School Preparedness for Mass Casualty Incidents in Sulop, Davao Del Sur

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ABSTRACT

Preparedness for mass-casualty incidents is essential for schools and other institutions to ensure a well-coordinated plan. This descriptive quantitative study aimed to determine the preparedness of the school heads, school principals, and DRRM coordinators in private and public schools in Sulop, Davao del Sur, to a mass casualty incident. Data were collected using a quantitative-descriptive approach and a modified survey questionnaire distributed to 29 schools via non-random sampling. The findings demonstrated that half of the schools reported having a response plan, but most had a prevention plan. Most schools have an evacuation plan, and most have conducted drills. The majority of schools reported that students evacuate on foot, and parents retrieve their children during the evacuation. Recommendations included using study insights to inform school preparedness plans for mass casualty incidents, improving disaster preparedness, response, and management strategies by DRRM coordinators, and encouraging other researchers to use this study as a reference for further exploration in this field.

Keywords: DRRM coordinators, mass casualty incident, school preparedness

INTRODUCTION

A mass casualty incident (MCI) is an event that overwhelms the local healthcare system, where the number of casualties vastly exceeds the local resources and capabilities in a short time (DeNolf et al., 2022). The susceptibility of schools to mass casualty incidents (MCIs) has emerged as a growing concern, with both natural disasters and human-made crises posing possible dangers. Considering these risks, the school system needs to be prepared to guarantee the safety of students and staff, reduce injuries, and enable a quick and orderly response following a disaster (UNICEF, 2020). Furthermore, in a place susceptible to mass casualty incidents, the local authorities' initiatives in disaster risk reduction and management (DRRM) have focused on preparedness and mitigation; however, incorporating these strategies into schools remains a challenge (Department of Education, 2020).

An integrative review by Horton et al. (2023) examined peer-reviewed publications on K-12 schools and natural disasters, as well as pandemic preparedness and planning, and found that schools in their nation are not adequately prepared for disasters. Shah et al. (2020) analyzed disaster risk management insights on school emergency preparedness and found that schools remain vulnerable to disasters because disaster risk management measures are poorly implemented. Curtis and Tammy (2022) found that the full-scale disaster drill was an effective tool for educating health care students about the diverse emergency operations that occur following a disaster and the steps required to save lives.

The study by Koyama (2025), conducted with junior high school students, found that providing evacuation assistance to people with disabilities has an educational impact on students, helping them learn how to facilitate mobility for people with disabilities and understand the importance of collaboration. Davis et al. (2024) found that the safest way to move children from school during an emergency evacuation is by school bus. Ghent et al. (2024) conducted a study to update and refine existing information on parents' intentions to retrieve their children during evacuation and to explore their underlying reasoning, as it has been shown that the most effective way to evacuate students from a natural disaster is on foot. In Angeles City, Salita et al. (2021) assessed disaster

preparedness among teachers. They found that teachers generally show positive attitudes and intentions towards disaster preparedness, but lack sufficient motivation to exhibit excellent disaster preparedness behavior because of a low perceived threat.

In Davao Region, Abenoja et al. (2023) evaluated the level of implementation of Disaster Risk Reduction Management (DRRM) and disaster preparedness among junior high school students. They reported that the DRRM program's preparedness among students is moderate, indicating the need for program improvements. In Davao del Sur, Haresco et al. (2021) aimed to correlate communication skills and disaster preparedness among Grade 7–10 students and found that learners generally demonstrated high communication skills in general comprehension. The researchers found no locally conducted studies assessing school preparedness for mass casualty incidents. Given the increasing risk of natural and human-made disasters, the researchers were eager to explore this topic to assess and improve schools' preparedness in Sulop, Davao del Sur, to handle mass-casualty incidents, particularly within the local context.

This study was based on the Crisis Management Theory in Educational Leadership by Smith and Riley (2012), which states that a principal's capacity to prepare for, address, and recover from crises is an essential component for effective crisis management. It emphasizes proactive planning, clear communication, and moral judgment. This theory emphasizes that school principals, school heads, and DRRM coordinator plays a vital role in assessing crisis management. The main focus of crisis management training should be the development of situational awareness and the ability to make decisions under pressure, which are essential for school administrators during emergencies.

In addition, this study was also based on the Protection Motivation Theory (PMT) by Rogers (1975) which states that the people's motivation to defend themselves depends on a variety of factors, such as how serious they believe a threat to be, how vulnerable they believe they are to it, how effective preventive action is, and how confident they are in their ability to do it. According to his theory, school principals, school heads, and DRRM coordinators evaluate both the risk of a mass casualty event and their own ability to handle it. Lastly, the Theory of Planned Behavior (TPB) by Ajzen (1991) states that an individual's intention to engage in a behavior is influenced by their perception of behavioral control, their attitude toward the behavior, and the subjective norms that surround it. Control over the circumstances helps explain why and how a school principal, school heads, and the DRRM coordinator might prepare for mass casualty incidents.

This research is significant because it goes beyond simple preparedness for mass-casualty incidents. The study's conduct can benefit the following beneficiaries: **School Heads,** it can help them create, implement, and maintain effective emergency preparedness plans.

By applying the study's findings, they can implement evidence-based strategies to ensure the safety of students and teaching and non-teaching personnel during mass casualty incidents. **DRRM Coordinators,** it can help them develop better plans for disaster preparation, response, and management to ensure the safety and well-being of the school community. By integrating the findings, DRRM Coordinators can develop training programs, enhance cooperation with local emergency responders, and ensure that policies and procedures align with national safety standards. Lastly, **Future Researchers.** This research can provide future school preparedness studies regarding mass casualty incidents with a valuable reference point. Similarly, it may provide guidance or a basis for replicating, comparing, or building on this study in other locations and contexts. In addition, this study provides opportunities for additional research regarding various aspects of school readiness, such as risk perception, access to resources, and psychological preparedness.

Research Objectives

This study aimed to determine the preparedness of the school heads, school principals, and DRRM coordinators in private and public schools in Sulop, Davao del Sur, to a mass casualty incident. Specifically addressed in this study were the following:

To be able to identify the demographic profile of the schools in terms of:

1.1 academic level, and

1.2 school sectors.

To be able to determine the level of preparedness of the school heads, school principals, and DRRM coordinators in private and public schools in Sulop, Davao del Sur, in terms of;

2.1 mass casualty incident prevention;

2.2 mass casualty incident response; and

2.3 method of student evacuation.

To create a proposal for a mass casualty preparedness plan.

METHOD

Respondents

The study involved 29 school principals and 1 DRRM coordinator, selected through purposive sampling. This sampling involves identifying and selecting participants based on specific traits or skills that make them exceptionally qualified to contribute to this research, such as experience in developing and implementing emergency preparedness planning and response for mass-casualty events. (Creswell, 2020a). Participants for this study only included school heads, school principals, and DRRM coordinators in private and public schools in Sulop, Davao del Sur. Furthermore, those who did not meet the inclusion criteria were excluded. Moreover, if respondents withdrew or refused to answer the survey, they could inform the researchers directly without being forced to do so.

Instrument

This study used a modified version of the survey questionnaire from Graham's study, the Shrim, Liggin, Aitken, and Dick's (2006), "*Mass Casualty Events at Schools: A National Preparedness Survey".* The questionnaire consisted of items related to school mass-casualty incident prevention and response. There are different numbers of questions in each of the four sections of the questionnaire. Five questions on preventing mass-casualty incidents at schools are included. Eleven questions about responding to mass casualty incidents. Four items about student evacuation techniques and four items that deal with the process of choosing how to carry out evacuation protocols. The questionnaire was validated before data collection. Further, survey responses are examined using descriptive statistics. This study used frequency counts to determine the proportion of respondents who answered "yes" or "no" to each question, rather than a scaling method.

Design and Procedure

This study employed a quantitative-descriptive research design. This method involved collecting data on current circumstances to produce an accurate representation and interpretation of the scenario (Creswell, 2021b). It was appropriate for this study as it allows for the assessment of school preparedness for mass casualty incidents through the school's profile in terms of academic level, and whether it is a private or public school; preparedness of the school heads, school principals, and DRRM coordinator in private and public schools in Sulop, Davao del Sur in terms of mass casualty incident prevention, mass casualty incident response, and evacuation plan; and create a proposal for mass casualty preparedness plan.

The researchers followed a series of steps in gathering data from the respondents. First, the researchers sent a formal letter to the Research and Innovation Center of UM Digos College to formally obtain authorization to conduct the study through a personal face-to-face survey. Another letter of consent was sent to all schools in Sulop, Davao del Sur, requesting permission to conduct the survey. Second, the survey questionnaire was modified by the researchers and was validated by expert evaluators. The modified survey questionnaire was given to the selected participants of the study. It was conducted in a suitable setting that accommodated the

respondent's time and availability. Third, the completed questionnaires were collected and analyzed by a statistician to ensure accurate and reliable results. The researchers then interpreted the gathered data.

The study used descriptive summary statistics to obtain accurate, authentic results. Frequency was used to describe the distribution of respondents across profiles. This study used frequency counts to determine the proportion of respondents who answered "yes" or "no" to each question, rather than a scaling method.

Ethical Considerations

This study followed the ethical protocols and guidelines established by the Research and Innovation Center of UM Digos College. Every participant in this research study was guaranteed the right to retain their data, particularly regarding how it would be handled. Therefore, the following ethical factors were observed during research on schools' readiness for mass casualty incidents in Sulop, Davao del Sur.

Voluntary Participation. The schools in Sulop, Davao del Sur, were given complete freedom to accept or decline participation in this research and to make their own decisions, without any coercion or pressure.

Transparency and Honesty. The researchers wanted to maintain transparency and honesty with all schools in Sulop, Davao del Sur. Researchers kept all schools and their staff updated on the study from beginning to end by providing the methodology and limitations, along with the study's findings, keeping everyone on the same page throughout the research process.

Informed Consent. This research aims to provide a clear and complete understanding of the research goals, methods, and potential impacts on all participating schools, enabling them to make informed, thoughtful decisions about their participation in the mass casualty preparedness evaluation.

Bias and Fair Representation. This research aims to be as fair and unbiased as possible; therefore, both private and public schools will be represented fairly within this study. The results will accurately reflect the preparedness levels of all schools, regardless of type or available resources. The research intends to accurately represent the readiness levels of all schools in the area.

Risks. Discussing or measuring an institution's readiness to respond to a mass-casualty event may cause discomfort among some participants in this research. However, through the researchers' commitment to helping participants overcome their discomfort and to prioritize participant safety, all participants were placed in a secure environment.

Privacy and Confidentiality. To protect the privacy of all sensitive data collected from the schools in Sulop, Davao del Sur, the identities of the schools will be kept confidential and stored securely within the research documents and publications.

Benefits. The purpose of this study is to develop better measures and preparedness plans to save lives and assist schools in responding to emergencies more efficiently. The outcomes of this study will ensure that schools are better prepared for whatever happens.

Deceit. The researchers intend to carry out this study with complete honesty when dealing with the schools involved. The research has been completed without any deception in the way data were collected, analyzed, or presented. This total transparency and honesty build trust and enable the provision of accurate, credible research data.

Falsification. Results of this research study will be published with complete transparency and integrity regarding the schools' readiness in Sulop, Davao del Sur. Researchers are committed to publishing this information in full and accurately, without any changes or misrepresentations, to create a reporting mechanism that ensures the information provided accurately reflects the school's level of preparedness.

Plagiarism. This study ensures academic integrity by adequately citing all sources, ideas, and prior studies used throughout the research. Researchers have ensured that the entire study is based on original content and properly

cite the originality and outline of the ethical process. This commitment to academic integrity will allow researchers to present the trustworthiness and accountability of the research process throughout all phases of their work.

Permission from Location. This study has secured proper authorization from relevant authorities in Sulop, Davao del Sur, including local government units and the Department of Education, Division of Davao del Sur, before conducting any research activities.

RESULTS AND DISCUSSION

Demographic Profile of the Respondents

Table 1 presents the distribution of respondents by profile. In terms of academic level, more respondents are elementary (90.0%), while the remaining 10.0% are high school. In the school sector, the largest share of respondents is in the public sector, accounting for 93.3% of the total. This was followed by those in private with 6.7%.

Table 1. Characteristics of 30 schools

Profile	Category	f	%
Academic Level	Elementary	27	90.0
	High School	3	10.0
School Sector	Public	28	93.3
	Private	2	6.7
Total		**30**	**100.0**

Mass Casualty Incident Prevention

Table 2 illustrates the preparedness of the school heads, school principals, and DRRM coordinators in private and public schools in Sulop, Davao del Sur, regarding Mass Casualty Incident Prevention. More than half, or 56.7%, of schools reported having a written plan for the prevention of a terrorist or mass-casualty incident. However, a substantial minority, or 43.3%, reported having no written prevention plan. The majority (90.0%) of schools reported having restricted vehicular access to school grounds, and 10.0% reported not having restricted vehicular access. Most or 86.7% of the schools have a parent reunification form or student release form (a form signed by the parent or guardian listing who can pick up the student in the event of an emergency). Moreover, 13.3% do not have a parent reunification form. The majority, or 93.3% of schools, reported using some form of student identification card or badge, and 6.75% do not use any form of student identification (cards, badges, or other). The majority of schools (93.3%) use some form of teacher and staff identification card or badge, and a minority (3.3%) do not use any form of teacher or staff identification.

Table 2. Level of preparedness of the school heads, school principals, and DRRM coordinator in private and public schools in Sulop, Davao del Sur, in terms of mass casualty incident prevention, n=30

Items	YES		NO	
	f	%	f	%
A. Mass Casualty Incident Prevention				
1. Does your school district have a written plan for the prevention of a terrorist or mass-casualty incident at your facilities?	17	56.7	13	43.3
2. Does your school have restricted vehicular access to school grounds?	27	90.0	3	10.0
3. Does your school district have a parent reunification form or student release form (a form signed by the parent or guardian listing who can pick up the student in the event of an emergency)?	26	86.7	4	13.3
4. Does your school district use some form of student identification card or badge?	28	93.3	2	6.7

5. Does your school district use some form of teacher and staff identification card or badge?	29	96.7	1	3.3

Regarding mass-casualty incident prevention, most schools in Sulop, Davao del Sur, are prepared to respond to such incidents. Three out of five questions showed that most schools have restricted vehicular access to school grounds, use a form of student identification card or badge, and use a form of teacher and staff identification card or badge. However, two out of five questions showed that more than half of schools have a written prevention plan and a parent reunification form or a student release form.

These findings supported the study by Salita et al. (2021), which found that teachers in Angeles City generally show positive attitudes and intentions towards disaster preparedness. It highlights teachers' favorable perceptions of the significance of disaster preparedness, indicating a shared awareness of their responsibility to promote safety and preparedness in the school environment. In contrast to the results of Horton et al. (2023), who concluded through their integrative review that schools in the United States lack sufficient emergency preparedness. Furthermore, these findings contradict those of Shah et al. (2020), who concluded that schools remained vulnerable to disasters because DRM measures were only partially implemented. There is a pressing need for mass casualty preparedness to become part not only of policy but also of daily school operations and culture. Addressing these gaps was crucial for effectively preparing all schools for mass casualty incidents.

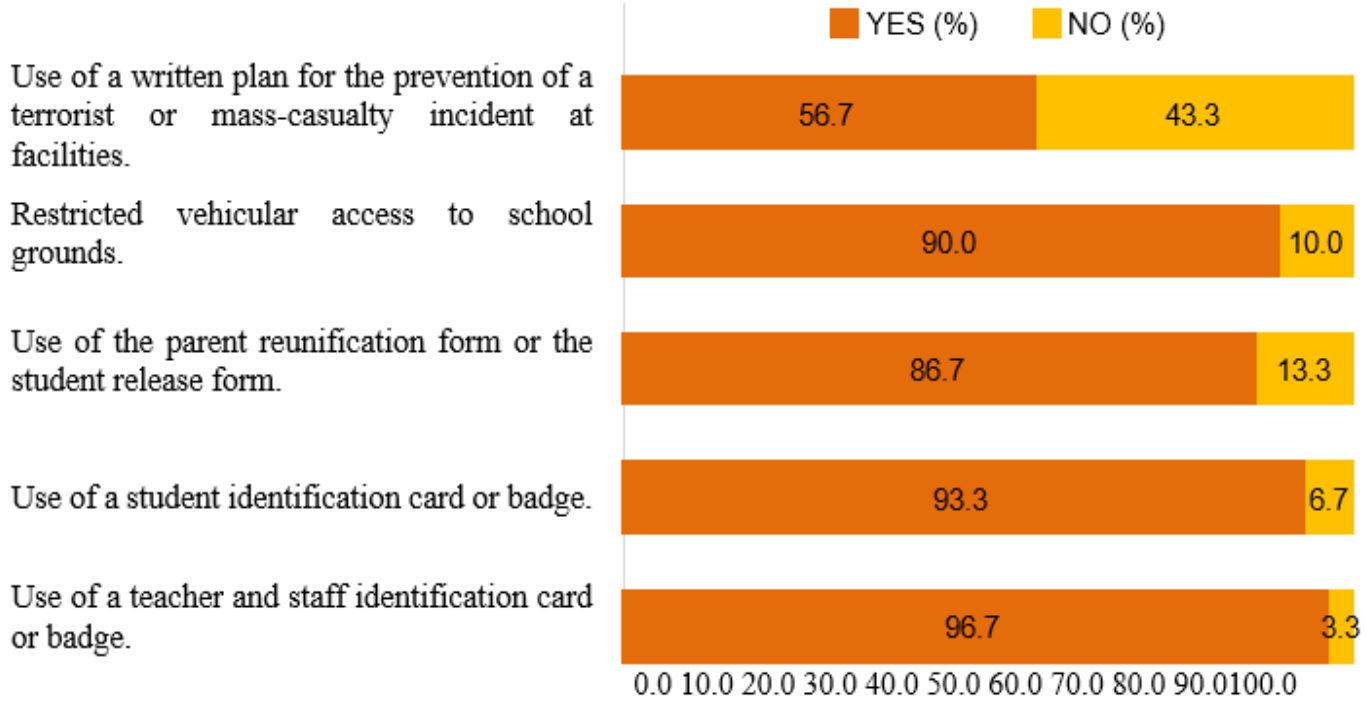

Figure 1. School preparedness in terms of mass casualty incident prevention

Mass Casualty Incident Response

Table 3 illustrates the preparedness of the school heads, school principals, and DRRM coordinators in private and public schools in Sulop, Davao del Sur, regarding Mass Casualty Incident Response. Half or 50.0% of schools reported that they have a written plan for responding to a mass-casualty event (e.g., a terrorist incident, a bombing, a shooting, or a biological organism release, and half, or 50.0% reported having no written response plan. The majority (90.0%) of schools have an evacuation plan, and 10.0% have no written evacuation plan. Also, 90.0% have conducted an evacuation drill, while 10.0% have not.

Table 3. Level of preparedness of the school heads, school principals, and DRRM coordinator in private and public schools in Sulop, Davao del Sur, in terms of mass casualty incident response, n=30

Items	YES		NO	
	f	%	f	%
B. Mass Casualty Incident Response 1. Does your school district have a written plan for responding to a mass-casualty event (e.g., a terrorist incident, a bombing, a shooting, or a biological organism release)?	15	50.0	15	50.0
2. Are there written plans for the evacuation of your schools if it were necessary?	27	90.0	3	10.0
3. If you have an evacuation plan for your district, have you conducted a drill?	27	90.0	3	10.0
4. If you have an evacuation plan for your schools, does it include provisions for children with special health care needs (eg, children in wheelchairs or with other mobility problems)?	26	86.7	4	13.3
5. Do you have a written plan for doing a "lockdown' of your schools (closing all entrances, preventing entrance or exit from the school) in the event of an emergency?	21	70.0	9	30.0
6. Is an updated master list of students kept in your school?	29	96.7	1	3.3
7. Do you have arrangements for back-up buildings to serve as emergency shelters in the event a school had to be evacuated?	25	83.3	5	16.7
8. Do parents in your district know where students would be evacuated in the event of a terrorist incident?	25	83.3	5	16.7
9. If there were a mass-casualty incident at your school, do you have a written plan or procedure for releasing students to their parents?	21	70.0	9	30.0
10. If you have a written plan for a mass-casualty or terrorist incident, does it include plans for subsequent in-school counseling or referral of troubled students to mental health professionals?	20	66.7	10	33.3

Moreover, 86.7% of schools reported that their evacuation plans included specific provisions for children with special health care needs, such as those in wheelchairs or with other mobility impairments. In comparison, 13.3% lacked an evacuation plan that included such provisions. More than half (70.0%) of schools reported having a school lockdown plan (to prevent entry or exit during an emergency), and 30.0% reported having no such plan. Almost all, or 96.7% of schools, reported keeping a master list of students, and a minority of 3.3% of schools do not.

Additionally, 83.3% of schools reported having made arrangements for off-campus buildings to serve as emergency shelters in the event of an evacuation, and 16.7% have not made such arrangements. Also, 83.3% of schools reported informing parents where students would be evacuated in the event of a terrorist incident, and 16.7% do not. More than half (70.0%) of schools reported having a written policy for releasing students to parents or guardians after an emergency, while 30.0% had none. Most, or 66.7% of schools, reported having a plan for subsequent in-school counseling or referral of troubled students after a mass-casualty or terrorist incident, and 13.3% do not have a plan for subsequent in-school counseling.

Regarding mass casualty incident response, most schools in Sulop, Davao del Sur, are prepared to respond. Six out of ten questions showed that most schools have written evacuation plans that include provisions for children with special health care needs, conduct drills, maintain an updated master list of students, have arrangements for back-up buildings to serve as emergency shelters, and inform parents where the students would be evacuated. However, three out of ten questions showed that more than half of schools have a written plan for doing a "lockdown', have a written plan or procedure for releasing students to their parents, and have a written plan that includes plans for subsequent in-school counseling or referral of troubled students to mental health professionals. On the other hand, only one out of ten questions showed that half of the schools have a written response plan to a mass-casualty event.

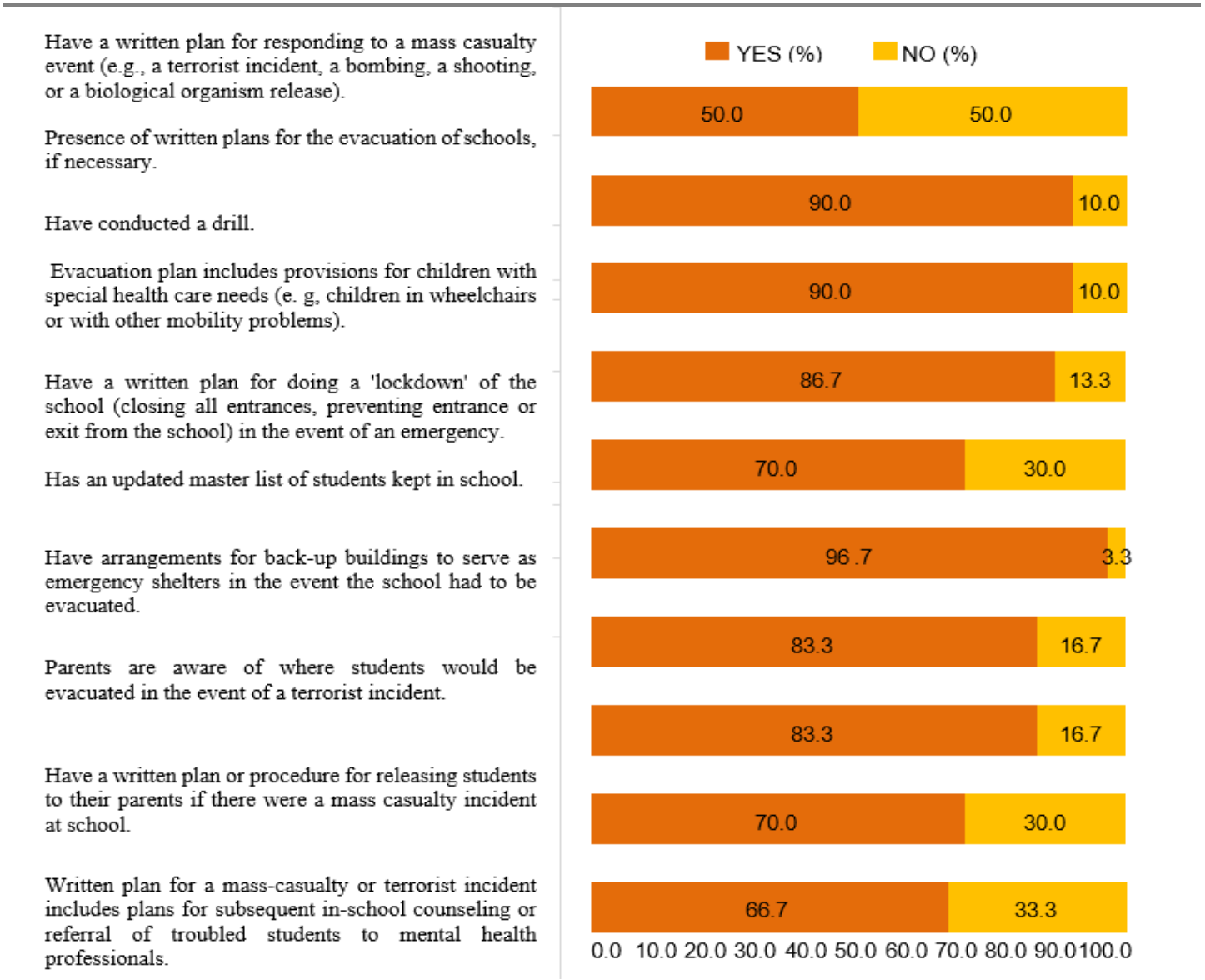

Figure 2. School preparedness in terms of mass casualty incident response

These findings supported the study by Curtis and Tammy (2022), which found that the full-scale disaster drill was an effective tool for educating health care students about the diverse emergency operations that occur following a disaster and the steps required to save lives. Consequently, evacuation drills are life-saving interventions that, when properly executed, demonstrate a school's commitment to community safety and ensure that everyone knows what to do in the event of a disaster. Likewise, a study by Koyama (2025) concluded that providing evacuation assistance to people with disabilities has an educational impact on students, helping them learn to facilitate mobility for people with disabilities and understand the importance of collaboration. Every school's emergency preparedness plan must include evacuation assistance for individuals with disabilities. It not only saves lives but also serves as an effective means of teaching the next generation about equity, inclusivity, and the value of community safety during emergencies.

Method of Student Evacuation

Table 4 illustrates the preparedness of the school heads, school principals, and DRRM coordinators in private and public schools in Sulop, Davao del Sur. Schools were asked what method of student evacuation applies in their schools. The majority (86.7%) of schools reported that parents are their primary method of student evacuation. Most schools (73.3%) reported that on foot, the minority (13.3%) of schools reported that, by other methods, and no school reported that the school bus is their method of student evacuation. Thus, the results indicate that most schools in Sulop, Davao del Sur, use walking and parents retrieving their children.

Figure 3 shows that parent-led evacuation is the most common. More than half of schools reported using on-foot patrols, and a minority reported using other methods. No school reported using a school bus as their method of student evacuation.

This was acknowledged in the study by Ghent et al. (2024), which found that the most effective way to evacuate students from a natural disaster is on

Table 4. *Level of preparedness of the school heads, school principals, and DRRM coordinator in private and public schools in Sulop, Davao del Sur, in terms of the method of student evacuation, n=30*

Method of Student Evacuation

If you have a written evacuation plan, how would students be evacuated?

Items	Applicable		Not Applicable	
	f	%	f	%
On foot	22	73.3	8	26.7
By school bus	0	0.0	30	100.0
By parents	26	86.7	4	13.3
Other methods	4	13.3	26	86.7

foot. Furthermore, evacuation on foot lessens reliance on external sources. It fosters situational awareness in both teachers and students by encouraging familiarity with safe areas, routes, and emergency protocols, in contrast to the results of Davis et al. (2024), who stated that the safest way to move children from school during an emergency evacuation is by school bus. Consequently, school buses are designed with safety, capacity, and control in mind, making them highly suitable for transporting large groups of students during emergencies such as natural disasters, fires, or security threats.

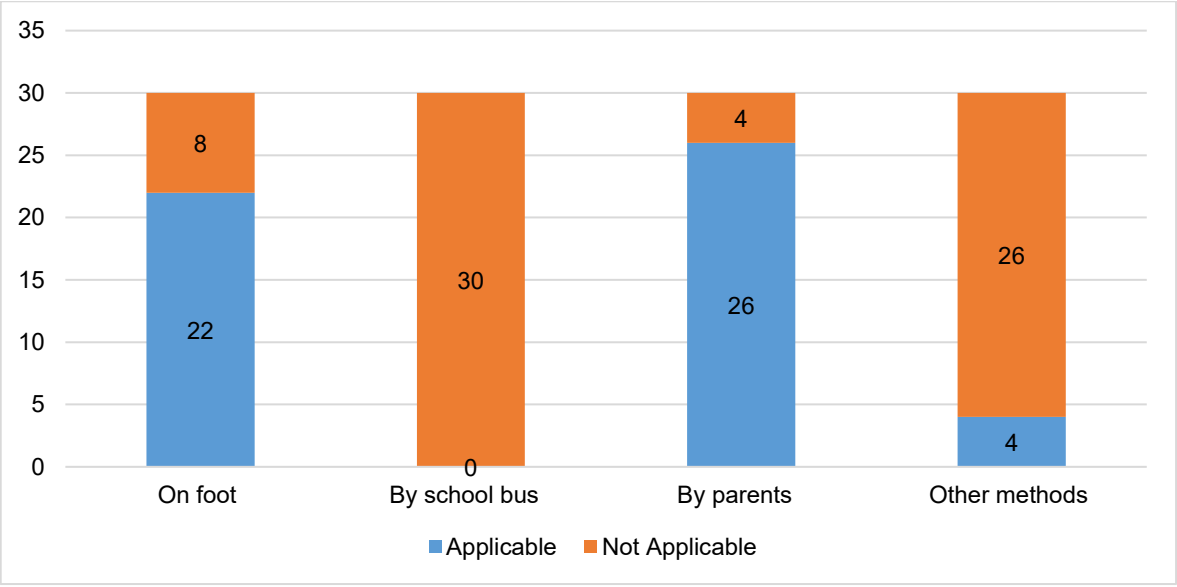

Figure 3. School preparedness in terms of the method of student evacuation

Mass Casualty Preparedness Plan for Schools

Shown in Table 5 is the proposal for the mass casualty preparedness plan.

In light of increasing concerns about the possibility of there being mass-casualty incidents and disasters like terrorism, floods, or hurricanes, all schools need to take measures to protect their students, staff members, and visitors.

The main purpose of this plan is to develop strategies to prevent these incidents, implement response plans when they occur, and establish support systems for those affected. Through continuous updates, trainings, and drills, as well as additional resources, in an effort to create a community that can continue operating, despite the adverse effects of any such event.

Table 5. Proposal for mass casualty preparedness plan

Plan	Person Responsible	Expected Output
Develop and update a written prevention plan for terrorist or mass casualty incidents.	School Principal, DRRM Coordinator	100% of schools will have a documented prevention plan to reduce risks of mass-casualty events.
Maintain restricted vehicular access to school grounds.	Security Officer, School Administration	Safer school grounds with controlled entry and exit points.
Require parent reunification/ student release forms for all students.	Class Advisers, School Registrar	Clear process for safe release of students to authorized guardians.
Develop and implement a school lockdown procedure.	Security Officer, School Principal	Minimized risk during active threats by preventing unauthorized entry/exit.
Inform parents about evacuation sites.	Principal, PTA President	Parents know where to reunite with their children during emergencies.
Establish a written mass-casualty response plan.	School Principal, DRRM Team	Effective and timely response during a mass casualty incident.
Conduct regular evacuation drills.	DRRM Coordinator, Class Advisers	Students and staff are familiar with evacuation procedures.
Include special provisions for students with disabilities in the evacuation plan, such as auditory, visual, and tactile/vibrating signals.	DRRM Team, Special Education Teachers	Safe evacuation of students with mobility or medical needs.
Provide in-school counseling or referral to mental health professionals.	Guidance Counselor, School Principal	Emotional and psychological support for students after traumatic incidents.
Improve student evacuation methods by exploring school bus or other vehicle options.	LGU, DepEd District Office	Faster, safer, and more organized student evacuation in future emergencies.

CONCLUSION

The data revealed that the majority of respondents reported having an elementary education level in the public sector. Most schools have been adequately prepared for both mass casualties and for preventing and responding to them. The study revealed a lack of immediate, coordinated emergency response systems; however, schools are beginning to recognize the importance of preparing for a mass-casualty event. In addition, there is a reliance on parents to retrieve students after an emergency and during a foot evacuation. Schools may develop and implement proactive, well-organized plans that include established transportation methods, coordination with emergency services, and other measures to ensure the safe evacuation of students. This would ensure student safety and reduce the risk of chaos in the event of a mass-casualty incident.

RECOMMENDATIONS

Based on the conclusion, the following recommendations are given:

The **School Heads and Principals** may utilize this study's insights to create, implement, and maintain efficient emergency preparedness plans. By applying the study's findings, they can implement evidence-based strategies to ensure the safety of students and teaching and non-teaching personnel during mass casualty incidents.

The **Disaster Risk Reduction and Management (DRRM) Coordinators** may utilize this study's insights to develop more effective plans for disaster preparedness, response, and management to ensure the safety and well-being of the school community. By integrating the findings, DRRM Coordinators can develop training programs, enhance cooperation with local emergency responders, and ensure that policies and procedures align with national safety standards.

Future researchers may pursue a study similar to this one and use it as a reference to expand their studies to more municipalities, cities, and provinces, implement its suggestions in practical contexts, and reference its findings in their research. It may also provide guidance or a basis for replicating, comparing, or building on this study in other locations and contexts. In addition, this study provides opportunities for additional research regarding various aspects of school readiness, such as risk perception, access to resources, and psychological preparedness.

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