

**Draft**

**A GUIDE  
TO CREATING  
EVACUATION PLANS  
FOR SCHOOLS  
IN THE FIJI ISLANDS:**

**Are you Prepared to Evacuate a  
Classroom or Your School?**

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# **1. INTRODUCTION**

- 1.1 This document is a guide for teachers, especially Head Teachers or Principals of schools, as well as for the PTA (Parents & Teachers Association) and the School Management Board when drawing up Emergency Evacuation Plans for their school.
  
- 1.2 From the booklet, school stakeholders can also plan Evacuation Drills which can be planned with essential services providers such as the National Fire Authority, the Fiji Red Cross Society, and the National Disaster Management Unit.

## 2. CREATING AN EVACUATION PLAN

[See **Appendix 1** for a suggested evacuation preparation plan]

The following questions should be discussed at a Special School Staff Meeting, a School Management Meeting, and a PTA Meeting, in order to prepare for evacuating classrooms and school buildings, **in times of disasters such as Earthquakes, Fires, Cyclones or Hurricanes, Floods, Landslides, and Tsunamis.** The school's **EVACUATION PLAN** is made when answers to the following questions are put together.

**There should be no surprises during an Emergency. Everyone should know their primary and back up responsibilities.**

### A. Evacuation Plan and Escape Routes

1. Does the Principal, the School Manager or the PTA Chairperson have an EVACUATION PLAN for the school? Do all teachers and other staff members know of this evacuation plan?
2. Are there **ESCAPE ROUTES** from classrooms, and other rooms in the school?
3. Is there an **ACCURATE FLOOR PLAN** for each school building or for each floor of all school buildings?
4. Is there a fire alarm in place?
5. Where are fire extinguishers located?
6. Where are the assembly areas?
7. How are evacuation-routes planned?
8. Are there emergency kits, and where are they located?

## **B. The Organizational Chart: Roles and Responsibilities**

1. Is there a list of all staff members, with their Names, Addresses, Phone Numbers, both regular and emergency and their position in the evacuation programme? Who is responsible for this list and its maintenance?
2. Does the school have a CHART showing each person and who that person reports to, in order of responsibility? Where is this chart kept?
3. Is there a **List of the Role and Responsibility** of each staff member in an Emergency? Is there consideration of overlaps in case someone not able to fulfill role?
  - Answer these questions:
    - **Who will provide First Aid?**
    - **Who will take any Medications?**
    - **Who will take First Aid Kit?**
    - **Who will take Attendance Lists?**
    - **Who will take Emergency Information on each child?**
    - **Who will call for help?**
    - **Who will carry Cellular Phone?**
    - **Who will carry Emergency Kits out?**
    - **Which Groups of children go with which Staff?**
    - **Who makes sure everyone is out of the building?**

## **C. Attendance Lists**

- Are there **attendance lists** for each class? Who maintains the lists? Do you know the following:
  - **Who is in the building?**
  - **When they arrived?**
  - **When they left?**
- Do you have updated “Emergency Information” on the children, and staff members?

## **D. Emergency Evacuation Plan**

- What are the emergency plans or evacuation plans for each disaster? (Disasters including Earthquakes, Fires, Tropical Cyclones or Hurricanes, Floods, Landslides, and Tsunamis.)
- Who is in charge of the evacuation?
- How will transport be organized?
- Are there cellular phones available in case of an emergency? Who will contact parents?
- Are there alternative gathering areas for each type of emergency?
- Are you aware of the Red Cross or the National Disaster Management Unit designated mass shelter nearest to your school?

**At this stage, a Draft Evacuation Plan is made, which is to be considered by all school stakeholders – the teachers, the management, parents and children.**

## **E. Evacuation Procedure**

- What procedure should staff members follow when at designated assembly area? Who does the writing?
- What should be the first and last thing to do? Why is this important?
- How will parents be notified. Is there a telephone tree for parents to call other parents in the event staff cannot make that many calls?
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**Give all parents an up-to-date Emergency Information Sheet.**

## **F. Emergency or Disaster Kits**

- What types and how many types of disaster/emergency kits should there be?
  - Who can help you make up the kits?
  - What other material would you consider for inclusion in the kits?

## **G. Parents Emergency Evacuation Information Form**

- What information do you need from parents?
- What information should the school give to parents?

## **H. Essential Information**

- What essential information should all staff members know?

## **I. Responsibilities during Emergencies**

Which staff persons will do what during an emergency? Who will be responsible for the following: taking of attendance, emergency kits, first aid supplies, child specific medications, etc.? Do you have specific training / drill dates?

## **3. Disaster planning and emergency preparedness contacts**

Who are your contacts:

- At district level?
- At provincial level?
- At divisional level?
- At national level?

# APPENDICES

1. **Designing an Evacuation Plan**
2. Tropical Cyclones: Natural Hazards in the Pacific – Fact Sheet 1: SOPAC
3. Cyclone – National Disaster Management handout
4. Earthquakes: Natural Hazards in the Pacific – Fact Sheet 2: SOPAC
5. Earthquake – National Disaster Management handout.
6. Tsunami: Natural Hazards in the Pacific – Fact Sheet 3, SOPAC
7. Tsunami – National Disaster Management Handout
8. Landslides: Natural Hazards in the Pacific – Fact Sheet 4, SOPAC
9. Landslides: National Disaster Management Handout
10. River Floods – Natural Hazards in the Pacific – Fact Sheet 6, SOPAC
11. Flood: National Disaster Management Handout.
12. Civil Defence Procedures and Survival Guide



## DESIGNING AN EVACUATION PLAN

### 1. THE ESCAPE ROUTE

#### 1.1 DRAW AN ACCURATE FLOOR PLAN

Include the following:

- SHELTER AREAS
- FIRE ALARMS
- FIRE EXTINGUISHERS
- ASSEMBLY AREAS

#### 1.2 ALL EVACUATION ROUTES: As you plan routes take into consideration the following:

- Where the children will be
- What they have to pass by as they leave the building, especially important if the room is smoky or dark
- Are there any potential hazards such as large furniture, dividers etc.? Remember in the dark benign things become hazards.
- Are there places a frightened child might want to hide in? Doors, closets, other rooms, etc.
- Do you have to get children out of a bigger building, i.e., a school age program within a school building?
- Use professional help, talk to local Fire Department. They can offer advice on best ways out, where and how to shelter in place.
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*Shelter in place refers to staying in the building on the advice of emergency personnel. Only used under certain conditions, e.g. a minor toxic hazard, some storms, and in fires that involve*  
**FIRE CONDITIONED BUILDINGS**

## 2. THE ORGANIZATIONAL CHART: ROLES & RESPONSIBILITIES

- List all staff: Names, Addresses, Phone Numbers, both Regular and Emergency, list position in Program
- For each person list who that person reports to, list in order of responsibility. At a glance shows who's in charge if someone above unable to respond
- List Role and Responsibility in an Emergency, Consider overlaps in case someone not able to fulfill role.

### Answer these questions:

- Who will provide First Aid?
- Who will take any Medications?
- Who will take First Aid Kit?
- Who will take Attendance Lists?
- Who will take Emergency Information on each child?
- Who will call for help?
- Who will carry Cellular Phone?
- Who will carry Emergency Kits out?
- Which Groups of children go with which Staff?
- Who makes sure everyone is out of the building?

**Share list with staff. Discuss it so there are no surprises during an Emergency. Everyone should know their primary and back up responsibilities.**

## 3. ATTENDANCE LISTS

Maintain Attendance Lists at all times: Don't put Children, Staff or Emergency Personnel at risk by not knowing these things:

- Who is in the building?
- When they arrived?
- When they left?
- Have Emergency information with Attendance Lists;
  - Make sure you know health information,
  - have permissions for emergency medical treatment, know any special requirements or medications for children in care,
  - have emergency contact information, (try to have a 2<sup>nd</sup> or 3<sup>rd</sup> person for emergency contact who doesn't live or work with parents in case parents are unable to respond)

#### 4. EMERGENCY EVACUATION PLAN

- In all situations the teacher in charge when evacuating shall take:
  - An accurate Attendance List;
  - Account for all children and staff as they board/depart vehicles;
  - Bring any necessary medications / supplies and emergency records
  - A cellular phone if available, to be used for emergency notifications
  
- In the event of an emergency situation that requires an evacuation of: \_\_\_\_\_, one of the following plans shall be implemented.
  - (1) If the environmental emergency is confined to the immediate area of the child care facility, e.g. fire, or toxic fumes, and the children will be brought to \_\_\_\_\_, by \_\_\_\_\_ where they will remain accompanied by caregivers while parents / emergency contacts are notified of the situation and arrangements are made for either the transporting home or care taking for the remainder of the day. The place of safety when the emergency is confined to the care taking premises ideally should be close by and within walking distance.
  
  - (2) In the event of exposure to toxic materials or gases and a physical examination is recommended, children will be transported by \_\_\_\_\_ to \_\_\_\_\_ where they will be examined and parents / emergency contacts will be notified.
  
  - (3) If the environmental emergency is more widespread and encompasses a larger area such as a neighborhood or several homes, due to a non-confined environmental threat, e.g. toxic fumes from a spill, floodwaters, brush fires, etc. and the children cannot remain in the area, the children will be brought to \_\_\_\_\_ by \_\_\_\_\_ where they will remain accompanied by caregivers while parents / emergency contacts are notified and arrangements for either transportation home or a continuation of care are made.
  
  - (4) In the event of a major environmental hazard that necessitates a large area evacuation such as several neighborhoods, a city / town, or geographical area, due to a large non-confined hazard, e.g. a nuclear accident, earthquake, hurricane, etc., children will be transported to a Red Cross designated mass shelter by \_\_\_\_\_ where they will remain accompanied by caregivers while parents / emergency contacts are notified and arrangements are made for their pick-up.

## 5. EVACUATION PLAN

- After leaving Building; there are three scenarios:
  - a. **Immediate Area Threat.**
    - Leave building gather close by. Pick a safe place, think it out. Will the area be safe in all circumstances rain, snow, etc..?
    - Seek permission if using a building or area for emergency use, find out if it's always available and suitable.
  - b. **More Widespread Threat.**
    - Leave building and neighborhood, pick a safe, accessible spot, seek permission of owner, manager, principal etc..
    - Address method of transportation. What are you using? Who is driving? If staff are transporting decide beforehand who will go with whom.
  - c. **Major Evacuation**
    - Leave building and evacuate a larger area. Emergency Personnel will want to know if you need transportation, best to have your own and know which staff will go with which children to maintain supervision. Red Cross will designate mass shelters.

## 6. EVACUATION PROCEDURE

- Write up procedure for staff at assembly area.
- Always start and end with counting children and matching names to attendance lists.
- Address how parents will be notified. Is there a telephone tree for parents to call other parents in the event staff cannot make that many calls?

**Give all parents an up to date Emergency Information Sheet.**

## 7. DISASTER KITS

### ➤ YOU NEED TWO TYPES OF KITS:

- **NON-EVACUATION KITS.** Shelter in Place during unusual or frightening situations; hurricanes, no power etc. See Red Cross lists of emergency supplies for suggestions on type and amount of supplies to have on hand.
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- Many providers maintain an "extra" toy chest full of games, books, drawing material etc., for those unusual circumstances when children need to be kept calm.
- **EVACUATION KIT.** Those supplies to take with you when leaving building. In addition to the emergency materials take materials to help keep children calm. This may consist of games, books, drawing materials etc. Some put these supplies into "Emergency Back Packs".

## 8. PARENT EMERGENCY EVACUATION INFORMATION

[This is a suggested Form only. Please design a suitable one for your school]

**PLEASE SAVE THIS FORM IN A SAFE PLACE FOR REFERENCE**

- School \_\_\_\_\_
- Address \_\_\_\_\_
- Emergency Contact Person \_\_\_\_\_ Telephone \_\_\_\_\_
- Cellular Phone# ( if available ) \_\_\_\_\_
- **Please do not call cellular phone during non-emergencies, since it is not turned on.**
- In the event of a Confined Environmental Emergency, (e.g. fire, chemical spill, etc. ) during which this child care facility must be evacuated, in accordance with Public Safety officials, staff and children will leave the building and gather in the **Immediate Area** at \_\_\_\_\_
- In the event staff and children are required to leave the immediate area due to a non-confined Environmental Emergency, (e.g. chemical spills, flood waters, etc. ) both children and staff will be transported by ( staff vehicles, emergency vehicles, buses etc.) to the following **Non-Immediate Area.** \_\_\_\_\_  
Name \_\_\_\_\_ Address \_\_\_\_\_ Contact  
Person \_\_\_\_\_ Telephone \_\_\_\_\_

- If necessary, children will be transported to the following Health Care Facility
  - **Name**\_\_\_\_\_
  - **Address**\_\_\_\_\_
  - **Telephone**\_\_\_\_\_
  -
- In the event of a **Major Environmental Non-Confined Emergency** that necessitates the evacuation of a large area, children will be transported by\_\_\_\_\_to a National Disaster Unit or a Red Cross designated mass shelter\_\_\_\_\_. There they will be cared for while parents / emergency contacts are notified and arrangements made for their pick-up.
- At all times during the crisis staff will remain with and care for all children in care. Staff will check attendance whenever children are moved. Staff will maintain accurate Attendance Lists and bring any necessary medications / supplies and emergency records. **All parents will be notified of the situation and where to pick-up children as soon as possible**

## 8. ESSENTIAL INFORMATION

- **Location of Electricity Shut Off**
- **How to shut off electricity**
- **Location of Gas Shut Off**
- **How to shut off Gas**
- **Location of Water Shut Off**
- **How to shut off water**
- **Location of Air Vent Shut Off (if applicable)**
- **How to shut off Air Circulation system**
- **Location of Emergency Kit**
- **Location of Additional Emergency Supplies**
- **Location of Cell Phone**
- **Additional Information**

## 9. RESPONSIBILITIES DURING AN EMERGENCY

List all staff persons and their responsibilities during an emergency. Be specific on what is expected. List who will take attendance, emergency kits, first aid supplies, child specific medications, etc. List training / drill dates.

<b>STAFF MEMBER</b>	<b>DUTIES</b>	<b>TRAINING DRILLS (dates)</b>