

CCU Campus Disaster Response Procedures: Descriptions and Principles

Emergency Response Procedures	Description	Principles	Notes
【Phase One】 Initial Stage of the Disaster			
1. Personal Judgment	➔ When an incident occurs, the individual or discoverer must first assess the situation and take immediate self-protection measures.	➔ Options include sheltering in place (seeking a relatively safe location nearby) or immediate evacuation.	
2. Notify the President	➔ Upon ensuring there is no safety risk, the incident shall be reported to the President to assess and confirm the need for evacuation before issuing an evacuation directive.		
3. Assess Damage (Faculty & Students Off-Campus)	➔ If the campus community is off-campus, the President (or Designee) will assess school damage based on the incident status upon receiving the report.		
	➔ If there is no damage, maintain your normal routine, but remain vigilant and alert for any new developments. Write a post-incident report after the incident to serve as a basis for future reviews and references.	➔ If a new situation arises, the process will return to the point where the incident occurred and begin a new procedure; if no situation arises, the campus will be patrolled regularly, and if any safety concerns are raised, warning signs will be set up and the relevant departments will be notified.	
4. Determine evacuation order (for teachers and students on campus)	➔ If all faculty, staff, and students are on campus, the principal (or their representative) shall, upon receiving notification, determine whether to conduct a school-wide or partial evacuation based on the circumstances of the incident, and decide whether to conduct a horizontal or vertical evacuation.	➔ The principal (or their representative) decides when to issue an evacuation order, primarily based on the evacuation of personnel, upon receiving an order from the education administration authority or upon their own assessment of the disaster situation (such as the risk of escalation or the potential threat to life). ➔ To meet the needs of faculty, staff, and students, evacuation orders will be issued in a planned manner. For example, visual alarm devices, flashing lights, and drums will be used for people with hearing impairments to ensure that the message is received. ➔ Confirm the safety and accessibility of the evacuation route (rescue team members clear obstacles). ➔ If there are attached kindergartens or special education classes, evacuation guides should prioritize assisting lower grade students (including those in attached kindergartens), teachers and students with mobility impairments or	

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		special circumstances, and additional personnel should be deployed as needed to assist with evacuation. ➔ In addition to evacuating based on the campus disaster prevention map, schools should also assess the risks they face based on the most severe scenario by considering environmental characteristics, historical disaster experience, and other data, and adjust evacuation methods, assembly points, and response measures as appropriate. ➔ Schools should designate a specific person to regularly update the emergency contact list (including information on allergies/medications/special circumstances, etc.) and bring it to the assembly point during evacuation. ➔ Report the evacuation status to the relevant authorities.	
	➔ If you maintain your normal routine and do not evacuate, remain vigilant and be alert for any new developments. Write a post-incident report after the incident to serve as a review and reference.	➔ When a new situation occurs, the new process should be resumed from the point where the incident occurred; if no situation occurs, the campus should be inspected regularly, and if there are any safety concerns, warning signs should be set up and relevant departments should be notified.	
【Phase Two】 Strain Phase			
5. Activate the emergency response team.	➔ Activate the emergency response team, with the principal as commander. If the principal is not on campus, a deputy may assume the role. ➔ The commander activates the emergency response team as needed, and requests external support if necessary. ➔ Until the incident concludes, the response team must have someone assist the commander in the "disaster situation assessment" task, recording the disaster situation and response efforts.	➔ Activation is indicated when: the local government establishes a response center; instructions from higher authorities are given; the school is located in a disaster area and has suffered damage; the principal activates the response based on the severity of the disaster; the Ministry of Transportation and Communications' Central Weather Bureau issues a typhoon warning or heavy rain advisory; the earthquake is felt and may lead to further damage. ➔ If faculty, staff, and students are not at school and wish to activate the emergency response team, the commander should assign a notification team to convene personnel and have them arrive at the school at an appropriate time to carry out their duties.	Support unit contact

6. Assign tasks to the emergency response team.	➔ After evacuation to the assembly point, a command center is established, and the commander assigns tasks to each subgroup of the emergency response team. Alternatively, the emergency response team can be activated during peacetime planning, with each subgroup automatically performing its duties.		
	➔ Confirm the status of faculty, staff, and students (count the number of students and provide reassurance).	➔ Upon arrival at the assembly point, a thorough headcount of all personnel present at the school that day should be taken, and their safety status confirmed. This includes temporary substitutes, hourly teachers, co-contracted teachers, external teachers, intern teachers, local language teachers, parent-teacher association members, vendors, construction workers, neighborhood chiefs, volunteers, foreign visitors, and other unspecified individuals. ➔ Kindergarten, lower elementary, and special education students are less developed and may cry out of fear. A single homeroom teacher may find it difficult to soothe and manage these situations; evacuation guidance team members should proactively provide assistance. ➔ If faculty, staff, or students are not at the school, the commander should assign personnel from each group to immediately confirm their status.	Investigation of evacuation and relocation
	➔ Search and rescue.	➔ In the event of an accident involving faculty, staff, or students during evacuation, rescue personnel should promptly initiate rescue operations. ➔ Rescue teams should proceed to the evacuation site to confirm the number of missing persons. Teams should generally consist of three people, and the commander will determine the dispatch of teams carrying stretchers and first-aid kits based on the number of missing persons. ➔ Emergency rescue reports should be submitted according to the "Request for Assistance," "Awaiting Assistance," and "Rescue" procedures, prioritizing notification to 119 (emergency services) and the local disaster response center to secure disaster relief resources for emergency response.	

		➔ If faculty, staff, or students are not on campus, the first step should be to confirm whether there are personnel on duty that day and their current situation, and then conduct search and rescue operations as needed.	
	➔ Triage and first aid for the injured.	➔ Emergency medical personnel will assess the injuries, bandage, immobilize, and stop the bleeding. If the patient is mobile, transport them to a first-aid station. ➔ If the injuries are serious, immediately call 119 (the emergency number) or contact the nearest hospital (clinic) for evacuation arrangements. ➔ If fire and ambulance services are unable to reach the injured due to traffic disruptions, consider taking the patient to a hospital independently. Immediately notify the education administration authority or the local disaster response center by phone to assess the situation and request assistance from relevant units.	List of faculty, staff and students sent to the hospital
	➔ Campus security patrol (building assessment).	➔ Assess the damage and degree of danger to buildings and facilities, demarcate the danger zone, and establish a cordon (warning signs). ➔ If school buildings are damaged, salvage equipment and facilities under safe conditions, assess the damage, take photographic evidence, and notify the education administrative authority.	Hazard assessment of buildings and facilities
	➔ Warning signs and monitoring.	➔ Send personnel to patrol the restricted area regularly (in principle, in groups of two) and warn all faculty, staff and students not to approach.	
	➔ Status reports and statistics, with external support requested as needed.	➔ The commander will request the head of the parent association to gather community volunteers, parent association members, or alumni to coordinate the deployment of disaster relief resources and manpower available during the disaster.	Support unit contact
7. Determining when to resume classes	➔ The commander will determine whether schools should continue classes based on the development and situation of the incident. Depending on the extent of the damage to the school, the commander will decide whether to resume classes at the original location or at a different location.	➔ If the campus is affected by a disaster, immediately carry out rescue and resettlement of faculty, staff, and students, and promptly report the disaster situation to the education administrative authority or local disaster response center. ➔ Convene a response phase meeting to decide on the suspension (resumption) of classes and recovery procedures.	Emergency assessment and recommendations for action after a campus disaster

8. Discontinue the emergency response team's mission.	➔ If it is decided to suspend classes, the parents will be notified to pick up their children after confirming that the surrounding roads are safe.	➔ When deciding to suspend classes, a designated area for parents to pick up their children should be planned, and parents should be notified through appropriate channels. Personnel should be deployed to control traffic flow. ➔ Parents should regularly communicate with the school via private messages on its official Facebook fan page (https://www.facebook.com/CCU.tw) as a channel for emergency communication. If necessary, teachers may contact individual parents to arrange for students to return home, and parents will need to complete a self-pickup consent form. ➔ If the decision to suspend classes is made while faculty, staff, and students are not at the school, the relevant departments should be notified immediately after the announcement.	
	➔ For students who cannot be picked up immediately, the school will arrange for temporary accommodation.	➔ Arrange suitable temporary shelters for faculty, staff, and students unable to return home, and report to relevant authorities. ➔ If off-campus access routes are disrupted, report the disaster to 119 (fire department), the local disaster response center, and the Ministry of Education's School Safety Center. ➔ If the school is designated as a shelter by the local government, follow the relevant preparation and response procedures stipulated by the local government and township office.	
9. Discontinue the emergency response team's mission.	➔ Report the handling status and progress of relevant units.	➔ In accordance with the "Guidelines for Campus Safety and Disaster Incident Reporting", disaster reports shall be made.	
	➔ The commander may reduce or terminate the emergency response team's mission as needed.	➔ Once the school building has been inspected and found to be safe, and classes have resumed, the emergency response team's mission is terminated. ➔ In the event of a major disaster or special circumstances, parents need to gradually bring their children back to school, and the emergency response team's composition and personnel may need to be reduced as needed. ➔ Once all personnel resettlement and other matters have been handled, the emergency response team's mission is terminated.	

【Phase Three】 Post-disaster recovery			
After the incident	➔ Reply to the daily work assignments of the campus disaster prevention and relief organization.	➔ Each responsible unit continues to handle related matters, such as psychological counseling and environmental cleanup.	
	➔ Write a post-incident report after the incident, as a basis for reviewing and referencing future incidents.	➔ A review meeting was held to strengthen disaster prevention measures.	