

# School Disaster Reduction & Readiness CHECKLIST

## ACTION STEPS

1. Convene local school safety committee representing administration, faculty, staff, students and parents, and local community.
2. Study the school safety planning and action steps below together.
3. As needed assign sub-groups or individuals to be responsible for investigating and making recommendations for each task.
4. Create plan based on task group recommendations.
5. Implement the plan, involving the whole school community, setting milestones and taking action steps to achieve risk reduction and response preparedness.
6. Communicate and coordinate as needed with education authorities using the resources and support available, and advising them of resource and support needs.
7. Review and revise the plan as necessary, at least annually.
8. Be sure to keep all staff, parents/guardians, and students advised about the plan.

## ASSESSMENT & PLANNING

<input type="checkbox"/>	An ongoing school safety committee has been established to lead disaster risk reduction and disaster response planning in our school. We hold regular meetings (including staff, parents/guardians, students and local community leaders) to develop and review our mitigation, preparedness and response plans.
<input type="checkbox"/>	We have learned about local resources and assets (egs. fire extinguishers, first aid kits, people with response skills, generator, ladder, search & rescue equipment) available in the community nearby from private and public sources, and discussed shared use of resources post-disaster.
<input type="checkbox"/>	We have researched historical events and current scientific studies and considered all of the different hazards that could affect us. We are aware of the needs of vulnerable groups or individuals such as young children, students with disabilities, and language minorities, as well as the concerns of staff, students, parents and community.
<input type="checkbox"/>	We have site and neighborhood maps and have identified alternate staging and evacuation locations.
<input type="checkbox"/>	We have assessed and are addressing physical risks posed by buildings, building non-structural elements and building contents, and hazards in our neighborhood.
<input type="checkbox"/>	We have evacuation plans, including safe assembly areas, evacuation routes, safe havens and alternatives, buddy system. Student transportation systems have plans to take students to nearest safe school in case of disaster during student commute. Parents/guardians are informed of location of all possible safe havens for reunification. The evacuation plan has been shared with the nearest police, fire and hospital officials and established communication and understanding in advance of emergency situations.
<input type="checkbox"/>	We have established a communication system for emergencies, including a warning system wherever appropriate. All necessary contact information is available for emergency response and family reunification.
<input type="checkbox"/>	We have established student release procedures to ensure that children are released only to adults approved by parents/guardians.
<input type="checkbox"/>	If needed we have planned to provide emergency shelter for our local community.
<input type="checkbox"/>	We have a plan for educational continuity for our students including alternate locations to continue classes, alternate schedules and methods of instruction as needed and secure back-up of educational records.
<input type="checkbox"/>	We have plans and regular contact with local news media (radio, newspapers, television) to communicate planning and emergency messages to families, and to use our school-based activities to promote risk reduction community-wide.
<input type="checkbox"/>	We provide significant practical local disaster risk awareness and reduction activity at all age levels, through school-based activities and projects and/or through the formal curriculum.
<input type="checkbox"/>	We encourage staff and students to prepare for disasters at home and provide support material for doing so.
<input type="checkbox"/>	We have insurance coverage to pool economic risks.



*Risk RED: Risk Reduction Education for Disasters (July 15, 2008)*

[www.riskred.org](http://www.riskred.org)

P.1 ⇒

<b>PHYSICAL PROTECTION</b>	
<input type="checkbox"/>	Our building has been located appropriately, designed and built according to current building codes/safety standards for disaster safety, and inspected by a qualified structural engineer.
<input type="checkbox"/>	The building has been checked by local fire department for fire safety.
<input type="checkbox"/>	If our school required repair or retrofit, this has been completed with minimal disruption of education.
<input type="checkbox"/>	We practice preventative maintenance on our buildings, protecting them from damp and other damage, and repairing damage when it occurs.
<input type="checkbox"/>	<i>Earthquake, windstorm:</i> We have fastened tall and heavy furniture, secured computers, televisions and other electronic equipment, hazardous materials, supplies, propane gas tanks, water tanks, lighting fixtures, roof elements, railings and parapets, heating and cooling devices, storage tanks and other items that could kill, injure, or impair educational continuity. We have put latches on cabinets, and hung pictures securely on closed hooks to protect ourselves from injury and financial losses.
<input type="checkbox"/>	<i>Flood, storm, volcanic eruption, landslide, avalanche, tornado:</i> We know about early warning systems in use in our community and have plans to respond to these in order to move people and assets to safety.
<input type="checkbox"/>	We have smoke detectors, fire alarms, automatic sprinkler systems, fire hoses, fire extinguishers, and automatic emergency lighting, and maintain these. Our building exit routes are marked.
<input type="checkbox"/>	We have limited, isolated, and secured any hazardous materials to prevent spill or release.
<input type="checkbox"/>	We have off-site back-up of critical information, including student emergency contacts and release permissions.
<input type="checkbox"/>	School transportation is inspected for safety and drivers and students are trained in respective safety skills. Seat belts, helmets and other transportation safety measures are advocated and promoted.
<b>RESPONSE CAPACITY: SUPPLIES &amp; SKILLS</b>	
<input type="checkbox"/>	We have guidelines for and we hold post-disaster drills to practice safety skills with all staff and students at least twice a year. We have a buddy system for those needing help. We follow basic building evacuation rules: "Don't talk. Don't run. Don't push. Don't go back". We hold simulation exercises at least once a year where operational teams practice response organization as well as procedures and skills in damage assessment, information-sharing, light search and rescue, first aid, fire suppression and family reunification. We discuss and improve on our practice.
<input type="checkbox"/>	We have skills and practice building evacuation drills twice yearly as well as applicable drills for the threats faced (eg. first aid skills for life safety, drop, cover, and hold for earthquakes, water safety and swimming skills for floods, shelter-in-place for violent threats).
<input type="checkbox"/>	We have access to reliable external information sources on disasters and to an internal communication system. We have practiced receiving updates on emergency situations, warning our community and informing the relevant authorities.
<input type="checkbox"/>	We have emergency supplies for students and staff to last for at least the first 72 hours (including at least 12 liters of water per person, food, first aid supplies, emergency power, emergency lighting, alternate communications, alternate transportation, shelter and sanitation supplies) (Students can be asked to bring emergency supplies bag at the beginning of each year, and take it home again at the end of the school year).
<input type="checkbox"/>	School staff and older students have and learn response skills including: first aid, mass casualty triage, light search and rescue, fire suppression, wireless communication, psychological first aid, emergency power operation, student release procedures, shelter, nutrition, and sanitation skills.
<input type="checkbox"/>	School staff know how to turn off our electricity, water and gas.
<input type="checkbox"/>	We have a standard organizational system and know the principles for organizing post-disaster self-help.
<input type="checkbox"/>	We have identified resources for psychosocial support if needed.
<input type="checkbox"/>	We have plans to use our resources for mutual aid and to support local community response.

