Acknowledgements

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- Julie Mahoney
- Bob Roberts
- Kerry Sachetta
- Shawn Streeter
- Randy Trani
Project Participants

<table>
<thead>
<tr>
<th>Disaster Experience</th>
<th>Management Committee</th>
<th>Review Panel</th>
<th>Working Group</th>
<th>Focus Groups</th>
<th>Other Reviewers</th>
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<td>Community Engagement</td>
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| Technical Design Expertise                               |                       |              |               |              |                |
| Earthquakes                                              | ✓                     | ✓            |               |              |                |
| Floods/Coastal Inundation                                | ✓                     |              |               |              |                |
| High Winds                                               | ✓                     |              |               | ✓            |                |
| Tsunami                                                  | ✓                     | ✓            |               |              |                |
# Project Participants

<table>
<thead>
<tr>
<th>Representatives of Intended Audience</th>
<th>Management Committee</th>
<th>Review Panel</th>
<th>Working Group</th>
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<tbody>
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<td>School Principal</td>
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Safer, Stronger, Smarter: A Guide to Improving School Natural Hazard Safety

- Information for schools to develop a comprehensive strategy for addressing natural hazards
- Integrates actionable guidance on mitigation, emergency, and recovery planning
- Natural-hazard focused with guidance to customize to a school’s specific hazards and needs
Safer, Stronger, Smarter: A Guide to Improving School Natural Hazard Safety

- Intended to help build resilient communities by providing school safety advocates and stakeholders with information, tools, and resources
- Aims to empower and support decision-makers by providing actionable advice
- Highlights the importance of a comprehensive approach and engaging the whole community
What Gaps Does the Guide Fill?

- Guidance on funding
- Case studies as examples
- Engaging stakeholders
- Roles that schools play as emergency or recovery shelters
- Planning for recovery
Intended Audience

- **Primary:** K-12 school administrators, facilities managers, emergency managers, emergency planning committees, board members, teachers, and staff
- **Secondary:** parents, caregivers, students, and many others
### Overview of FEMA P-1000

<table>
<thead>
<tr>
<th>Main Content</th>
<th>Supplements</th>
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</thead>
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<tr>
<td>1. An Introduction to School Natural Hazard Safety</td>
<td>🌋 Earthquakes</td>
</tr>
<tr>
<td>2. Identifying Relevant Natural Hazards</td>
<td>⚠️ Tsunamis</td>
</tr>
<tr>
<td>3. Making School Buildings Safer</td>
<td>🏡 Floods</td>
</tr>
<tr>
<td>4. Planning the Response</td>
<td>⚛ High Winds</td>
</tr>
<tr>
<td>5. Planning the Recovery</td>
<td>⚠️ Hurricanes</td>
</tr>
<tr>
<td>6. Engaging the Whole Community</td>
<td>🌀 Tornadoes</td>
</tr>
<tr>
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<td>Other Hazards (Snow storms, Volcanic eruptions, Wildfires)</td>
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</tbody>
</table>
Ch 1: Intro to School Natural Hazard Safety

- Impacts on schools
- Purpose
- Overview of comprehensive approach
- How to use Guide
Ch 2: Identifying Relevant Natural Hazards

- Where do you live?
- What types of natural hazards does your community face?
- What, if any, recent experience have the schools in your community had with natural hazards?
Ch 2: Identifying Relevant Natural Hazards

- Where hazard typically occurs
- Frequency of occurrence and intensity
- Warning time
- Duration
- Follow-on hazards
Ch 2: Identifying Relevant Natural Hazards

1. Take the following steps to determine whether your school has a reasonable chance of experiencing each of the hazards below:

   - **Earthquakes**: Is your school in a moderate Region of Seismicity or higher per Figure 2-1? If so, read the *Earthquake Supplement*.
   
   - **Floods**: Is your school located behind a levee, in a storm surge inundation area, or in Flood Zone A, V, B, C, or X? Does your school have a history of flooding? If any of these are true, read the *Flood Supplement* and the *Flood Maps Appendix*.
   
   - **Hurricanes**: Is your school in the shaded region in Figure 2-2 or in Hawaii or a U.S. territory in the Caribbean or South Pacific? If so, read the *Hurricane Supplement*.
   
   - **Tornadoes**: Is your school within the tornado-prone region as defined in Figure 2-3? If so, read the *Tornado Supplement*.
   
   - **Tsunamis**: Is your school within a high or very high tsunami hazard level per Table 2-2? If so, read the *Tsunami Supplement*.
   
   - **High Winds**: All areas in the United States are susceptible to high winds, notably straight-line and down-slope winds. If you are not already reading the *Hurricane Supplement*, you should read the *High Winds Supplement*.
   
   - **Other Hazards**: If you think your school is located in an area that is prone to snow storms, volcanic eruptions, or wildfires, read the *Other Hazards Supplement*.

2. Incorporate risk management steps for the relevant hazards in your school’s hazard safety strategy.
Ch 3: Making School Buildings Safer
Ch 3: Making School Buildings Safer

- Level of safety provided by building codes
- Considerations for new buildings vs existing buildings
- Schools as emergency shelters or recovery centers
- Developing a funding plan
Ch 4: Planning the Response
Ch 4: Planning the Response

- Emergency Operations Plan
  - Purpose
  - Recommended process
  - Overview of structure and content
- Legislative considerations
- Training and exercises
- Making the plan actionable
Ch 5: Planning the Recovery
Ch 5: Planning the Recovery

- Getting back in school buildings
  - Building assessments
  - Documenting damage
  - Building back better
  - Adaptability
  - Schools as emergency shelters or recovery shelters

- Focusing on mental health and routine
- Financing the recovery
- Planning for the next one
Ch 6: Engaging the Whole Community
Ch 6: Engaging the Whole Community

What partners do you have or can you envision engaging from your community?

- Children and youth
- Design professionals
- Educational professionals
- Elected officials
- Emergency management professionals
- Labor bargaining units
- Local business and industry
- Local community organizations
- Local hospitals
- Local jurisdiction public agencies
- Media
- Parents and caregivers
Overview of FEMA P-1000

Main Content
1. An Introduction to School Natural Hazard Safety
2. Identifying Relevant Natural Hazards
3. Making School Buildings Safer
4. Planning the Response
5. Planning the Recovery
6. Engaging the Whole Community

Supplements
- Earthquakes
- Tsunamis
- Floods
- High Winds
- Hurricanes
- Tornadoes
- Other Hazards (Snow storms, Volcanic eruptions, Wildfires)
Next Step: Spreading the Word!

- Completed development of two-hour training on FEMA P-1000
- Free national webinar on FEMA P-1000 on September 6, 12 PM Pacific*
- U.S. states and territories will be able to request this in-person training starting in the fall of this year*

*Free-of-charge. Funded by FEMA’s National Earthquake Technical Assistance Program (NETAP)
THANK YOU!

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