

OTHER RESOURCES

www.schoolsecurity.org
www.schoolcounselor.org
www.cfchildren.org
www.nasponline.org
www.ed.gov/edres/edfed/eric.html
www.ready.gov

Violence Prevention Curriculum for Adolescents
(617) 969-7100

FEMA Publications

The following publications are available by calling 1-800-480-2520 or online at www.fema.gov

- *Are You Ready? An In-depth Guide to Citizen Preparedness (IS-22)*
- *Helping Children Cope with Disaster (FEMA 478)*
- *Preparing for Disaster for People with Disabilities and other Special Needs (FEMA 476)*
- *Food and Water in an Emergency (FEMA 477)*

CURRICULUM RESOURCES

There are a number of curriculum guides and teaching materials available from disaster organizations.

Visit the following Web sites:

www.fema.org/kids/teacher.htm
www.redcross.org/pubs/dspubs/tchrchl.html
<http://ericcass.uncg.edu/virtuallib/stresstrauma/1006.html>
www.ag.uiuc.edu/~disaster/teacher/csndact3.html



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BEFORE DISASTER HAPPENS

Your School

DEVELOPING A DISASTER PLAN



"Readiness is all."
- William Shakespeare -



DEVELOPING A DISASTER PLAN

1 STAFF TRAINING

- Assign a safety coordinator and assistant who will develop awareness and training sessions.
- Establish a safety committee including faculty, administrative members, facilities staff, and parents.
- Develop a formal evacuation plan and manual with copies in designated locations of the facility.
- Have evacuation drills periodically with all who attend and work in the school.
- Make safety orientation a part of a new employee's tour of the facility.
- Distribute all emergency numbers to each faculty member to be posted in each classroom and lounge and assign a committee member to update the list every six months.
- Provide CPR and first aid training to key staff and make all employees aware who these individuals are.
- Get families involved. Sponsor a family protection meeting. Have a Red Cross educator come to the school to speak to the families.

2 MEETING PLAN

- Each teacher must have a designated location just outside the school where his/her students should meet.
- Be sure to have a list of secondary contacts for each student in case primary parent cannot pick child up.
- Have the students assist in developing a disaster plan. What would they do? What would they take if evacuated? What kinds of emergency supplies should they have? How would they contact their parents if in school?



3 PHYSICAL ENVIRONMENT

- Move large heavy boxes, binders, etc. to low shelves.
- Brace heavily loaded racks in both directions.
- Maintain a storage container of emergency supplies.

4 SUPPLIES

Store the following items in a sturdy, pest-free container and place in an accessible location:

- **Water** Enough for a three day stay. Mark date of storage on container and replace every three months.
- **Non-perishable foods** and don't forget pet food, if animals are in the classroom. Replace every six months.
- **Manual can opener.**
- **Flashlights with extra batteries.**
- **Battery-operated radio or mini - TV and extra batteries.**
- **First aid kit.**
- **Blankets or sleeping bags.**

Each child should have a comfort package: change of undergarments, a family picture with a note on the back and comfort food. All can be placed in a one-gallon zip lock bag.

6 EQUIPMENT AND RECORDS MAINTENANCE

- Make at least two backup copies of the school computer/network files regularly.
- Keep one copy of the backup files offsite.
- Use UL tested surge protector and battery backup systems for your computers.
- Line up alternative vendors for essential supplies and equipment.

5 OBSERVE STUDENTS' REACTIONS TO DISASTER

- (These might suggest the need for a counseling referral)*
- Upset over the loss of a possession an adult might consider insignificant.
 - Reports the occurrence of nightmares, difficulty sleeping, or desire to sleep with the light on, door open, or with a parent/sibling.
 - Revert to younger behavior.
 - Loss of trust in adults.
 - Change in attendance patterns (absent or tardy).
 - Express feelings that they caused the disaster.