or community, if the school is utilized as a shelter. It should include communication devices. And as needed, hardhats, safety vests, and other protective equipment for response team members, shelter supplies, first aid supplies, privacy screens for latrines, and light search and rescue supplies if needed. You will need a plan for where to store and how to access any life-saving or health maintenance medications that students rely upon.

Each classroom should have a classroom *go-bag* or *go-bucket*. These evacuation supplies should be taken on field trips anywhere where there can be sudden-onset hazards. They can also be used in case of *lockdown* or *shelter-in-place* (where the bucket can serve as a make shift toilet).

Each room will also need an *emergency clipboard or notebook* that can be hanging on a hook at the exit, or placed inside the *go-bag*. This should be updated at the beginning of each school year and in preparation for school drills.

*Student comfort kits* can be requested from parents or guardians and kept in a duffle bag or backpack in homeroom classes, ready at the exit. These should include, for example, an emergency (space) blanket, a bottle of water, a high-energy (non-salty) snack, a family photo, and for younger children a small toy or something that will provide reassurance. Parent-teacher association may want to assist in assembling these items, particularly for those who may not be able to afford them. Parents or guardians can also be asked to donate emergency blankets to be kept in the emergency supplies container.

Use *emergency provisions checklist* form as a guide for gathering your supplies. First aid kit contents should be adjusted and be appropriate to the size of your school.