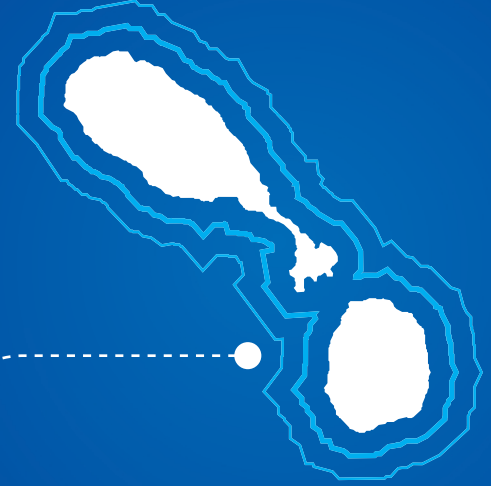




IMPLEMENTATION OF THE  
**MODEL SAFE SCHOOL PROGRAMME**  
IN THE CARIBBEAN

# **SAFE** SCHOOL POLICY



**ST. KITTS AND NEVIS**



An initiative of the African, Caribbean and Pacific Group, funded by the European Union, and implemented by:





**SUBMITTED BY**  
Environmental Solutions Limited

**TO**  
The Caribbean Disaster Emergency Management Agency Coordinating Unit

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**MARCH 3, 2020**

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Special thanks to CDEMA, CDB and the ACP-EU-NDRM for the providing the funding necessary to conduct the policy consultations and the policy development process.

Thank you.

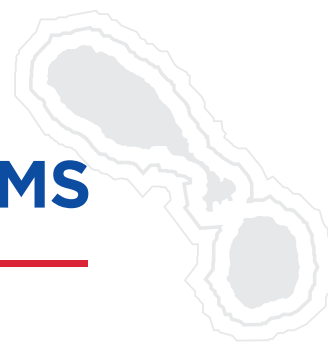


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# ABBREVIATIONS AND ACRONYMS

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<b>CDB</b>	–	Caribbean Development Bank
<b>CDEMA</b>	–	Caribbean Disaster Emergency Management Agency
<b>CPR</b>	–	Cardiopulmonary resuscitation
<b>DCA</b>	–	Development Control Authority
<b>LEED</b>	–	Leadership in Energy and Environmental Design
<b>M&amp;O Units</b>	–	Maintenance and Operations Units
<b>MOE</b>	–	Ministry of Education, Youth, Social & Community Development
<b>MOH</b>	–	Ministry of Health
<b>MSSP</b>	–	Model Safe School Programme
<b>NEMA</b>	–	National Emergency Management Agency
<b>NGO</b>	–	Non-governmental Organization
<b>NSSC</b>	–	National Safe School Committee
<b>NSSP</b>	–	National Safe School Policy
<b>OECS</b>	–	Organization of Eastern Caribbean States
<b>OESS</b>	–	OECS Education Sector Strategy
<b>PTA</b>	–	Parent Teachers Association
<b>PWD</b>	–	Public Works Department
<b>SKNIS</b>	–	St. Kitts and Nevis Information Service
<b>SOP</b>	–	Standard Operating Procedure
<b>SSC</b>	–	School Security Committee
<b>SSP</b>	–	Safe School Programme
<b>TVET</b>	–	Technical and Vocational Education and Training
<b>UNDRR</b>	–	United Nations Office for Disaster Risk Reduction (formerly known as UNISDR)
<b>UNESCO</b>	–	United Nations Education and Scientific and Cultural Organization
<b>UNICEF</b>	–	United Nations Children’s Fund
<b>WB</b>	–	World Bank

# FOREWORD

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The objective of the Safe School Policy is to create safe, sustainable and secure learning and teaching environments for children, teachers and school administrators in St. Kitts and Nevis. When implemented, the Policy will support inter-organizational and community efforts to ensure that schools in St. Kitts and Nevis are safer, greener and more resilient places for those using them regardless of physical or mental ability.

Given the vulnerability of St. Kitts and Nevis to numerous natural and man-made hazards including to the effects of climate change, a 'green' element is included in this policy to allow schools to become more environmentally friendly and sustainable, thereby reducing contributions to climate change, environmental degradation and resource depletion.

I fully endorse the spirit and intent of this Policy document. My office will be the first point of reference for all involved the education sector, its stakeholders and communities.

**Honorable Jonel Powell**  
Minister of Education | Ministry of Education



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# EXECUTIVE SUMMARY

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St. Kitts and Nevis lies vulnerable to several natural and man-made hazards that often result in disasters. The location of the islands' population along coastal areas makes their schools particularly vulnerable. The fact that over a third of the population is of school-age means that shoring up school infrastructure and building a safety and security culture is imperative for the islands' sustainable development. The capacity of schools in St. Kitts and Nevis to anticipate, prepare for, adapt, and become resilient to natural and human-made hazards and to secure their users is necessary to ensure their sustainability. The purpose of the National Safe School Policy (NSSP) is to reduce adverse physical and environmental safety risks in schools in St. Kitts and Nevis.

Schools play an essential role in St. Kitts and Nevis in fulfilling its development and economic competitiveness agenda by providing critical human capital. Sustaining schools and making them safe spaces for all users require strong support from the government, community residents, organizations, and groups, as well as individuals. Understanding this importance, then, the goal of this policy is to create safe, secure, and green educational institutions at all levels, from the pre-primary to the tertiary level, including private schools, through the development of simple, applicable and adaptable measures and approaches. The policy governs the Ministry of Education (MOE), and the various other ministries and agencies that play significant supporting roles in the implementation of the policy as determined by the MOE and the Government of St. Kitts and Nevis (GoSKN).

Policy issues are presented as either Priority; or Emerging policy issues around three broad policy areas: School Security; School Safety, and the Green Approach. Recommendations are based on extensive consultation with stakeholders and include the following key strategic recommendations:

## KEY STRATEGIC RECOMMENDATIONS

### SCHOOL SECURITY

- School Safety Plan
- Medical Emergencies
- Signage
- Access Control
- Vandalism

### EMERGING SECURITY MATTERS

- Bullying

### SCHOOL SAFETY

- Maintenance Strategy and Master Plan
- Overcrowding
- Update and upgrade of old and deteriorating school stock
- Emergency Planning
- Disaster Risk Reduction and Management Plan
- Fire Protocol
- Evacuation Protocol
- Health Matters
- Food handling

# EXECUTIVE SUMMARY

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## GREEN APPROACH

- The Green Approach considers a natural resources management component in schools that is focused on reducing water, energy and paper use. It also includes addressing sustainability management highlighting the harnessing of these resources and overcoming the significant financial, technological, environmental and other barriers. This Policy leverages existing renewable energy efforts in St. Kitts and Nevis to promote potential sustainability and cost savings in Schools.

## BUILDING AN ENABLING ENVIRONMENT FOR SECURE, SAFE AND GREEN SCHOOLS

- Building an enabling environment for secure, safe and green schools requires not only legislation, plans, policies, protocols and standards but also require integrating these aspects into the school curriculum.

## CROSS-CUTTING THEMES

- Issues of discrimination, exclusion, and marginalization because of disability, gender disparity, and language differences often contribute to disparate outcomes after disasters. The MOE should make efforts, as far as is possible through their administrators, to understand the diverse make-up and needs of student groups within schools; and develop a plan to accommodate all students, which consider the following issues.

## FUNDING

- Substantial funding will be needed to support the implementation of this policy. Financing options should not be limited to the National Budget but should include a variety of options geared explicitly at funding school safety, security and greening. The policy also recommends that a portion of monies allocated to the maintenance and operations of schools and the procurement of supplies be used to support the initiatives outlined in this Policy document.



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MINISTERIO DE LA PRESIDENCIA

# 1. INTRODUCTION



Schools at all educational levels on the small island federation of St. Kitts and Nevis are vulnerable to a range of natural hazards. The islands are the summits of a submerged mountain range along the eastern boundary of the Caribbean Tectonic Plate which make them vulnerable to earthquakes. Also, since the islands' interiors tend to be extremely rugged and steep around 60% of their inhabitants live near the coastline where they are exposed to storms and hurricanes, sea level rise and the threats of accelerated coastal erosion and floods. Further, pressure for agricultural land has resulted in small farmers clearing forested plots along slopes for farming, causing deforestation, soil erosion and water pollution.<sup>2</sup>

With less than 1,000 m<sup>3</sup> freshwater resources per capita, the Food and Agriculture Organization defines St. Kitts and Nevis as water-scarce, and droughts have become more frequent.<sup>3</sup> Coupled with inadequate water management practices, frequent droughts challenge school operation and continuity. Since ground water is the chief source of water supply, the islands' water resources are vulnerable to sea level rise and higher evaporation rates because of temperature increases. Given the pivotal role of ground water sources to the national water supply, the islands' water resources could suffer significantly as a result of the impact of climate change if adequate provision is not made to protect the underground water resources.<sup>4</sup>

Schools are mostly located in areas that predispose them to hazard impacts. Intense heat and humidity have led to serious mould issues in the islands' schools. In addition, the effects of climate change are already being felt in St. Kitts and Nevis and by extension, in their schools. Structural characteristics such as physical isolation, small population size, settlement patterns along the coasts, and fewer resources to dedicate to making schools safe, increase the opportunity for emergencies to escalate into disasters and crises. Natural hazard-related disasters continually erode the development gains of St. Kitts and Nevis.

Moreover, behavioural issues including bullying, vandalism, and fighting add new dimensions to the contours of safety among schools namely, early childhood and secondary institutions. Health-related practices in food services could also create health risks. Additionally, the population profile shows that while in St. Kitts the concentration of population in urban centres, which, although not the only reason, often leads to school overcrowding. The situation is a bit different in Nevis where the bulk of the population is rural.

Schools themselves may also be the sites of disasters (e.g., caused by earthquake, gang violence, and community violence that spill over on to school compounds) and must be venues that can, in these instances, protect their students, faculty and staff and keep them safe. Schools are therefore not only vulnerable because of the possible impacts of natural hazards or the impacts of climate change. Environmental hazards also make schools unsafe and their operations unsustainable. Hence, efforts aimed at reducing the environmental impact on the education sector are needed. With over 30% of the islands' population of school age<sup>5</sup> keeping schools safe, secure and green is not a mere academic exercise but essential to the sustainability of the islands as a practical matter. School operations and procurement practices should also be assessed as these greatly impact on sustainability activities.

2 | UNDP (n.d.) St. Kitts and Nevis. Accessed at <https://www.adaptation-undp.org/explore/caribbean/saint-kitts-and-nevis>

3 | Brown, D. (2017). Farming Beyond Drought. Caribbean Climate Wire. Accessed at <http://www.ipsnews.net/2017/07/farming-beyond-drought/>

4 | UNDP. (n.d.). Second National Communication – in progress.

Accessed at <https://www.adaptation-undp.org/projects/saint-kitts-and-nevis-second-national-communication-progress>

5 | See [https://www.indexmundi.com/saint\\_kitts\\_and\\_nevis/age\\_structure.html](https://www.indexmundi.com/saint_kitts_and_nevis/age_structure.html)

Estimated 2018 population 53,094 (July 2018 est.) Population structure:

0-14 years: 20.09% (male 5,354 /female 5,311)    15-24 years: 14.28% (male 3,645 /female 3,936)    25-54 years: 44.25% (male 12,059 /female 11,437)  
55-64 years: 12.35% (male 3,274 /female 3,283)    65 years and over: 9.03% (male 2,236 /female 2,559) (2018 est.)

## 2. POLICY STATEMENT

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All children regardless of their physical or mental/cognitive abilities have the right to an education. Irrespective of the educational level and their classification as public or private institutions, it is the duty of all educational facilities to ensure the well-being of individuals frequenting these institutions. Issues that result from natural and man-made hazards, use of chemicals, food handling and poor environmental management practices can impact the safety of individuals who use schools almost daily. It is, therefore, imperative that schools be properly outfitted and designed to safely accommodate all individuals. Where necessary, the Safe School Policy will provide the context for the amendment of existing legislation to support the achievement of secure, safe and Green Schools across St. Kitts and Nevis.<sup>6</sup>

Safe School “protect students, teachers, and other adult staff from death and injury, while simultaneously bolstering disaster risk reduction and overall community resilience.”<sup>7</sup> Schools play an essential role in St. Kitts and Nevis’ fulfilling its development and economic competitiveness agenda by providing critical human capital. Sustaining schools and making them safe spaces for all users require strong support from the Government, community residents and community organizations, groups, and individuals, as well as leaders, planners, professionals and practitioners at all levels and jurisdictions. The capacity of schools in St. Kitts and Nevis to anticipate, prepare for, adapt and become resilient to natural and man-made hazards and to secure their users is necessary to ensure their sustainability. The purpose of the National Safe School Policy (NSSP) is to reduce negative physical and environmental safety risks in schools in St. Kitts and Nevis as a national imperative.

As such, the Ministry of Education has developed this School Safety Policy to address procedures for providing a safe, healthy, supportive and quality learning environment for students, staff, and visitors at schools, in accordance with the provisions of St. Kitts and Nevis’ Education Act, and other relevant, related legislation. The School Safety Policy is designed to ensure that all reasonable steps are taken to secure the welfare of everyone while on school premises during and outside of school hours and also during authorized Ministry of Education activities.

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6 | Caribbean Disaster Emergency Management Agency (CDEMA). (2014). Model School Safety Programme for Caribbean Schools: A Toolkit. Accessed at <https://www.preventionweb.net/files/temp/55182--modelsafeschoolstoolkitpart1.pdf>

7 | Lai et al. (2016). p. 108)



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## 3. SCOPE

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This Policy encompasses multiple dimensions of school safety, security, and sustainability including aspects that surfaced in stakeholder consultations. The Policy also addresses access and participation equity such as those encountered by persons with disabilities or non-English speakers as well as gender-related issues. The Policy provides the context for any amendment of existing legislation meant to keep students and schools safe. This Policy, along with the assessment tools, will provide the framework for the development of procedures to enhance school safety in St. Kitts and Nevis. Although educational institutions fall under the purview of the Ministry of Education, the Safety and 'Greening' of these facilities will have to involve other agencies and departments.

## 4. GOALS

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The goal of this Policy is to create safe, secure/protective and 'green' educational institutions from pre-primary to the tertiary level, including private schools, through the development of simple, applicable and adaptable tools.

### **The School Safety Policy is expected to:**

- a. Generate a greater sense of awareness among key/relevant stakeholders on issues of school safety;
- b. Provide guiding principles to Education Officers and Principals for developing safety plans at the zonal and school levels;
- c. Put in place structures to coordinate School Safety Programmes and to sustain gains made;
- d. Set out clearly the roles and responsibilities of the various stakeholders in the pursuit of a safe school environment;
- e. Put in place clear protocols for the recording, reporting and management of incidents;
- f. Assist schools to engender a community approach to the issue of school safety;
- g. Encourage a collaborative approach among schools in regard to school safety;
- h. Solicit community support in mobilizing resources to address school safety; and
- i. Develop a culture of regular drills and practice of standard operating procedures among schools.

# 5. MODEL SAFE SCHOOLS PROGRAMME (MSSP) POLICY FRAMEWORK

## 5.1 WHO IS GOVERNED BY THIS POLICY?

The policy governs the Ministry of Education (MOE), and the various other ministries and agencies that will play supporting roles in the implementation of the policy as determined by the MOE and the Government of St. Kitts and Nevis (GoSKN), namely:

- a. Ministry of Finance
- b. Ministry of Social Development/Community/Gender
- c. Ministry of National Mobilization/Transformation
- d. Ministry of Labour
- e. Planning and Building Authorities or similar entities
- f. Ministry of Health
- g. Ministry of the Environment
- h. The Board of Education
- i. Nevis Island Assembly
- j. Development Control Authority (DCA)

In addition, the National Safe School Committee (NSSC) and its District Sub-committees as well as the Safe School Focal Points, the Parent Teachers Association (PTA), the Disabilities Association, the Red Cross and the students are key allies in making schools safe, secure and green and are to be consulted and included.

### 5.1.1 GOVERNING FRAMEWORK

The St. Kitts and Nevis Safe School Policy shall operate within an integrated governance framework led by the Safe School Council and the Ministry of Education in collaboration and coordination with other agencies, departments and groups as determined by the MOE and/or the Government of St. Kitts and Nevis (GOSKN).

#### 5.1.1.1 SAFE SCHOOLS COUNCIL

A Safe School Council shall be established to oversee the Safe School Programme (where more feasible, an existing entity shall be given this mandate). The Safe School Council shall comprise the Permanent Secretaries of key ministries or their nominees and will determine the policies and decisions governing Safe Schools. The Council shall oversee the allocation of finances and resources and planning for the future needs of the Safe School Programme. Key ministries will be determined by the Ministry of Education, Youth, Social and Community Development, but will include the Ministry of Works and Housing; the National Emergency and Management Agency (NEMA); the Ministry of Social Transformation, Human Resource Development, Youth and Gender Affairs; and the Ministry of Finance and Corporate Governance.

Where there is an existing decision-making arrangement in place (e.g., National Mitigation Council), the Safe Schools agenda shall be built into and overseen by that mechanism.



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### 5.1.1.2 MINISTRY OF EDUCATION

The Ministry of Education is the governing agency for the Safe School Policy. Activities under the Safe School Policy shall be coordinated by the Ministry of Education at the national, parish and school levels. Under the Policy, *the Minister of Education or his/her designee shall:*

- a. Adopt the Model Safe School Policy;
- b. Develop an overarching Safe School Strategy which includes guidelines on School Safety Standards; Green Standards – resilience, risk management, disaster response and post-disaster recovery; as well as environmental management and sustainability issues;
- c. Assess schools by applying the Safe Checklist and the Green Checklist;
- d. Analyse results of the assessments. If a school does not achieve a score of 80%, make recommendations for addressing the deficiencies identified;
- e. Use the Improvement Plan template to create a plan of action for implementing the recommendations aimed at making schools safer and greener and provide a road map to achieve the 80% threshold or higher;
- f. Ensure that the school has an up-to-date emergency/disaster risk reduction plan and conduct routinely scheduled exercises/drills to test the plan. The model emergency/disaster risk reduction plan template should be used as the standard and can be customized for each school;
- g. Re-inspect/re-assess school and certify as safe and/or green, if school achieves a score of 80% or above. Ideally certification should be valid for a period of three (3) years. Safe school assessments should be conducted every three (3) years. If a school does not achieve 80%, continue to implement the improvement plan until desired goal of 80% is reached;
- h. Serve as the coordinating agency for national Safe School activities;
- i. Work with key stakeholders to establish success indicators for safe school;
- j. Formulate guidelines and assign responsibilities to the safe school sub-committees;
- k. Ensure adequate human, and physical resources and necessary funding are available in order to achieve the objectives of this policy;
- l. Advise on, and monitor the annual work programmes of the National Safe School Committee;
- m. Chair and lend support to National Safe School Committee, its Sub-committees at the parish level and the School Focal Points.

### 5.1.1.3 PUBLIC WORKS

The Ministry of Public Works, Housing, Energy, and Utilities (Public Works) is responsible for national infrastructure development in St. Kitts and Nevis. It provides professional services in architecture, engineering and procurement. Public Works is tasked with meeting the demands of other ministries and the general population, but the limitations continue to increase.

As provided for in this policy, the Public Works will:

- a. Work with the Ministry of Education and other interested parties to design and build new schools or retrofit old deteriorating ones;
- b. Maintain schools.

# 5. MODEL SAFE SCHOOLS PROGRAMME (MSSP) POLICY FRAMEWORK

## 5.1.1.4 NATIONAL EMERGENCY AND MANAGEMENT AGENCY (NEMA)

The National Office of Disaster Services is the government agency with responsibility for coordinating and facilitating pre- and post-disaster management activities at the community and national levels in St. Kitts and Nevis in order to minimize vulnerability and mitigate against disaster impacts.

**Roles and Responsibilities:** Pursuant to this policy, the NEMA Director will:

- a. Work with the Ministry of Education and the Ministry of Works on Safe Schools programmes and activities;
- b. Integrate school disaster risk reduction plans into the National Disaster Risk Reduction Plan;
- c. Work with schools to develop and implement their emergency/disaster risk reduction plans and activities;
- d. Promote disaster preparedness and awareness education and training as well as simulation and training exercises for schools.

## 5.2 THE NATIONAL SCHOOL SAFETY COMMITTEE

### 5.2.1 NATIONAL SAFE SCHOOL COMMITTEE

The existing National Safe School Committee (NSSC) should be formalized as an advisory council for the Safe School Programme (SSP) to offer guidance to the work of sub-committees and school focal points. A representative from the Nevis Island Assembly sits on this committee.

**Roles and Responsibilities:** Pursuant to this policy, the NSSC shall:

- a. Prepare and execute annual Safe School Plans;
- b. Formulate guidelines and assign responsibilities to the Safe School Sub-committees annually;
- c. Review and evaluate Safe School operations and contingency plans annually;
- d. Support initiatives that build a Safe School culture;
- e. Regularly advise on and monitor the annual activities and programmes of school Focal Points and National Safe School sub-committees on school safety.

The Minister of Education or his/her designee shall chair the NSSC. Committee members should include all relevant government entities more specifically, Finance; the National Office of Disaster Services (NEMA), Environment and Sustainability; Ministry of Public Works, Utilities, Transport and Posts Water Services (Public Works); search and rescue organizations such as the police Force, the military, and the fire brigade; utility companies; donor agencies; community groups and student organizations; and representatives of media organizations.



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## 5.2.2 PARISH LEVEL

St. Kitts and Nevis are subdivided into parishes: nine in St. Kitts; five in Nevis. For each of the districts, a Safe School Sub-committee shall be established. The Safe School Sub-committees will undertake the following roles and responsibilities:

- a. Assist the National Safe School Committee in the parishes to fulfil its Safe School mandate in schools;
- b. Develop a Parish Safety Plan for schools each year;
- c. Coordinate school safety activities in parish with the NCCS and School Focal Points;
- d. Establish and maintain communication links with Safe School actors in each parish and between the parish and the National Safe School Committee;
- e. Work with School Focal Points to disseminate Safe School information;
- f. Work with School Focal Points to conduct awareness building and/or facilitate training exercises;
- g. Meet bi-annually to assess progress and plan for upcoming activities.

The sub-committee will be chaired by an elected official at the parish level (the NSSC will decide appropriate positions) or his/her designee. Other sitting members of the committee include parish school principals, education officers and senior school administrators, PTA and student group representatives from each school in the District as well as community groups and members.

## 5.3 THE SCHOOL SAFETY FOCAL POINT

### 5.3.1 SAFE SCHOOL FOCAL POINT

At the school level, the Safe School Focal Point, led by the School Safety Committee, works with the Parish Safe School Sub-committee to promote safe school activities.

# 5. MODEL SAFE SCHOOLS PROGRAMME (MSSP) POLICY FRAMEWORK

## 5.3.2 FUNCTIONS OF THE SCHOOL SAFETY COMMITTEES

The composition of the School Safety Committee varies according to the size of the school population. The Principal is directed to establish a School Safety Committee which should be led by him/her. The School Safety Committee shall comprise, but not be limited to, the principal, a teacher, a representative from the school's PTA, a community member, community police, a member of the local disaster committee, and any other person deemed appropriate. *The Safe School Focal Point shall:*

- a. Act as the Safe School point of contact and is responsible for coordinating all activities geared towards awareness, prevention and response and school continuity;
- b. Work with administration to build a Safe School culture;
- c. Identify Safe School training needs for school personnel (teaching and non-teaching staff) to include school safety, first aid, and cardiopulmonary resuscitation (CPR);
- d. Monitor regularly, in coordination with other agencies and stakeholders, the internal and external school environment with a view to identifying the potential dangers and take all reasonable measures to safeguard learners and staff;
- e. Ensure that all minor safety and green issues such as maintenance of toilets, broken windows, doors, and heat issues are reported to the Ministry of Education and fixed in a reasonable manner;
- f. Implement projects and activities that involve the entire student body to promote school safety including promoting specific days to host events around hazards, health and wellness;
- g. Develop links with agencies, first responders, private organizations and community groups to promote and implement Safe School activities and green projects;
- h. Ensure that each school formulates its own activities in keeping with its Safe School Plan and Sub-plans.

## 5.4 LOCATION OF THE SAFE SCHOOL POLICY

The Policy will be housed in the Ministry of Education with the Chief Education Officer or her/his designee, but copies will be distributed and retained throughout the school system from early childhood to tertiary level institutions.



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# 6. NATIONAL AND INTERNATIONAL POLICY AND LEGAL FRAMEWORK



The National Safe School Policy is a set of guidelines and principles for actions adopted by the Government of St. Kitts and Nevis that promote school safety, security and greening. The legal framework for this Policy lies in Education and Labour Acts used in St. Kitts and Nevis and in laws establishing NEMA. Labour laws in St. Kitts and Nevis cover the obligation of the employer, in this case the Ministry of Education and private educational institutions, to provide a safe working environment for employees such as teachers and staff. Further, policies and legislation that call for sustainable development and environmental protection facilitate the greening approach embraced by this policy. At the regional level, the Policy is in alignment with the education and development policies and priorities of the Organization of Eastern Caribbean States (OECS) while at the same time being in sync with national education and development policies and priorities; the Policy also considers global Safe School initiatives and its associated frameworks. The relevant policies, plans and legal frameworks are outlined below.

## 6.1.1 EDUCATION ACT 2005

The Education Act seeks to provide access to high-quality education for all nationals in institutions that foster the spiritual, cultural, moral, intellectual, physical, social and economic development of the individual and the community.

## 6.1.2 THE DISASTER ACT OF 1995

The Disaster Act of 1995 (amended version) includes issues relating to schools, but in a very limited manner. It does not cover, for example, location of infrastructure that might pose danger to schools such as bulk stations and proper signage including those showing evacuation routes or accommodation for disabled individuals. The Safe Schools Policy proposes a remedying of this oversight.

## 6.1.3 OTHER ENABLING LEGISLATION FOR SAFE SCHOOLS

Other pieces of legislation important to the success of the Safe School Programme are listed below:

- a. Solid Waste Management Act, 2009 (No. 11 of 2009);
- b. National Conservation and Environment Protection Act, 1987 (Act No. 5);
- c. Solid Waste Management (Amendment) Act, 2009 (No. 38 of 2009);
- d. Property Tax Ordinance, 2008 (No. 3 of 2008);
- e. Watercourses and Waterworks Ordinance (Chapter 185), (1956);
- f. Public Health Act No. 22 of 1969;
- g. Pesticide and Toxic Chemicals Control Act 1999;
- h. Development Control and Planning Act, 2000;
- i. Nevis Development Control and Planning Ordinance 2005.

# 6. NATIONAL AND INTERNATIONAL POLICY AND LEGAL FRAMEWORK

## 6.1.4 EXISTING STRATEGIES, PLANS AND PROGRAMMES

### 6.1.4.1 OECS EDUCATION SECTOR STRATEGY 2012–2017<sup>8</sup>

The OECS Education Sector Strategy (OESS) provides the framework of a regional approach to achieve better education quality in the region. The OESS is the overarching education strategy of the OECS and is mainly used by Member States to align their national strategies and plans. Its vision, “Every Learner Succeeds,” promotes an approach to teaching, learning and the management of education that secures fair and equitable access to quality education and training by all citizens of the OECS.

### 6.1.4.2 ST. KITTS AND NEVIS EDUCATION SECTOR PLAN 2017–2021

The goal of the St. Kitts and Nevis Education Sector Plan is to ensure that all learners are equipped with the relevant skills needed to be successful both locally and globally in today’s world. In this regard, it aims to make widespread improvements to the provision and administration of education, and targets areas such as teacher training, curriculum reform, leadership and accountability, and equitable access and participation in education (UNESCO, 2017). The Education Sector Plan embraces the sub-regional developmental imperative outlined in the OECS Education Sector Strategy 2012–2020 and considers the goals of the Global Incheon Declaration for Education 2030, which sets out a new vision for education.<sup>9</sup>

### 6.1.4.3 EFFECTIVE SCHOOLS PROGRAMME

The Effective Schools Programme in St. Kitts and Nevis is part of the Child-Friendly Schools Initiative which was first introduced in 2011 in collaboration with the United Nations Children’s Fund (UNICEF).<sup>10</sup> The Programme promotes a student-centred approach to learning and is aimed at high quality education for all. It promotes a keen focus on behaviour management practices in classrooms, while emphasizing parental and community involvement in children’s learning.<sup>11</sup> This Safe School aligns with this programme by considering psychological, social and behavioural issues that are currently emerging in the early childhood to secondary school levels in St. Kitts and Nevis.

In addition to existing legislation, strategies, plans and programmes that align with the Safe School priorities, parents and their communities expect that students will be safe within the confines of our schools. They rely on school administrators and operations – government or private organizations and individuals – to take the necessary steps to do so.

<sup>8</sup> See OECS Education Sector Strategy 2012 to 2021

<sup>9</sup> St. Kitts and Nevis Observer. (2017). Education Sector Plan 2017–2021 underscores importance of change, sustainability.

Accessed at <http://www.thestkittsnevisobserver.com/local-news/education-sector-plan-2017-2021-underscores-importance-of-change-sustainability/>

<sup>10</sup> Ministry of Education, Youth, Social & Community Development St. Kitts. (2018). MOE launches effective in St. Kitts and Nevis.

Accessed at [https://www.moeskn.org/index.php?option=com\\_content&view=article&id=492&catid=30&Itemid=101](https://www.moeskn.org/index.php?option=com_content&view=article&id=492&catid=30&Itemid=101)

<sup>11</sup> Ministry of Education, Youth, Social & Community Development St. Kitts. (2018). MOE launches effective in St. Kitts and Nevis.

Accessed at [https://www.moeskn.org/index.php?option=com\\_content&view=article&id=492&catid=30&Itemid=101](https://www.moeskn.org/index.php?option=com_content&view=article&id=492&catid=30&Itemid=101)



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# 7. POLICY PRINCIPLES

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The fundamental proposition of this policy is that we utilize all means at our disposal to ensure that schools in St. Kitts and Nevis' can keep all persons using them safe and secure and that schools are sustainable spaces that maximize natural resources, and conserve materials, energy, and water. In this regard, this policy promotes a set of guidelines for decisions that result in reasonable and realistic actions and outcomes. This policy is a statement of intent that addresses high-priority issues for immediate policy action as well as emerging policy issues that could potentially negatively impact school security, safety, and sustainability if not carefully monitored. Two broad categories comprise the safety approach in this policy: school security; and school safety. The Green Policy component is central to school sustainability.

This policy is an organic document. As such, the policy priorities discussed in this document may be amended or reprioritized as policy owners, and stakeholders deem fit based on their assessment of the issues and challenges.

## 7.1 BEST PRACTICES

St. Kitts and Nevis' specific context defines the adoption of school safety best practices incorporated in this Policy. There are several issues emerging in the best practice literature that resonate with the need for the Safe School policy and they are considered in the Policy Agenda and Action Plan.

### 7.1.1 COMMUNITY INVOLVEMENT

Community involvement is one of the best ways to ensure sustainability of policies and programmes. Working with its partners, the Ministry of Education shall:

- a. Develop a plan to get community members engaged with the Safe School programme;
- b. Encourage community members to act as the stewards of school facilities;
- c. Develop activities with community members to keep schools safe, secure and green;
- d. Work with community members to share in the responsibility of protecting/securing school buildings and properties;
- e. Get community members on school Focal Point and Safe School sub-committee;
- f. Share hazard and other Safe School information with community members.

### 7.1.2 STAKEHOLDER CONSULTATION

There is consensus among stakeholders that schools in St. Kitts and Nevis are generally unsafe. These perceptions are concentrated around specific priority and emerging issues. The provisions of this Safe School Policy are intended to address and/or reflect these stakeholder inputs.

# 7. POLICY PRINCIPLES

## 7.2 SECURITY

### 7.2.1 SCHOOL SECURITY

Each school shall develop a School Security Plan with procedures to secure the physical facilities, assets and school users. This process should begin with working to understand and identify areas of risk and needs unique to each school.

Develop a School Security Committee (SSC) based on the following guidelines and stipulations:

- The School Security Committee must include either the Principal and Deputy Principal, daytime Security Officer, a Custodian, a Police Liaison Officer and representation from students and parents;
- The Safe School Committee must include a member of the School Security Committee;
- A copy of the list of members of the School Security Committee must be sent to the Chief Education Officer within seven (7) days of the creation of the committee. One copy of this list will be kept on file in the School District Office and another shall be posted in clearly visible areas at the school;
- All School Security Committee members shall receive ongoing training to implement the School Safety Plans effectively and will have knowledge of procedures, evacuation routes and safe areas. Areas of training should include First Aid and CPR. District Education Officers will work with Principals to establish a schedule for training;
- When public emergency response officials are present, they may elect to take command and control of the crisis. In such a situation, the School Security Committee head shall coordinate with the School Emergency Committee and emergency response officials as much as is possible;
- Students and parents should be a part of the School Security Committee.

The School Security Plan shall:

- a. Include a section on vandalism;
- b. Outline under what conditions visitors can access the school property and highlight the sign-in/sign-out process that applies to visitors, parents and students alike;
- c. Outline protocols for security of students and staff during off-campus activities;
- d. Train security guards in school security protocols including gang violence, terrorism, fights, illegal substance, and dangerous weapons;
- e. Include lockdown technology and an associated protocol;
- f. Require that some schools install security fencing and therefore gates, as required, to keep out unwanted visitors including animals. Keys shall be kept in a central locked area where they are readily accessible when needed;
- g. Hold regular activities to promote positive school climate. Involve students in the planning and running of these activities;
- h. All staff shall be aware of the School Safety Policy and the procedures therein and their own School Safety Plan.

*Responsible Agency: MOE with the Police Department*



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## 7.2.2 MEDICAL EMERGENCIES

Schools shall establish and maintain, insofar as is practical, a plan for medical emergencies.

### **The Ministry of Education shall:**

- a. Grant immediate access to a nurse or health care provider in case of emergencies should be available;
- b. Ensure that schools make provision for the rapid transportation of injured staff or students to a hospital or health care facility in the event of medical emergencies;
- c. Require schools to post emergency numbers at visible locations next to their telephones;
- d. Ensure, insofar as is practical, that schools, in collaboration with the Environmental Health Department, contain on- or off-campus medical emergencies as quickly as is possible.

*Responsible Agency: MOE with MOH*

## 7.2.3 SIGNAGE

In general, schools in St. Kitts and Nevis lack appropriate signage to guide school users. Installing proper signage is a basic safety feature but could also be of tremendous help to prevent a chemical emergency, natural or man-made disaster and could save lives when there is an event.

### **The Ministry of Education shall:**

- a. Develop a signage strategy for schools. Include in this strategy signs that take into account potential hazardous chemical exposure as well as emergencies and disasters that result from natural and man-made hazards;
- b. Ensure that labels are clearly and visibly posted on any container holding benzene or other potentially hazardous chemicals;
- c. Label all hazardous chemicals present on the facility grounds in a way easily understandable to the employees and students;
- d. Ensure that when hazardous chemicals are transferred into other containers or equipment, the contents are clearly and correctly labelled so as to indicate to all persons their use, their identity, the substance, any hazards associated with use and contact, and any safety precautions to be observed;
- e. Post clear signs for evacuation routes, assembly points, access and exit signs, and so on;
- f. Arrange with the Transport Division of the Ministry of Works, for pedestrian crossings and signage in the vicinity of school to promote safety.

*Responsible Agency: MOE*

# 7. POLICY PRINCIPLES

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## 7.2.4 ACCESS

Each school should have a clearly defined plan to regulate who has access to school property, and when and how they will gain access.

### The Ministry of Education shall:

- a. Formulate procedures for accessing school premises subject to approval by school administrators;
- b. Communicate these procedures to staff, parents and students in writing;
- c. Include in these procedures, stipulations regarding access outside normal school hours, students' late arrival, early dismissal, students' exit during school hours, suspension, and screening visitors (parents, Ministry personnel, Press), but the procedures should not be limited to those stipulations.

### 7.2.4.1 ENTRY AND EXIT POINTS

Entry and Exit Points serve not only to allow efficient access to and exit from school properties, but to keep schools and their users safe.

### The Ministry of Education shall:

- a. Ensure that all schools have a secured perimeter fence with established entry and exist points clearly defined with appropriate signage;
- b. Require that entry and exit points, not intended for routine use, are kept closed and secured. Keys should be easily accessible by school administrators;
- c. Examine the School Security Plan to ensure that protocols for accessing the school premises are clearly outlined in the Plan (section 7.2.1).

*Responsible Agency: MOE*



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## 7.2.5 SCHOOL SECURITY PERSONNEL

School security personnel must be able to keep schools safe.

### **The Ministry of Education shall:**

- a. Take steps to ensure that all security personnel, including watchmen, are trained by the Police or authorized agencies in established security procedures for operating schools in St. Kitts and Nevis;
- b. Assess established procedures so as to confirm that all security personnel are equipped or have access to communication devices suitable for use in the event of emergencies, as part of standard operating procedures (SOPs).

*Responsible Agency: MOE*

## 7.2.6 BURGLAR BARS

In some cases, burglar bars will be needed to protect equipment/buildings. In such cases, the following procedures are required:

### **The Ministry of Education shall:**

- a. Require schools to request in writing to the Chief Fire Officer, an assessment of rooms, prior to such installation of burglar bars;
- b. Install burglar bars consistent with written recommendations from the St. Kitts and Nevis Fire Service.

*Responsible Agency: MOE*

## 7.2.7 SURVEILLANCE

In some cases, surveillance equipment may be needed to protect schools and their property. In such cases, the following procedures are required:

### **The Ministry of Education shall:**

- a. Stipulate that schools at which CCTVs are installed follow policies and procedures governing their use;
- b. Adhere to the required steps so as to guarantee, among other issues, that schools shall have ownership of all rights to recorded material, and shall be responsible for safe storage and disposal of recorded material;
- c. Ensure the protection of student privacy.

*Responsible Agency: MOE*

# 7. POLICY PRINCIPLES

## 7.2.8 EMERGING SECURITY MATTERS

### 7.2.8.1 BULLYING

Bullying among students and between students and teachers is emerging as an important issue in school safety in St. Kitts and Nevis. The Ministry of Education recognizes the very serious nature of bullying, and the negative impact that it can have on the lives of pupils and teachers. It is therefore committed to the following key best practice principles and actions in preventing and tackling bullying behaviour.

#### The Ministry of Education shall:

- a. Create a positive school culture and climate which is welcoming of difference and diversity and based on inclusivity;
- b. Encourage pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment;
- c. Promote a school-wide approach;
- d. Foster a shared understanding of what bullying is and its impact;
- e. Implement education and prevention strategies (including awareness-raising measures) that build empathy, respect and resilience in pupils;
- f. Explicitly address the issue of cyberbullying, and identity-based bullying;
- g. Supervise and monitor pupils effectively;
- h. Provide adequate support for staff;
- i. Record, investigate, and follow up consistently on bullying behaviour;
- j. Monitor the ongoing effectiveness of the anti-bullying policy.

#### The following types of bullying behaviour are included in the definition of bullying:

- a. Deliberate exclusion, malicious gossip and other forms of relationship bullying;
- b. Cyberbullying;
- c. Identity-based bullying.

#### A student shall not intimidate, harass or bully another student, more specifically:

- a. A school shall not tolerate any behaviour that impinges on the safety of any student;
- b. Students and/or staff shall immediately report incidents of bullying to the principal or designee. Staff who witness such acts shall take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated.

*Responsible Agency: MOE*



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## 7.3 SAFETY ISSUES

### 7.3.1 PHYSICAL PLANT, ACCESS AND OTHER SCHOOL SAFETY CONCERNS

#### 7.3.1.1 MAINTENANCE STRATEGY AND MASTER PLAN FOR SCHOOLS<sup>12</sup>

The impact of maintenance on learning and development is immense. Poor environments can make students, sick or distracted thus inhibiting learning. The development of a maintenance framework and plan is critical in St. Kitts and Nevis where much of the school stock is old; many buildings are unsafe. There is need for a national strategy to fix, update, and retrofit the existing school stock; multiple windows need replacement, classrooms are very hot to the point where students have passed out from heat exhaustion, laboratories are not carefully and properly maintained, chemicals are not properly stored or labelled, and gas canisters are not properly stored or located. Stylized blocks on many buildings mean that they are unsafe for use. Many schoolyards are dusty; others are overgrown in places with few dedicated play areas. The Policy priority is to develop a Maintenance Master Framework and Plan for schools with a comprehensive list of issues to be systematically assessed and fixed based on priority needs (prioritized for all schools) in the islands. The Plan should include timeframes; specific roles and responsibility; and compliance; and have access to adequate funding.

**The Ministry of Education, working in collaboration with Public Works Finance; Environment and Sustainability and the National Safe Schools Committee shall:**

- a. Develop a national school maintenance strategy as well as a national school facilities development plan that considers the existing building stock and changing demographics urgently needed
- b. Create a new Maintenance and Operations Unit in the MOE to handle school maintenance needs.
- c. Develop and formalize a Maintenance Committee to prioritize and oversee maintenance activities. Contracting out maintenance services to external providers might be a way to reduce maintenance costs. Consideration will also be given to:
  - i. Staffing the units based on population size, and the number and size of school facilities
  - ii. The School Maintenance and Operations Unit which will have responsibility for conducting audits of grounds, buildings and other infrastructure as “status checks”
  - iii. The School Maintenance and operations Units which will also be responsible for the development and maintenance of the Maintenance Master Plan. The information obtained from audits can facilitate more accurate maintenance and budget planning
- d. Create a Maintenance Master Plan that stipulates frequency of audits for each facility in each school district. Emphasize preventive maintenance as a means to reduce emergency repairs and reduce risk of harm to users of school facilities
- e. Develop a maintenance checklist using the OECS Commission Building Guidelines. Include targets and indicators for proper school maintenance targets and indicators for proper school maintenance, cost reduction and the reduction of adverse environmental impacts based on best practices and national, regional and international standards. Include goals on energy consumption; energy efficiency and conservation; water management; garbage disposal and recycling; dust control; mould and heat remediation
- f. Apply best practices for the efficient administration of maintenance and operations.

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<sup>12</sup> The White Paper on Education Development and Policy 2009 - 2019 recommended a Custodial and Maintenance Policy Manual to be developed and implemented in all schools and colleges to establish a uniform standard for custodial, maintenance, repair and renovations of public-school facilities. There is no indication that this policy exists.

# 7. POLICY PRINCIPLES

## 7.3.2 OVERCROWDING IN SCHOOLS IN ST. KITTS AND NEVIS

Overcrowding in schools in St. Kitts and Nevis not only has the potential to limit student performance, but also to increase social-emotional problems in students; it could also increase teachers' and administrators' own distress following a disaster. Importantly, in this context lies the potential to increase student-to-student aggression, while student-teacher aggression will make the school environment unsafe. Moreover, safety challenges during a disaster increases, for example, evacuation or sheltering-in-place, pose real risks in keeping school occupants safe under circumstances of overcrowding. It is recommended to implement the policy which links school attendance to student's address in St. Kitts and Nevis. Begin by working to understand why residents are not letting their children attend the schools to which they are assigned. Based on the findings, upgrade poor performing schools and provide them with the required resources.

It rests with the Ministry of Education to improve school and student performance in poor performing schools, thus transforming these institutions into first-choice schools for students.

### The Ministry of Education shall:

- a. Use evidence to assess and address differences in educational outcomes across St. Kitts and Nevis;
- b. Employ strategies to manage and limit the extent of the differences – support more equal outcomes;
- c. Promote equity in educational expenditure for each school level starting with early childhood;
- d. Monitor closely school quality: teacher competences and performance against professional standards and student outcomes;
- e. Improve early childhood education as an essential foundation in education – improve access among age-appropriate cohorts and the early development of cognitive, mathematical and language skills;
- f. Use technology to consider and facilitate future expansion or changes to the physical campus as well as to enrich learning.

## 7.3.3 IMPROVING OLD AND DETERIORATING SCHOOL STOCK

New schools should comply with safety and green standards. Adequate funding (sourced from a variety of places) is needed to do so. Improving or building schools calls for assumptions about current and possible future use of rooms and spaces. Adopt a community-based approach<sup>13</sup> for Safe School construction giving communities a voice in school design and protection. Improvements or new buildings should consider vulnerability to natural and man-made hazards and environmental conditions including the level of natural light, energy conservation, water availability, dust control, garbage disposal, heat management, laboratory conditions and chemical storage and disposal. Include adequate toilets (girls vs. boys use by age group), adequate access and egress points, access for the differently abled and so on.

13 | A community-based approach is about building an agreement between the project implementer (a developer or government) and the local community. Development organizations and governments can help communities understand regional hazards, hazard-resistant designs and effective construction techniques (see Global Alliance for Disaster Risk Reduction in the Education Sector (n.d.). Safer School Constructions: A community Approach. Accessed at <https://saferschoolconstruction.com/the-principles/>



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#### **The Ministry of Education shall:**

- a. Conduct a diagnosis of existing school stock and the need for new ones. Determine what factors make schools unsafe;
- b. Develop a strategy and improvement plan that includes a comprehensive list of issues for consideration for all schools on the islands and include timeframes, funding sources, and responsible parties and their roles.  
The benefit of this strategy is that it also serves the purpose of improving school design, which stakeholders view as a priority policy issue;
- c. Develop model school designs guided by best practices which consider disaster vulnerability, psychological, social and behavioural issues as well as environmental factors that make schools unsafe;
- d. Develop an improvement, retrofit and construction plan that replaces old school stock over time to distribute cost and reduce disruption to operations;
- e. Audit and retrofit school structures regularly and re-building should be properly designed in order to render structures resilient to hazards. Incorporate School Safety Assessments into the planning and construction of schools including non-permanent structures, which are typically how school expansions take place to accommodate crowding;
- f. Consider location, demographic issues and hazard mapping as part of retrofitting or rebuilding projects;
- g. Address schools already located in high-risk areas as priorities in the implementation of the Safe School Policy;
- h. Draft a Safe School Monitoring Tool as well as a Green School Checklist to accompany school design, retrofitting and new constructions;
- i. Encourage the revision of building codes, Safe School Standards, rehabilitation and reconstruction practices in school construction and retrofit. Codes should be more applicable to the current local context, fostering disaster-resistant structures as appropriate;
- j. Develop a set of funding strategies to execute the strategy. MOE is responsible for this activity;
- k. Monitor and evaluate new school construction and retrofit to ensure that the structure is operationally efficient;
- l. Integrate energy efficiency and conservation measures into all school designs.

### **7.3.4 EMERGENCY PLANNING**

Pre and post-disaster vulnerabilities can serve to escalate emergencies into disasters and crises if not properly planned for and addressed. Existing vulnerabilities, such as a single door per classroom, could cause chaos in evacuating classrooms, most of which are overcrowded; a similar issue applies to stairways, as there is usually only a single staircase to access and another to exit the second floors of school buildings. Further, there is usually one gate serving as both the access and egress point. In cases where there are two gates, one is often locked, and it is difficult to locate the key or the key bearer. Schools are not used as shelters in St. Kitts and Nevis. However, it is still worth noting that persons with disabilities report their challenges to evacuate and find suitable shelter. In addition, there are schools in vulnerable communities that although not used as shelters are vulnerable if there is wide-scale destruction of property in the communities.

# 7. POLICY PRINCIPLES

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## 7.3.4 EMERGENCY PLANNING

### The Ministry of Education shall:

- a. Develop a comprehensive, multi-hazard school emergency/disaster risk reduction plan and resource guide for schools in St. Kitts and Nevis. Include a contingency plan for each known hazard to which the country is predisposed as part of this plan;
- b. Begin by working to understand and identify areas of risk and needs unique to St. Kitts and Nevis schools based on District vulnerability assessments. Include consultations on safe schools with key stakeholders such as school administrators, students and School Focal Points as well as the School District Sub-committee;
- c. Include all school users including disabled individuals, students who use sign language and those who are non-native speakers of the languages spoken in the country;
- d. Require a senior school administrator to be the document's custodian. This administrator will oversee the document's revision every five years;
- e. Each school Emergency Plan should consider emergencies emanating from multiple situations given school's circumstances and should also contain multiple sub-plans including although not limited to the following outlined under the Disaster Risk Reduction and Management Plan (section 7.4.3.1).

*Responsible Agency: NEMA and MOE*

### 7.3.4.1 THE DISASTER RISK REDUCTION AND MANAGEMENT PLAN

The steps that will guide the development of the Disaster Risk Reduction and Management Plan are summarized below:

- a. Develop a District and school level District Operational Plan with a cross section of stakeholders: Non-governmental organizations (NGOs), faith-based organizations, the MOH, the Public Works Department (PWD), the DCA, the Traffic Department, and School Crossing Guards and share with first responders and other pertinent stakeholders including parents;
- b. Draft a formal campus disaster operation plan which each school principal would make available to all staff members and parents;
- c. Ensure the inclusion of psychosocial issues in disaster risk reduction planning. Train school crisis teams to be ready to act as first responders. Develop a set of guidelines for handling social behaviour and psychological crises (depression, anxiety, substance abuse, bullying and cyberbullying, fights), involving both students and teachers;
- d. Train teachers in all aspects of emergency and disaster response as well as in issues concerning potential emergencies and disasters;
- e. Ensure compliance with the Disaster Risk Reduction Plan by coordinating periodic formal and informal safety and security audits. This undertaking is the responsibility of the MOE and all audit findings and recommendations should be shared with key stakeholders;
- f. Ensure that security systems are available to responders in times of emergency based upon pre-determined guidelines;



- g.** Establish guidelines concerning access and use of footage. If under routine conditions security cameras are used to monitor activities in the name of school safety, inter-agency (all responders) access as the use of security cameras are crucial in an emergency;
- h.** Develop guidelines outlining privacy rights to determine who has access to security camera footage, under what condition, and by what means;
- i.** Develop a plan to guide disaster operations. Include plans and protocols on different aspects of disaster operations such as evacuation protocols, crisis communications, and so on. Fire protocols already exist and should be adhered to by schools;
- j.** Develop school emergency and disaster preparedness plans. There should be mandatory testing and updating of these plans. The best way to test school disaster risk reduction plans is to train school staff on emergency and disaster preparedness plans and conduct drills and exercises. Working with partners who would normally respond when testing the plan is key to an effective school emergency and disaster preparedness plan;
- k.** Review school disaster risk reduction plans and disaster preparedness plans with public safety and disaster response and management partners. Update regularly, especially after a major event or infrastructure changes;
- l.** Develop means of emergency communication for classroom teachers from multiple locations guided by mobile microwave limitation of some sites, and potential power loss;
- m.** Organize regular meetings (once or twice per year) among the key stakeholders; school administrators and crisis team members should meet with public safety partners (police, fire, all emergency services, Red Cross, etc.);
- n.** Develop and update school emergency plans and tabletop exercises as circumstances change. This should include lockdown; shelter-in-place; assembly points; and outside shelters; evacuation to safe havens; location of safe havens; and emergency student release/family reunification protocols;
- o.** Increase efforts to strengthen partnerships and collaboration with public safety officials;
- p.** Conduct regular drills for the hazards to which specific schools are predisposed. School disaster risk reduction plans must be tested in order to be useful. Annual drills might include lockdown drills, fire drills, and other drills. Drills should mimic real life situations as closely as possible and should not simply be done out of convenience or because they are least disruptive to the school day. They should be conducted based on the times and ways in which they would be experienced in a real emergency. Tabletop exercises are less expensive than full-scale drills and can provide valuable lessons for planners, school administrators, students and the school community. They allow for a work through of hypothetical scenarios to test the plans drafted against real emergency situations and identify the gaps and improvements needed;
- q.** Build in a psychosocial support component;
- r.** Regularly revise the Plan.

*Responsible Agency: NEMA working with the MOE*

# 7. POLICY PRINCIPLES

## 7.3.4.2 FIRE PROTOCOLS

**The Ministry of Education, in collaboration with the Fire Department, and other competent authorities (e.g., MOE Media Unit, the St. Kitts and Nevis Information Service) shall:**

- Conduct a fire audit and develop a set of protocols from the findings;
- Train school users in these protocols;
- Install fire alarms and hydrants at strategic locations in schools. Test them regularly to ensure they are functional. Fire extinguishers should be strategically located and guided by fire safety standards. Smoke detectors should be placed on all floors and in kitchen areas;
- Conduct fire emergency drills and exercises to include those conducted jointly with outside agencies (which allows for these agencies to know the layout of the school). These should involve all school staff, to include substitute teachers, office staff, kitchen staff, custodial staff, and the like;
- Raise awareness of the nature of the evacuation alert and that it requires all occupants to leave the building and reconvene at pre-assigned locations;
- Advise students, faculty, administrators and staff of safe locations where student and staff counts can be taken and recorded. Once assembled at safe locations, a physical count of all students and staff should be taken;
- Take reasonable courses of action that ensure that parents are notified;
- Regularly revise the protocols as needs dictate, but at a minimum every five years.

*Responsible Agency: NEMA, Fire and Rescue Services and MOE*

## 7.3.4.3 EVACUATION PROTOCOLS

**The Ministry of Education, in collaboration with NEMA, the Fire and Police Services shall ensure that:**

- Each school has a set of evacuation protocols. Teachers and students and administrators should know the protocols;
- Plans promote the inclusion of all school users including persons with disabilities (physical, aural, visual, mental). All users must be familiar with the procedures.
- Instructions are available in several languages, depending on the school population mix, but definitely in English and Spanish to include the increasing Spanish speaking population;
- Plans include named persons, positions and their respective roles. This means that they should be updated regularly to account for organizational changes including attrition;
- The engagement of the media and social media is promoted;
- The protocols are revised regularly.



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**Note:** Together, these Plans and Protocols are a resource. Create procedures for how to use the disaster risk reduction plan: When an emergency occurs within the school, staff and students must know how to respond effectively within mere moments. Practiced procedures produce effective results. This information assists elected officials, educators, planners, and builders in matters related to Safe Schools.

*Responsible Agency: NEMA working with the MOE, Fire Services, Police*

#### **7.3.4.4 CRISIS COMMUNICATIONS PLAN**

Disaster risk reduction plans should include a section on crisis communications. The goal of crisis communications is to ensure that emergency contact is readily available to school users when there is a disaster or emergencies. The section should include a plan for students, staff and teachers to reach each other as well as emergency first responders.

**The Ministry of Education shall:**

Develop or oversee the development of a crisis communications plan with sections that focus on the following outcomes:

- a. Create an enhanced crisis communications plan and social media strategies;
- b. Develop a contingency plan to include traditional, less vulnerable means of communications (print, 2-way radio, human relay-systems);
- c. Create and evaluate social media strategies, and include a strategy for social media posts on sites such as Twitter or Facebook, especially those most prevalent in the particular school community;
- d. Develop inter-agency communication systems and protocols and test them. Protocols should provide easily understood information on disaster risks and protection options in all schools, but especially for early childhood centres and primary schools, and for those with disabilities and other marginal groups;
- e. Encourage and enable school users through communication to act to reduce risks. Further, the information should be tailored to different target audiences, including Spanish-language speakers and other migrant groups, where applicable; the deaf; the visually impaired; and other vulnerable groups bearing in mind cultural and social factors. Information should allow people to act.
- f. Provide details in the Communications Plan regarding how and when to contact parents and family members.

*Responsible Agency: NEMA working with the MOE*

# 7. POLICY PRINCIPLES

## 7.4 HEALTH MATTERS

In St. Kitts and Nevis, the following issues arose as priorities areas for action in stakeholder consultations.

### 7.4.1 FOOD

#### 7.4.1.1 FOOD HANDLING

In St. Kitts and Nevis, there is the significant risk for foodborne illnesses and emergencies. The government provides school lunches to students in primary and secondary grades. Produce is centrally procured and prepared, but there are often volunteers who come in to assist with plating and serving the lunches. Many of the volunteers are not properly trained in food safety protocols. In addition, there are unregulated vendors who sell prepared and pre-packaged food to students with no oversight on nutrition content or safety. To ensure safe food handling:

- a. Develop a programme for regular cleaning and disinfection of everything in the lunch facilities. Everything that comes into contact with food must be cleaned regularly: equipment, tools, and utensils. Equip school kitchens and canteens for adequate cleaning of supplies;
- b. Design processing facilities to minimize contamination and also pest infestation and breeding. Safe, durable materials should be used;
- c. Ensure that all food handlers maintain a high level of personal hygiene and each food handler must possess a valid Health Certificate endorsed by the Ministry of Health;
- d. Stipulate that food served in schools adhere to best food practices including the reduction in the use of sugar and salt, food additives and colouring;
- e. Monitor and evaluate lunch preparation plants to ensure that they comply with food handling best practices. These evaluations will provide feedback into subsequent revisions and policy reviews;
- f. Conduct routine inspection of all facilities used to prepare, deliver and consume food;
- g. Develop standard operating procedures for school canteens, and registration of school food vendors;
- h. Improve the delivery of the school meals including new buses/vans equipped to carry meals over distances.

*Responsible Agency: Ministry of Health (MOH) working with MOE*



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### 7.4.1.2 FOOD SERVICE

The focus of food service is the sustainability of the foods used and proper management of food waste. In St. Kitts and Nevis, the government provides school lunches to students in primary and secondary grades. To ensure food safety, the **Ministry of Education, supported by the Ministry of Health, shall:**

- a. Negotiate prices to ensure that they are competitive when produce is centrally procured from vendors;
- b. Have a food management and storage system. Dispose of or recycle outdated stock. Apply the first-in first-out (FIFO) method of inventory and storage management system for food supplies;
- c. Work with MOH and the Bureau of Standards to develop SOPs for waste management. This includes collaborating with farmers for composting;
- d. Ensure that produce is sustainably procured. Where possible, encourage school gardens in each school as these could then supply some of the inputs needed to produce school lunches;
- e. Ensure that students are served nutritious meals through the School Feeding Programme;
- f. Monitor and evaluate activities and projects to ensure that they are contributing to the vision for Green Schools. These evaluations provide feedback into subsequent revisions and policy review.

### 7.4.2 GARBAGE DISPOSAL

In managing the facility and grounds, schools adhere to proper waste storage and disposal, proper pest management in order to reduce or eliminate the use of and exposure to harmful chemicals, and the overall maintenance of school property.

**The Ministry of Education shall:**

- a. Implement activities that promote cleanliness, orderliness, and safety;
- b. Install proper perimeter fencing around school property. Repair and maintain fencing in reasonable timing;
- c. Have a proper and appropriate pest management schedule based on relevant issues for each school or parish;
- d. Draft a plan for reaching medical assistance, if necessary;
- e. Predetermine when and how school outdoor activities will be cancelled should environmental conditions warrant it;
- f. Monitor and evaluate activities and projects to ensure that they are contributing to the vision for Green Schools. These provide feedback into subsequent revisions and policy review.

*Responsible Agency: MOE*

# 7. POLICY PRINCIPLES

## 7.4.3 HAZARDOUS/DANGEROUS MATERIALS AND CHEMICAL SUBSTANCES

Schools house a variety of hazardous chemicals – flammable, corrosive solutions, toxic items and universal waste items including batteries, light bulbs, non-bleach detergents and pesticides – and these must be managed and disposed of properly for safety and compliance purposes. The focus on hazardous chemicals and materials in schools is on proper labelling, handling, use and storage as well as on the identification and proper management of hazardous building materials such as asbestos and lead.

**In regard to disposal, storage and safety best practices, the Ministry of Education shall:**<sup>14</sup>

- a. Develop a set of guidelines for the disposal of hazardous chemicals and material waste;
- b. Seal items properly prior to storing any hazardous waste items. Double bag any containers that are leaking and add absorbents to prevent issues;
- c. Where applicable, use separate bins for each of the following categories: aerosols and flammables, toxics, corrosive acidic, corrosive alkaline (basic), oxidizer, and universal waste. The MOE, in collaboration with the Solid Waste Management Corporation (SWMC), should decide how this will be done;
- d. Keep incompatible hazardous waste separate and in designated bins;
- e. Label containers properly. Once the initial item is placed within a bin, label the container as “Hazardous Waste” and also include the accumulation start date;
- f. Require frequent inspections of hazardous waste accumulation containers and storage areas;
- g. Monitor and evaluate activities and projects to ensure that they are contributing to the vision for Green Schools. These provide feedback into subsequent revisions and policy review.

## 7.4.4 BUILDING MATERIALS

Building materials must promote safety in schools. **Each school, supported by the Ministry of Education/Board of Education, shall:**

- a. Manage carefully the use of glass in buildings to prevent the material from becoming a hazard;
- b. Prohibit the use of lead-based paint and asbestos material.

<sup>14</sup> See Ellis, M. (2017). Handling Hazardous Waste in Schools: Ensure proper disposal of materials lurking in science labs, custodial closets, and other hazardous hot spots. Accessed at <https://www.cmmonline.com/articles/handling-hazardous-waste-in-schools>



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## 7.4.5 TOOLS, IMPLEMENTS AND EQUIPMENT

Tools, implements and equipment must be used and stored safely. In this regard **the Ministry of Education shall:**

- a. Secure all such equipment which should only be used under the supervision of a teacher;
- b. Consider using tools, implements and equipment that decrease replacement costs over time;
- c. Discourage the use of equipment with sharp edges;
- d. Ban the use of lead paint;
- e. Prohibit the use of glass and other materials that can damage children;
- f. Monitor and evaluate activities and projects to ensure that they are contributing to the vision for Green Schools. These provide feedback into subsequent revisions and policy review.

*Responsible Agency: MOE working with Bureau of Standards*

## 7.4.6 CHILDREN WITH DISABILITIES

The Ministry of Education is committed to devising more appropriate strategies for integrating students with disabilities into the school system in St. Kitts and Nevis and making schools, at all levels, safe spaces for students with disabilities.

**The Ministry of Education, supported by the Disabilities Association and Ministry of Health shall:**

- a. Develop a plan to integrate students with disabilities into school spaces. Use structural and non-structural approaches to do so. Schools should work to create positive school climates for students with disabilities;
- b. Revise the Education Act to include the needs of students with disabilities;
- c. Take into account the needs of persons with disabilities in all new school construction;
- d. Prioritize the use of evidence-based strategies from the St. Kitts and Nevis context;
- e. Train and deploy more special educators;
- f. Promote and support collaboration between special educators, specialized instructional support personnel, general educators, and other education personnel to address the needs of students with disabilities;
- g. Provide regular training and support for teachers wanting to go into special education;
- h. Support initiatives designed to facilitate the participation of students with disabilities in inclusive schools and classrooms.

*Responsible Agency: MOE working with disabilities groups*

# 7. POLICY PRINCIPLES

## 7.4.7 DEVELOP A SAFETY CULTURE FOR SCHOOLS IN ST. KITTS AND NEVIS

Begin with working to understand and identify areas of risk and needs unique to St. Kitts and Nevis Schools. Schools should work to create a positive school climate at all levels. The Ministry of Education working with the National Safe School Committee Parish sub-committee, Safe School Focal Points and student body representatives shall develop activities and events that build a Safe School culture in each school. These will include:

- a. Prioritizing the use of evidence-based prevention strategies from the Antigua and Barbuda context;
- b. Promoting social and emotional learning;
- c. Providing regular training and support to all school personnel – including teachers, principals, support staff, and school-based law enforcement officers – on how to engage students and support positive behaviour;
- d. Engaging regularly in activities to promote a positive school climate and involving students in the planning and running of these activities.

## 7.4.8 EQUITY IN ACCESS AND PARTICIPATION (LANGUAGE, DISABILITY, GENDER)

Disability, gender disparity and language differences are labelled as the underlying causes why issues of discrimination, exclusion and marginalization often contribute to disparate outcome after disasters. In addition, meaningful participation in the execution of the Safe School Policy may be constrained because of these issues. For instance, there is a growing number of Spanish-speaking students in St. Kitts and Nevis schools. Also, stakeholder consultation indicates that education and training institutions are not handicapped-accessible as there are no rails, ramps, or wheelchair accessibility; floors are uneven, second floor classrooms are inaccessible, bathroom fixtures are often too low, and doors are too narrow to accommodate persons with physical disabilities especially those who are wheelchair-dependent.

All three issues speak to lack of access and inclusion. They contribute to vulnerability among these groups that will then exacerbate the impact of disasters that result from natural hazards. As far as is possible, all efforts must be made to accommodate these groups.

### The Ministry of Education shall:

- a. Make efforts to ensure that administrators understand the diverse make-up and needs of student groups within schools;
- b. Develop a plan to accommodate all students and consider the following in the drafting process:
  1. Adequacy in terms of the number of personnel, including aides and available support personnel;
  2. Opportunities for staff development and the availability of technical assistance (e.g., instructional methods, lesson plans and materials, factors in the learning environment that promote rather than prohibit learning and inclusion, and team building skills);
  3. Appropriate policies and procedures for monitoring individual student progress;
  4. The development of inclusion strategies for each diverse student group.



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## 7.4.9 EMERGING POLICY ISSUES TO BE MONITORED

### 7.4.9.1 INTER-AGENCY COORDINATION

Safe, secure and Green Schools require multiple agencies and individuals working together to deliver on its objectives. As gleaned in stakeholder consultations, better collaboration is needed among the stakeholders – the Ministries of Education, other agencies and groups on both islands – to improve school safety and greening. Weak inter-agency coordination limits the effectiveness of the work done by the agencies; as a result, gaps are missed. Even with the best plans and policies in place, poor inter-agency coordination can doom efforts. Hence, all efforts shall be made to ensure effective and efficient coordination among the multiple agencies involved.

#### **The Ministry of Education shall:**

- a. Develop inter-agency communication protocols that facilitate shared channels such as a unified system;
- b. Use multiple communication methods and devices. These range from the static public address systems to mobile panic devices worn by select administrators;
- c. Broadcast messages to stakeholders in an emergency to aid first responders in unobstructed access to the school by informing them to stay away from an affected area;
- d. Create a concise plan for safe school emergency contact; this important plan directs who is called by whom as well as who speaks with the media so that a Zone speaks with one voice;
- e. Ensure that regular meetings and activities are held to build and strengthen bonds between the multiple agencies involved in keeping schools safe.

### 7.4.9.2 PSYCHOLOGICAL, SOCIAL AND BEHAVIOURAL ISSUES IN SCHOOLS

Psychological, social and behavioural issues are areas of challenge for schools in St. Kitts and Nevis. The recommendation is to develop a comprehensive school psychological, social and behavioural policy and resource guide for schools in St. Kitts and Nevis. In the initial phase, it is important to begin by working to understand and identify areas of risk and needs unique to the Federation's schools.

#### **The role of the Ministry of Education and other relevant authorities:**

The MOE should develop a policy that addresses mental health; self-care; health food choices; respect for self and others; anti-bullying; anti-vandalism. From these policies, a psychosocial and behavioural manual for use in schools should be developed. Ensure that school nurses, psychologists and principals are trained in the use of these manuals. Schools should work to create a positive school climate at all levels.

# 7. POLICY PRINCIPLES

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## 7.4.9.2 PSYCHOLOGICAL, SOCIAL AND BEHAVIOURAL ISSUES IN SCHOOLS

More specifically, the Ministry of Education and other relevant authorities shall:

- a. Develop a policy that addresses mental health; self-care; respect for self and others; anti-bullying; anti-vandalism. From these policies, a psychosocial and behavioural manual should be developed for use in schools;
- b. Establish a Focal Point/Person in the MOE to coordinate action of psychosocial, behavioural issues in schools;
- c. Use evidence-based prevention strategies from the St. Kitts and Nevis context;
- d. Ensure that nurses and councillors are trained to deal with psychosocial, behavioural and wellbeing issues including help for teachers and administrators;
- e. Encourage social and emotional learning;
- f. Ensure that school nurses, psychologists and principals are trained in the use of these manuals. Schools should work to create positive school climates at all school levels;
- g. Provide regular training and supports to all school personnel – including teachers, principals, support staff, and school-based security enforcement officers – on how to engage students and support positive behaviour.



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## 8. THE GREEN APPROACH

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A formal Green Policy for schools shows that environmental issues are a high priority on the twin island state and would complement this desire by the government. All schools in St. Kitts and Nevis should be committed to sustainability and environmental management not only because of the possible impacts of climate change, but also to teach students to become good stewards of their environment.

The aim of the Green Policy is to reduce the negative impact of individual institutions and the overall education sector on the environment and to assist them in adapting to changes in climatic conditions. This Policy proposes the building of a green culture in St. Kitts and Nevis where awareness building and training are promoted at multiple levels, in particular with teachers and school administrators. For instance, a green philosophy should be integrated into courses where it can be easily aligned (e.g., Social Studies). In addition, a “Green Award” could be implemented to foster interest among school populations around greening. Dedicated days could also be introduced in the school year to focus on recycling and minimizing the use of paper, water, and electricity; encouraging the use of light emitting diodes (LEDs) and other energy-saving lighting options; reducing paper and plastic use, and so on. A recycling programme is a simple, but effective way to start in this regard. The Ministry of Education could require schools to become LEED certified, thus showing their commitment to the Green Approach.

In addition, partnerships with relevant organizations/agencies and the media in these efforts are important. Although not the only stakeholders, teachers are central to the success of any green strategy for schools. Concerted effort (including training) should be made to cultivate them as stewards of the Safe School initiative. All schools in St. Kitts and Nevis should be committed to sustainability and environmental management not only because of the possible impacts of climate change, but also to teach students to become good stewards of their environment. Where possible, work with students to create green spaces in schools. Developing a formal Green Policy shows that managing environmental issues is a high priority on the twin island state.

### **The Ministry of Education shall:**

- a. Build a sustainability culture in schools. This includes institutionalizing sustainability from MOE down to schools; involving students, teachers, staff, administrators and parents in sustainability efforts; and integrating sustainability into the classroom and the curriculum;
- b. Make a concerted effort (including training) to cultivate students, teachers and parents as stewards of any Green School initiative;
- c. Establish a baseline for sustainability management;
- d. Put together a statement of how schools will fulfil their Green School commitment(s). For example, reduce the amount of waste produced; increase green knowledge; conserve energy, water, paper; reduce and reuse;
- e. Establish school gardens, where feasible. Emphasize organic farming practices, composting, mulching, drip irrigation, etc.
- f. Build activities and projects around Green Schools. Get students to run school projects, perhaps even Green Awards for schools achieving green vision;
- g. Include Green philosophy and body of knowledge into school curriculum; Use Health and Family Life Education (HFLE) as a platform to infuse resilience education into daily teaching;
- h. Apply for LEED or other Green certifications for schools;
- i. Track improvements through monitoring and evaluation of activities and projects to ensure that they are contributing to the vision for Green Schools. These provide feedback into subsequent green initiatives and policy review.

## 8. THE GREEN APPROACH

### 8.1 RENEWABLE ENERGY, ENERGY EFFICIENCY AND CONSERVATION

With a total dependence on imported fossil fuels, electricity generation in St. Kitts and Nevis is a government concern. Its National Energy Policy's (2011) overall goal is to establish a legal, institutional, economic framework as well as management mechanisms to enable sustainable and economic energy activities. The vision is to become the smallest green island in the Western Hemisphere. Energy efficiency and conservation is an important part of that strategy.

The cost of electricity St. Kitts and Nevis, though lower than many of its neighbours, is still high.<sup>15</sup> With energy efficiency and conservation measures, schools have a good opportunity to explore alternative sources of energy such as solar energy. Energy self-sufficiency, including on-site generation by solar, is a good idea; it makes for greater resilience and energy sustainability and helps schools meet several objectives - emergency response; resilient energy supply; lower costs; lower carbon footprint; renewable energy policy option.

**The Ministry of Education working with Public Works, and the School Focal Point working with Student Councils shall:**

- a. Maintain existing energy systems
- b. Encourage as best as possible the use of natural lighting to reduce energy costs
- c. Encourage the use of LED and other energy-efficient lighting options
- d. Ensure electrical outlets and switches are in good working order

### 8.2 INDOOR ENVIRONMENT

The focus of the indoor environment is maintaining safe indoor conditions conducive to teaching and learning. The primary indoor environmental hazards concern poor ventilation and heat, dust and mould. Problems with mould are particularly pernicious. The warm temperatures and high humidity in St. Kitts and Nevis are amenable to mould contamination. In schools, many people can be exposed to its harmful effects if appropriate action is not taken. The harmful effects of mould are more serious in instances when school users suffer from allergies or respiratory illnesses leading to school closure. Mould in schools in St. Kitts and Nevis ranges from simple instances that can be effectively handled by in-house maintenance staff, to extensive contamination that requires professional assistance to safely and successfully resolve.<sup>16</sup>

15 The 2015 electricity rates for St. Kitts and Nevis were \$0.26 per kilowatt-hour (kWh), lower than the Caribbean regional average of \$0.33/kWh. See <https://www.nrel.gov/docs/fy15osti/62706.pdf>

16 See for example Minnesota Environmental Health Division, 2014



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**The Ministry of Education working with Public Work shall:**

- a. Develop a mould remediation strategy for St. Kitts and Nevis schools that considers climate and other environmental factors in schools. This will be supported by mould audits to be conducted for each facility quarterly to half yearly. The information obtained from audits will also facilitate more accurate mould remediation and containment and will support more realistic budget planning by Public Works in collaboration with the MOE;
- b. Develop a Mould Prevention and Remediation Plan. The Mould Prevention and Remediation Plan should:
  1. Review of best practices for the effective mould remediation and prevention;
  2. Develop a Humidity Control Plan for areas such as laboratories and computer rooms. Note the persons in schools responsible for executing the plan; the frequency of checks and guidelines based on specific environments. Find cost-effective solutions, which may include fans, technology such as humidity control units (HCU) to remove the moisture, and the use of mould-resistant paint.
- c. Work in conjunction with schools, facility managers, custodians or other designated individuals in each school and the Maintenance and Operations Unit in Public Works to determine cooling and dehumidification control.

## **8.3 BUILDING AN ENABLING ENVIRONMENT FOR SAFE AND GREEN SCHOOLS**

Building an enabling environment for secure, safe and Green Schools requires not only legislation, plans, policies, protocols and standards, but also includes curricular and others non-structural improvements such as celebrating a school safety day; and putting in place programs led by students to reduce, reuse and recycle in St. Kitts and Nevis. In addition to this Safe School Policy for SKN, will the development of relevant strategies, plans, but also require integrating these aspects into the school curriculum as detailed below.

# 9. CURRICULUM INTEGRATION

## 9.1 CURRICULUM DEVELOPMENT/ENHANCEMENTS

In addition to structural aspects (see school assessment tools attached to this document), curriculum development should incorporate non-structural aspects of school safety and green approaches such as integration into performance measures; integration into school policies; awareness building; and knowledge creation.

### The Ministry of Education shall:

- a. Integrate school safety and greening throughout the school curriculum in English and Spanish to accommodate the increasing number of Spanish speaking students;
- b. Use the curriculum to encourage sustainable use and management of resources, and integrate issues of conservation, efficiency, recycling and waste reduction;
- c. Employ curricular content and pedagogy to examine psychological, social and behavioural aspects of school safety such as bullying, vandalism of school property as well as food handling and healthy food choices, and exercise;
- d. Test students on these concepts and schools should be assessed based on them.

## 9.2 MEDIA ROLE

Radio and print media are important partners in building a safe and green culture in schools. Connecting with students and other school users on social media will also serve to build a safety and green culture in St. Kitts and Nevis.

### The Ministry of Education shall:

- a. Engage with the media and utilize social media in order to stimulate a safe school and green culture on the islands;
- b. Consider effective ways to engage with social media to promote school safety;
- c. Work with the media to build awareness around safe schools and disaster resilience;
- d. Collaborate with the media to promote strong community involvement through sustained public education campaigns and public consultations at all levels of society;
- e. Ally with media houses to determine the best way to get relevant information to citizens in a timely manner.



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## 9.3 FUNDING

Financing educational facilities originates from monies earmarked for Ministries of Education in the case of public and government-assisted educational institutions. Inadequate financial and human resources undermine the effective and continuing operations of schools in St. Kitts and Nevis. For instance, pervasive mould challenges often eat up a large portion of the schools' maintenance budgets leaving very little resources for other maintenance challenges. Making schools safe and green will require a significant investment in education. In this regard, a mix of options should be examined that include grants, government funding, fees, consumption taxes, property taxes and so on. The policy also recommends that a portion of monies allocated to the maintenance and operations of schools and the procurement of supplies be used to support the initiatives outlined in this Policy document.

Financing options should not be limited to the National Budget, but should include a variety of options specifically geared at funding school safety, security and greening:

- a. National Budget allocations should weigh whether appropriations are adequate to meet the needs of a Safe School Policy. Changes to allocations may be necessary;
- b. A percentage of the annual allocations to the Ministry of Education should be allotted for initiatives identified in the Safe and Green Assessment Tools;
- c. Schools should consider renting out their facilities when they are not being used;
- d. To fund specific areas of interest in creating Safe and Green Schools, possible funding sources are national, regional and international NGOs, and donor partners;
- e. Private educational institutions can also consider increasing fees to accommodate the necessary changes needed to meet the safe and green standards outlined;
- f. Facilitate and encourage residents and other community input such as from Parent/Teachers Associations with an opportunity to support schools in their communities through community partnerships;
- g. Promote local and/or private sector support to school administrators in their work on school safety and greening;
- h. Develop a mechanism to ensure compliance with donor requirements and ensure accountability.

The appropriate funding level is influenced by the number and size (floor area) of buildings in each school, the age of those facilities, and local environment. In addition, local labour costs and collective bargaining agreements impact staff salaries, and the cost of materials and supplies, as well as utility cost in each area.<sup>17</sup>

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<sup>17</sup> Hanover Research. (2015, July). Best Practices for School District Facilities and Maintenance. Accessed at <https://www.gssaweb.org/wp-content/uploads/2015/11/Best-Practices-for-School-District-Facilities-and-Maintenance.pdf>

# 9. CURRICULUM INTEGRATION

## 9.4 COMPLIANCE

As far as is possible, a safety and green certification process will be undertaken. This process should be led by inspectors from various government departments as well as private contractors who will assess compliance with safety and green standards. The certification process will evaluate the level of implementation of the standards and ultimately, the Policy.

**The Ministry of Education shall engage with all stakeholders to:**

- a. Conduct an independent audit process to assess the level of safety and greening in schools. A baseline evaluation is required to establish the degree to which schools are in compliance with the standards;
- b. Highlight, based on the assessments, areas that need attention and areas to which retrofits, resources, efforts and upgrades should be directed;
- c. Weight and score the Safety and Green Checklists. There are several critical standards throughout the checklists that must be met in order for a school to be certified as Safe and/or Green;
- d. Weigh critical standards more heavily. If any of those critical standards are not met, the school cannot be certified. A total of 80% is needed for a school to be certified;
- e. Ensure that schools attain 80% on both the safe and green assessments to be considered in compliance;
- f. Ensure that assessment tools in the form of checklists accompany this Policy and its standards.<sup>18</sup>

<sup>18</sup> See the Caribbean Disaster Emergency Management Agency (CDEMA). (2014). Model School Safety Programme for Caribbean Schools: A Toolkit, pp. 6–24. Accessed at <https://www.preventionweb.net/files/temp/55182-modelsafeschoolstoolkitpart1.pdf>



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MINISTERIO DE LA PRESIDENCIA

# 10. MONITORING AND EVALUATING THE POLICY

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This Policy proposes a multi-level approach to monitoring and evaluation of the Safe School Policy. Monitoring shall take place yearly tracking indicators developed for school safety, security and greening.

## **The Minister of Education shall ensure that:**

- a. Indicators for school safety, security and greening are developed including consideration for Green initiatives, Spanish-language speakers, persons with disabilities and gender-related concerns;
- b. Adequate quantitative and qualitative data are collected using the indicators developed. This data should be made available to relevant stakeholders and decision makers;
- c. Safe School Focal Point will meet twice per school term (at the beginning and again at the end). The meeting will be chaired by a senior officer of the school and will discuss planning and review of activities undertaken. School will submit annual progress reports to the Ministry of Education, with copies to the National Safe School Committee (NSSC) and its Sub-committees;
- d. There will be regularly scheduled meetings to discuss school safety, security and greening chaired by the NSSC. From these meetings the NSSC will render advice on school safety, security and greening in St. Kitts and Nevis;
- e. General sub-committee meetings with representatives from all four school districts for primary plus the secondary school (Private schools should also attend) are supported. Meetings will be held at least once per term to discuss general issues related to school safety and share ideas on what is and is not working. During these meetings, progress related to policy priorities should be discussed as relevant. Minutes from this meeting will be kept and shared with the senior leadership in the Ministry of Education and, where relevant, the National Safe School Committee. The chair of this committee is chosen on a rotation basis.

## 10.1 REVISING THE POLICY

This Policy shall be revised every five years considering indicators developed for secure, Safe and Green Schools.

# 11. REFERENCES

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# 12. APPENDICES

## 12.1 APPENDIX 1

TABLE 1: SCHOOL SAFETY STANDARDS

H & S SECTION	STANDARD
<p><b>1. DISASTER RISK REDUCTION PLANNING</b></p>	<p><b>1.1</b> School must be guided by a Disaster Management/Contingency Plan, which addresses the multi-hazard operational environment. Plans must take into account natural and man-made hazards, which may impact the school and should be founded in the Comprehensive Disaster Management framework and policy in place in CDEMA Participating States. School Disaster Management/Contingency Plan should be reviewed and shared with staff at least once a year.</p> <p><b>1.2</b> All school staff should be involved in the overall response, pre-, during and post-hazard event with clear roles and responsibilities assigned to facilitate the response.</p> <p><b>1.3</b> Protocols referring to the relocation/transport of persons to designated “Safe Areas” in the community in the event of a disaster should be in place. Arrangements must also take into account persons with any special needs. Designated areas should be secured, and protocols must also address their management before and during emergencies.</p> <p><b>1.4</b> School should participate in national simulation exercises, conduct and test their readiness and response on a regular basis. Evaluations derived from participation should form part of the basis for continuous improvement and effective communication with the staff. School drills and simulations should involve not only staff and students but whenever possible parents as well.</p> <p><b>1.5</b> Resource allocation to address the occurrence of a hazard event should be guided and founded on previously observed costs and should guide future actions associated with the implementation of safety matters at School.</p>



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**TABLE 1: SCHOOL SAFETY STANDARDS**

<b>H &amp; S SECTION</b>	<b>STANDARD</b>
<b>1. DISASTER RISK REDUCTION PLANNING</b>	<p><b>1.6</b> School personnel should be trained to address various elements of preparedness and response. In particular, training in areas such as fire suppression, basic life support, crisis intervention stress management (CISM), and others should form part of the basis of annual and regular training programmes which will enhance and strengthen the School' ability to effectuate the policy and its standards.</p> <p><b>1.7</b> School should maintain updated contact lists of parents or alternate adults who may pick students up in the event of a hazard event or disaster. Parents should be aware of alternate locations where students may be retrieved in the event of the need to relocate to other sites.</p>
<b>2. EMERGENCY PLANNING</b>	<p><b>2.1</b> School Emergency Plans should be based on risk assessments performed to address a multi-hazard environment and in accordance with the labour regulations. Guidance published by relevant authorities should be employed and tailored to individual School' needs. Plans must be reviewed by the entire staff on a regular basis and updated accordingly. School Emergency plans should be submitted to all relevant authorities.</p> <p><b>2.2</b> School should have written guidelines and procedures for managing crises dealing with, natural disasters, medical emergencies, man-made hazard events, fires and student and staff deaths or other matters where crisis intervention may be required.</p> <p><b>2.3</b> School should make arrangements to address incidents where multiple individuals have been injured or during the occurrence of a mass casualty. Arrangements must include protocols and mechanisms for the provision of triage, if relevant, the safe relocation to medical centres whether within the community, nationally or regionally.</p>

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TABLE 1: SCHOOL SAFETY STANDARDS

H & S SECTION	STANDARD
<b>2. EMERGENCY PLANNING</b>	<b>2.4</b> Emergency equipment must be regularly inventoried, maintained and tested and should appropriately address the needs of individuals found at an educational facility. There should be sufficient numbers of fire extinguishers, first aid kits, smoke detectors and other relevant equipment to address various types of emergencies which may arise. Inventories of emergency equipment should be regularly updated.
	<b>2.5</b> Up-to-date student health records should be maintained with individuals assigned to that role. The rights of privacy over sensitive medical information should be respected at all times, whilst balancing the need to address any medical emergency at a school.
	<b>2.6</b> Students should be taught how to behave and respond in the event of an emergency. A culture of appropriate emergency preparedness and response should always be fostered and supported.
	<b>2.7</b> Staff must be knowledgeable and competent in all measures to be taken when evacuating and returning to a building.
	<b>2.8</b> Clear and accurate guidance regarding available evacuation routes and emergency exits out of buildings should be posted in all rooms by doorways at School.
	<b>2.9</b> Safe locations for each type of emergency should be determined. Designated rooms which may be used for shelter in the event of an emergency should be available complemented with first aid supplies and other required resources.



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**TABLE 1: SCHOOL SAFETY STANDARDS**

<b>H &amp; S SECTION</b>	<b>STANDARD</b>
<b>3. SAFETY ADMINISTRATION</b>	<p><b>3.1</b> A Safety Officer should be appointed/designated at all School and educational facilities. Time and resources should be allocated in order to properly discharge those duties and perform tasks in accordance with the Labour Code.</p> <p><b>3.2</b> School, in consultation with the staff should prepare a written statement of the general policy with respect to the safety and health of the employees.</p> <p><b>3.3</b> A copy of the Safety and health policy should be conspicuously posted along the school in accordance with the Labour Code.</p> <p><b>3.4</b> Notices to the Labour Department stating the types of hazardous chemicals, physical agents, and the hazardous biological agents present at your institution should be filed in accordance with the Labour Code.</p> <p><b>3.5</b> School should assess and document the risks to the safety and health of their personnel, students and persons whilst frequenting their facilities, in accordance with the Labour Code.</p> <p><b>3.6</b> School should identify any particular vulnerable group(s) exposed to the risks which may have been assessed and special arrangements should be made to address their evacuation or medical needs during an emergency or disaster.</p> <p><b>3.7</b> School must properly document and record within registers any actions taken to address safety matters, and such must be maintained in accordance with the Labour Code.</p> <p><b>3.8</b> School should have a functioning joint workplace safety and health committee, or a representative elected from the employees in accordance with the Labour Code.</p>

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TABLE 1: SCHOOL SAFETY STANDARDS

H & S SECTION	STANDARD
<b>3. SAFETY ADMINISTRATION</b>	<b>3.9</b> School must make reasonable provisions to educate their employees of their obligations in respect to the performance of their duties related to safety management, which include: not wilfully interfering with, misusing or damaging by any means, appliance, convenience or other thing; not wilfully and without reasonable cause doing anything likely to endanger himself or herself or others.
	<b>3.10</b> School must make reasonable provisions to monitor staff and students and prevent their entry, or to remain at on the premises when under the influence of alcohol, addictive drugs or any other substance which may adversely affect the safety of any individual.
	<b>3.11</b> Suitable and rapid means of obtaining first aid help should always be available to School, whether on or off-site.
<b>4. MEDICAL EMERGENCIES</b>	<b>4.1</b> School should establish and maintain, insofar as practical, programmes for the prevention and detection of allergens, such as mould and dust at School.
	<b>4.2</b> Immediate access to a nurse or health care provider in case of emergencies should otherwise be available.
	<b>4.3</b> School should make provisions for the rapid transportation of injured staff or students to a hospital or health care facility in the event of medical emergencies.
	<b>4.4</b> School should post emergency numbers at visible locations next to their phones.



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**TABLE 1: SCHOOL SAFETY STANDARDS**

<b>H &amp; S SECTION</b>	<b>STANDARD</b>
<b>4. MEDICAL EMERGENCIES</b>	<p><b>4.5</b> Insofar as practical, School in collaboration with the Environmental Health Department should ensure that on, or off-campus food vendors possess the necessary licensing requirements and adhere to all relevant laws and regulations required for handling and serving food.</p> <p><b>4.6</b> On-campus food facilities must be organized, sufficiently equipped and clean. The area should be properly ventilated and fire suppression equipment must be located in proximity.</p>
<b>5. PHYSICAL PLANT</b>	<p><b>5.1</b> The physical plants of School must be evaluated for the presence of various hazards<sup>19</sup> and insofar as practical address those through design changes, retrofitting or the construction of buildings that are fit for purpose amongst other approaches. School should be assessed in particular for structural integrity and soundness to minimize exposure of persons to risks.</p> <p><b>5.2</b> School should be earthquake safe<sup>20</sup>.</p> <p><b>5.3</b> School should be regularly assessed and inspected to ascertain the level of vulnerability to various hazards.</p> <p><b>5.4</b> School must have improvement plans that include regular maintenance of all buildings within the prescribed guidelines set by the relevant ministries such as health, public works and education.</p> <p><b>5.5</b> School to ensure that adequate fire appliances such as extinguishers are in place, assembly points and escape routes clearly marked and defined.</p> <p><b>5.6</b> Older facilities must be inspected for the presence of asbestos or lead paints and if found, sound principles of containment and removal must be exercised in order to eliminate the possibility of accidental release of any into the environment.</p>

<sup>19</sup> School need to be assessed under the program for the presence or vulnerability to hazards.

<sup>20</sup> The protocol for becoming an earthquake safe school is available to guide administrators on how to comply.

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TABLE 1: SCHOOL SAFETY STANDARDS

H & S SECTION	STANDARD
6. PHYSICAL SAFETY	6.1 On-campus security arrangements, whether contracted or public must be actively involved in the management of emergencies and disasters. Clear reporting lines, roles and responsibilities in the event of a security issue, emergency or disaster must be in place and articulated in school Disaster Management/Contingency Plan.
	6.2 All visitors to a school must be required to sign in, or issued passes while on school grounds and screened, if relevant.
	6.3 Strategies to mitigate the escalation of a violent event should be explored and where relevant, internal and external resources should be allocated to reduce the risk of the occurrence of violence at School. The role of on-campus security in the event of an act of violence must be clearly defined and protocols for the management of situations should be established.
	6.4 School must devise a method of accounting for students that leave on school visits and address complications that occur off-site during a visit. The number of responsible adults to students (ratio) should be adequate to ensure the safety of pupils whilst off-campus.
	6.5 School should devise a system of accounting for the number of cars on the school grounds and ascertain the purpose of the vehicles that enter and leave the premises. Control areas where cars may enter or leave the school premises should be in place and movement should occur through clearly labelled routes.



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**TABLE 1: SCHOOL SAFETY STANDARDS**

<b>H &amp; S SECTION</b>	<b>STANDARD</b>
<b>6. PHYSICAL SAFETY</b>	<p><b>6.6</b> School may develop adequate means to monitor staff and students who may be under the influence of alcohol, addictive drugs or any other substance which may adversely affect the safety of other staff members or students or other persons found within the premises<sup>21</sup>. Wherever possible internal and external resources should be allocated to enhance the capacity to monitor and evaluate use and impact of any substance which may adversely impact safety.</p> <p><b>6.7</b> School should monitor for bullying and other aggressive behaviour and encourage students to report such conduct to teachers. Aggressive tendencies should be reported to parents/guardians.</p> <p><b>6.8</b> School should have bathroom facilities and showers that are gender-specific and that can be secured when facility is used as an emergency shelter.</p> <p><b>6.9</b> On-campus security arrangements, whether contracted or public must be actively involved in the management of emergencies and disasters. Clear reporting lines, roles and responsibilities in the event of a security issue, emergency or disaster must be in place and articulated in school Disaster Management/Contingency Plan.</p>
<b>7. PROTECTION OF THE PERSON</b>	<p><b>7.1</b> Where individuals may be exposed to potentially hazardous chemicals or materials, heat or steam, School must make provisions for the use of protective gear when possible contact may ensue to minimise the likelihood of injury to eyes or other parts of the body.</p>

<sup>21</sup> This may be implemented through the establishment of a training program for the identification of individuals who may be under the influence of substances, prior to monitoring of adverse behaviours which may arise.

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TABLE 1: SCHOOL SAFETY STANDARDS

H & S SECTION	STANDARD
<p><b>7. PROTECTION OF THE PERSON</b></p>	<p><b>7.2</b> School must require that students and staff use suitable protective equipment whenever exposure to wet conditions, or to any injurious or offensive substances may occur prior to the performance of the task. Protective clothing and devices used must be of an approved standard. Adequate instructions in the use of the protective clothing or devices needs to always be provided if individuals or groups must enter an area where they are likely to be exposed to the risk of head, eye, ear, hand or foot injury, injury from air contaminant or any other bodily injury. Arrangements must be made for anyone to report the absence of, or deficiency in, any equipment or protective device or clothing, of which he or she is aware, and which may endanger himself or herself or another employee or person.</p> <p><b>7.3</b> School must restrict entry into an area where there may be exposure to the risk of head, eye, ear, and hand or foot injury from air contaminants or any other bodily injury unless a member of staff or student is wearing the protective clothing or device provided to protect them.</p> <p><b>7.4</b> School must conspicuously display notices in areas where protective clothing or devices are required to be worn.</p> <p><b>7.5</b> Where a member of staff or a student may be required manually to lift, carry or move anything above a specified maximum weight, School must, as far as practicable, make arrangements to protect said person from injury.</p> <p><b>7.6</b> School must, in so far as practical and in accordance to the Labour Code, take into account the needs of a female employee or student who is pregnant and adapt the working conditions to ensure that she is not involved in the use of, or exposed to, chemicals, substances or anything dangerous to the health of the unborn child and up to six months after the birth of a child.</p>



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**TABLE 1: SCHOOL SAFETY STANDARDS**

<b>H &amp; S SECTION</b>	<b>STANDARD</b>
<b>7. PROTECTION OF THE PERSON</b>	<p><b>7.7</b> School must ensure the delivery of instruction required for the employees and any young person to appropriately use potentially hazardous machinery. Safety precautions required for the use of potentially hazardous machinery must be provided. Adequate supervision by a person who has special knowledge and experience in the operation of a hazardous machine is required.</p> <p><b>7.8</b> School must take adequate steps to prevent hearing impairment caused by noise, and diseases caused by vibration, from occurring to persons in the vicinity and that any necessary protective equipment to address potentially hazardous levels of noise and vibration are worn or used at all appropriate times.</p> <p><b>7.9</b> School must ensure that periodic medical evaluations of those employees exposed to the risk of injury to their hearing or of contracting a disease caused by vibration be undertaken. Record of medical evaluations of those employees exposed to the risk of injury to their hearing or of contracting a disease caused by vibration, including audiometric examinations along with the periodic evaluation of the work environment must be maintained in accordance with the Labour Code.</p>
<b>8. HAZARDOUS CHEMICALS AND MATERIALS</b>	<p><b>8.1</b> School must make appropriate arrangements to safely store any hazardous chemicals.</p> <p><b>8.2</b> School which handle potentially hazardous chemicals or where dust, iron filings or other possible hazardous materials may be generated during an activity, must arrange for the provision, distribution or sale of safety glasses/goggles, gloves or other skin protection, lab coats, aprons or other protective equipment prior to the use of a potentially hazardous chemical at its facility. The school must have accessible eye wash stations and deluge showers at the labs.</p> <p><b>8.3</b> School must have a mechanism for reporting the presence of a possible hazardous material or contaminant and relating the information to authorities in accordance with any relevant guidance on the matter. Mechanisms for following up on the incident must be in place.</p>

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## 12.1 APPENDIX 1

TABLE 1: SCHOOL SAFETY STANDARDS

H & S SECTION	STANDARD
<b>8. HAZARDOUS CHEMICALS AND MATERIALS</b>	<b>8.4</b> School must take all necessary precautions to prevent eating or the storage of food at facilities where dangerous chemicals may be used.
	<b>8.5</b> School must make arrangements to manage any process involving the use of, or exposure to, products containing benzene or other aromatic hydrocarbons. C <sub>6</sub> H <sub>6</sub> itself or any product the benzene content of which exceeds one percent by volume and insofar as practicable should find harmless or less harmful substitutes which may be used if they are available. An Enclosed System or where an enclosed system is not practicable, within equipment with effective means to ensure the removal of benzene fumes to the extent necessary for the protection of the health of staff and students must be in place.
	<b>8.6</b> Appropriate danger signage must clearly and visibly be posted on any container holding benzene or other potentially hazardous chemicals. All hazardous chemicals present on the facility grounds are labelled in a way easily understandable to the employees and students. School must ensure that when hazardous chemicals are transferred into other containers or equipment, the contents are indicated in a manner which will make known to employees, their identity, any hazards associated with their use, and any safety precautions to be observed.
	<b>8.7</b> Appropriate instructions about safeguarding health and preventing accidents, as well as about action to be taken if there is any evidence of benzene or other types of poisoning should be provided.



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**TABLE 1: SCHOOL SAFETY STANDARDS**

<b>H &amp; S SECTION</b>	<b>STANDARD</b>
<b>8. HAZARDOUS CHEMICALS AND MATERIALS</b>	<p><b>8.8</b> School must obtain or prepare up-to-date chemical safety data sheets for all hazardous chemicals present on the facility grounds and ensure that the information available in chemical safety data sheets is available in English and any other language indicated by the situation at the school. Up-to-date inventory of all hazardous chemicals must be prepared.</p> <p><b>8.9</b> Information must be provided on the handling and disposal of hazardous chemicals which are no longer required and containers which have been emptied but which may contain residues of hazardous chemicals, so that the risk to safety and health and to the environment is eliminated or minimized. The school must also ensure that a hazardous chemical is not used, handled or stored unless the prescribed requirements concerning identification, chemical safety data sheets and worker instruction and training of the use of the chemicals are met. Hazardous chemicals should not be used, handled or stored unless the prescribed requirements concerning identification, chemical safety data sheets and worker instruction and training of the use of the chemicals are met. Employees must have access to information of any unexpired chemical safety data sheet regarding hazardous chemicals at the workplace.</p> <p><b>8.10</b> School must furnish a copy of the most recent version of the inventory and of every unexpired chemical safety data sheet to a representative of the safety committee or the safety employee representative in accordance to the Labour Code.</p>

Source:

# 12. APPENDICES

## 12.2 APPENDIX 2

TABLE 2 : GREEN SECTIONS AND STANDARDS

GREEN SECTION	STANDARD
<p><b>1. MANAGEMENT STRATEGIES</b></p>	<p><b>1.1</b> School must be guided by sustainable principles and be willing to make changes in operation and procurement in an effort to reduce their contributions to environmental degradation and climate change.</p> <p><b>1.2</b> All staff and students should be cognizant of the policy and involved in efforts to green the institution. A champion from staff should be appointed to administer the components of the programme.</p> <p><b>1.3</b> To ensure that the programme moves beyond the educational facility, elements should be incorporated into the curriculum. Staff and students who take leadership roles should be recognized for their efforts.</p> <p><b>1.4</b> Audits should be conducted for energy, water and solid waste to determine a baseline and to highlight the changes made by various initiatives.</p> <p><b>1.5</b> Resource allocation to address sustainability issues should be guided and founded on previously observed costs and should guide future actions associated with the implementation of greening/sustainable activities at School.</p>
<p><b>2. ENERGY USE</b></p>	<p><b>2.1</b> School should develop energy conservation plan to help reduce energy use. The plans should also include measures to guide procurement.</p> <p><b>2.2</b> Future upgrades that involve energy should give consideration to efficient equipment, fixtures, bulbs and devices that result in reduced energy consumption.</p>



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**TABLE 2 : GREEN SECTIONS AND STANDARDS**

<b>GREEN SECTION</b>	<b>STANDARD</b>
<b>2. ENERGY USE</b>	<b>2.3</b> Thought should be given to installing renewable energy system should the roof/grounds be able to accommodate such. Thought should also be given to installing solar hot water should the facility have a need.
<b>3. WATER USE</b>	<b>3.1</b> School should develop water conservation plan to help reduce water use and wastage. The plan should include measures to guide procurement for faucet, toilets, etc. <b>3.2</b> Future upgrades that involve aspects of the plumbing system should give consideration to water-efficient devices, equipment and technology. Consideration should be given to a rainwater-capture system that could be used for non-potable uses such as toilet flushing.
<b>4. SOLID WASTE GENERATION</b>	<b>4.1</b> School should develop a solid waste plan aimed at reducing the amount of waste generated. It should cover procurement practices as it relates to waste generation.
<b>5. INDOOR AIR QUALITY</b>	<b>5.1</b> School must take appropriate precautions to safeguard the indoor environment of classrooms and other regularly occupied spaces. Arrangements to safely store any hazardous chemicals. <b>5.2</b> School should undertake regular inspections of buildings for water damage, leaks and staining to determine if mould is present. If present, removal and repair should be undertaken immediately. <b>5.3</b> Work that may expose students and teachers to dust, vapours or chemicals should be conducted outside of regular work/school or during vacation. Measures to avoid dust, mist and harmful vapours must be taken for work during school/work hours that cannot be avoided.

# 12. APPENDICES

## 12.2 APPENDIX 2

TABLE 2 : GREEN SECTIONS AND STANDARDS

GREEN SECTION	STANDARD
<p><b>5. INDOOR AIR QUALITY</b></p>	<p><b>5.4</b> Establish a policy that prohibits smoking in and around educational facilities.</p>
<p><b>6. HAZARDOUS CHEMICALS AND MATERIALS</b></p>	<p><b>6.1</b> School must make appropriate arrangements to safely store, label, handle and dispose of all hazardous chemicals. All hazardous chemicals and materials must be used as intended and in the manner prescribed.</p> <p><b>6.2</b> School must have a mechanism for containing and cleaning spills in a timely manner to limit spread and exposure. Mechanisms for following up on the incident must be in place.</p> <p><b>6.3</b> Signage must be present to indicate where hazardous chemicals are stored.</p> <p><b>6.4</b> Eliminate or closely control materials, adhesives, coatings, furnishings that contain Persistent Bio accumulative and Toxic chemicals (PBTs), Volatile Organic Compounds (VOCs), Semi-volatile Organic Compounds (SVOCs), Aromatic Hydrocarbons, Halogenated Fire Retardants (HFR), heavy metals, phthalates, perfluorochemicals (PFCs) and other chemicals that can pose harm to staff, students and visitors.</p> <p><b>6.5</b> School must obtain or prepare up-to-date chemical safety data sheets and an inventory for all hazardous chemicals and materials present on the facility grounds.</p> <p><b>6.6</b> Older facilities must be inspected for the presence of asbestos or lead paints and if found, sound principles of containment and removal must be exercised in order to eliminate the possibility of accidental release of any into the environment.</p>



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**TABLE 2 : GREEN SECTIONS AND STANDARDS**

<b>GREEN SECTION</b>	<b>STANDARD</b>
<b>7. MERCURY USE</b>	<b>7.1</b> School should document and make plans to phase out all mercury containing items/devices.
<b>8. MOULD</b>	<b>8.1</b> School should establish and maintain, insofar as practical, programmes for the prevention and detection of allergens, such as mould. <b>8.2</b> If detected, measures to remove and repair source of moisture should be immediate.
<b>9. PEST MANAGEMENT</b>	<b>9.1</b> School should make it a priority to avoid pests by maintaining structure and grounds. <b>9.2</b> Integrated Pest Management should be utilized to prevent and treat pests. <b>9.3</b> School should have a programme in place to ensure that all potential mosquitoes breeding sites are eliminated from the compound.
<b>10. MAINTENANCE</b>	<b>10.1</b> School should have a maintenance plan in place that routinely inspects and assesses buildings, electrical and plumbing systems and grounds. Issues should be addressed in an effort to conserve resources and avoid compounding of the problem.
<b>11. FOOD SERVICE</b>	<b>11.1</b> Issues should be addressed as soon as possible using sound practices and keeping sustainability in mind.

# 13. GLOSSARY

<b>Abuse</b>	Means unjust or unwanted practice, e.g., physical, emotional, verbal or sexual abuse including victimization or ill treatment
<b>Adverse event</b>	A natural or man-made event that causes intense negative impacts on people, goods and services, and/or the environment
<b>At school</b>	A learner (pupil or student) is said to be at school if he attends a school event in school or beyond the school's walls or is on his way to and from school.
<b>Bullying</b>	Refers to any written or other visual communication, verbal communication, or physical act, gesture or omission engaged in to create a threat likely to result in an undesirable consequence. Bullying include initiation practices as well as the use of technology such as the Internet, thus manifesting into what is now commonly referred to as cyber bullying.
<b>Crisis</b>	An event, or perceived event, that has the potential to cause harm to a school or any of its constituents, e.g., fire, death or serious injury
<b>Educator</b>	Refers to any person who teaches, educates or trains other persons at an educational institution or assists in rendering educational services or educational auxiliary or support services provided by or in a department of education
<b>Gambling</b>	Means wagering of money or something of material value referred to as the “stakes” on an event with an uncertain outcome with the primary intent of winning additional money and/or material goods
<b>Gangs</b>	Are recognized groups involved in drug and weapon trafficking and money laundering within which school violence can take root and grow
<b>Harassment</b>	Means to make repeated attacks or behave in an unpleasant or threatening way towards someone
<b>Hazard</b>	The potential occurrence of a natural or human-induced physical event or trend that may cause loss of life, injury, or other health impacts, as well as damage and loss to property, infrastructure, livelihoods, service provision, ecosystems and environmental resources.
<b>Health</b>	The general condition of an individual or object in terms of soundness, vitality, and proper functioning
<b>Injury</b>	Means physical harm or damage.



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<b>Incident</b>	Any event which is not a part of the standard operation of service and which causes or may cause an interruption to, or a reduction in, the quality of that service
<b>Inclusive</b>	Including or encompassing all groups of stakeholders
<b>LEED</b>	Leadership in Energy and Environmental Design is an internationally recognized green building certification system, providing third-party verification that a building or community was designed and built using strategies aimed at improving performance across all the most critical metrics: energy savings, water efficiency, reduction in CO <sub>2</sub> emissions, improved indoor environmental quality, and so on. <sup>1</sup>
<b>Learner</b>	Any person enrolled in an educational institution as defined in the Education Act
<b>Mitigation</b>	A set of actions aimed at reducing the impact and effects of an event
<b>Parent</b>	Means the parent or guardian of a learner or the person or entity legally entitled to custody of a learner
<b>Preparedness</b>	The knowledge and capacities developed by governments, professional response and recovery organizations, communities and individuals to effectively anticipate, respond to, and recover from, the impacts of likely, imminent or current hazard events or conditions. While many of the activities included under preparedness are carried out before a disaster, their conduction allows those who have to respond to do it in a more timely and effective way, leading to reduced damages and losses
<b>Prevention</b>	Actions aimed at eliminating risk by preventing the event from occurring or preventing damage by avoiding or limiting the subject's exposure to the hazard
<b>Rape</b>	Forced, unwanted sexual intercourse
<b>Reconstruction</b>	The medium- and long-term repair of physical, social, and economic damage and the return of affected structures to a condition equal to, or better than, before an adverse event. Both rehabilitation and reconstruction are dimensions of "recovery"
<b>Rehabilitation</b>	The restoration of basic services and the beginning of the repair of physical, social, and economic change
<b>Resilience</b>	The capacity of a system, community or society potentially exposed to hazards to adapt, by resisting or changing in order to reach and maintain an acceptable level of functioning and structure. Disaster resilience is determined by the degree to which individuals, communities and public and private organisations are capable of organising themselves to learn from past disasters and reduce their risks to future ones, at international, regional, national and local levels (UNISDR, 2005).

1 | See <http://www.bu.edu/sustainability/what-were-doing/green-buildings/leed/>

# 13. GLOSSARY

<b>Resilience Education</b>	Disaster resilience education (DRE) is teaching and learning about natural hazards in the local environment and ways to keep communities safe from harm before, during and after an emergency or disaster.
<b>Risk</b>	The probability of exceeding a specific level of damage (social, environmental, and/or economic) over a predetermined period of time
<b>Safety School Activity</b>	A place or situation where harm, damage, or loss is unlikely Refers to any activity organized by the school as defined in the Education Act
<b>School Safety Plan</b>	Means a plan to develop strategies aimed at the prevention of, and education about, potential incidents/accidents involving any emergencies which may arise at the school
<b>Security</b>	Precautions taken to keep somebody or something safe from crime, attack, or danger
<b>Sexual Harassment</b>	Sexual Harassment is any form of unwanted conduct of a sexual nature and can include physical, verbal or non-verbal behaviour.
<b>Tuancy</b>	Means a child who stays away from school without leave or explanation
<b>Vandalism</b>	Means any act or omission which may result in damage or harm to property
<b>Violence</b>	Behaviour that is intended to hurt other people physically
<b>Vulnerability</b>	The extent to which a community, structure, service, or geographic area is likely to be damaged or disrupted by a hazard/an external threat, because of its nature, construction, and proximity to hazardous terrain or a disaster-prone area
<b>Weapons</b>	Means a thing designed or used for inflicting bodily harm and defined as undesirable in the Education Act
<b>Welfare</b>	Efforts to ensure that the physical and social conditions under which people operate are satisfactory



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