

### 3.2 Pre-planning should involve all school personnel

- Everyone should have a general understanding of their responsibilities.
- Everyone should know what to do if an earthquake occurs when they are inside or outside a building, or en route to or from school/work. In addition, everyone should participate in making the school, worksite, and their homes earthquake safe.
- Everyone should know that the safest way to escape from fire or smoke in a building is to drop to the floor and crawl out. Closer to the floor the oxygen is of better quality and visibility is greater because smoke and heat rise.
- In a major disaster, a school/site may need to function on their own for 72 hours before Fire and Police are available to give added assistance.
- Staff and student responsibilities during a disaster will be affected by a variety of situations and/or potential problems. Under direction of the principal, collaboration amongst staff is vital for identifying such situations or problems unique to their school or work locations and determining appropriate solutions.

The following examples serve as ideas for stimulating appropriate problem solving during pre-planning for disaster:

- All students should be trained to take the appropriate initial response for Drop, Cover and Hold on.
- A disaster may occur during lunch, nutrition break, recess, assembly or other times when students are not under staff supervision in regularly assigned classrooms.
- If disaster should strike at secondary schools between classes, at lunch time, students should be trained to report to the muster station. (assembly area)
- Primary grade teachers may want to explore the best way to assist kindergarten to grade three students if disaster strikes at lunchtime or recess when there is minimal adult supervision. One option is to have teachers go to the students and help them to move to their regularly assigned location at the muster station.
- Pre-planning and practice sessions are essential for learning the appropriate responses during these unique situations.

Disaster may occur while students and staff are en route to or from school.

- Staff may want to pre-plan for the possibility that frightened children (and even adults) may seek protection at schools when an earthquake has occurred soon after close of the school day.
- A disaster may occur when staff are off the school grounds or when staff are seriously injured.
- Teachers may assist more than one class at a time to free up a staff member to partake in the recovery effort. A similar concept may need to be explored for those times when adequate personnel are not available. If students report to the muster station and the assigned teacher is missing, a neighbouring teacher could provide supervision as needed. Older students could also be assigned as helpers when there is limited number of staff to provide supervision.

A disaster may occur when students are in alternate locations throughout the school, rather than in their regularly assigned classroom, because of removal from class due to, referral to a counselor, serving as a messenger, etc.



- Students could be trained to report to their regularly assigned location at the muster station.
- In event of take cover, all students are to take immediate cover, indoors, if possible. Students out on the school grounds during regular class time could be trained to take cover in the nearest classroom or office. Exploration of alternatives and practice sessions will help to determine the effectiveness of preplanning for this situation.

The disaster plan may be used as is or may be combined according to the needs of each school. When planning to combine teams, each site administrator should collaborate with school personnel to explore various alternatives and thus determine the most effective method for team formation.

- Teacher availability for staffing teams that do not require student supervision will vary at all secondary schools according to each period and who has preparation time that period. One idea for handling this situation is to have everyone trained for staffing teams that do not supervise students. Thus, a teacher may be on a Team (in charge of his or her classroom) every period except preparation period when such teacher is then a member of a non-student supervisory team. Again collaboration among school personnel is an effective way for resolving such team membership.
- All teams must have a chain of command in case team members are unable to participate due to injury, etc.
- Working in pairs is necessary for safety, correctly performing responsibilities, and for getting help and supplies while the other person attends to a needed task.
- Staff may be paired with older reliable students. Pairing staff with students extends the use of staff. In addition, when staff are teamed with students, the staff person can remain with injured persons, etc., and send the student as a runner to summon aid.
- Teachers may need to serve on specific teams rather than teachers in charge of classrooms. To facilitate this, it may be necessary for one teacher to be in charge of two classrooms freeing the second teacher for assignment to another team.

At the time of disaster, everyone at a common location becomes a "temporary family." Although personnel will be assisting on disaster teams, they will also have concerns about their own family members and homes. As time progresses, students will be reunited with their parents/responsible adults and there will be a diminishing need for personnel and team responsibilities. In pre-planning, consideration should be given to this and a buddy system should be established for releasing employees to check on their loved ones and homes. For example, if there is a need for fewer personnel at the school/worksites, staff who live nearby could leave with approval of the Command Center Team Leader, check on their home and family, return, and assist for fellow employees who reside further away. Under direction of the principal, collaboration among staff members will be helpful in preplanning for this possibility.

All students should be trained to remain on school grounds and participate fully in appropriate disaster plan operations. If students at school become frightened or aggressive and refuse adult supervision by leaving the school ground, the adult in charge should document the effort made to remind the student of their responsibilities to remain on school grounds and the approximate time such student left adult supervision. Such documentation should be made on the reverse side of the Student Accountability form whenever possible.