Education is a primary need, considered after food, clothing, shelter and health. Though it has been sincerely tried to be delivered in emergency situations, more focus is necessary to forward its service to the sufferer community. A school structure is a shell that primarily contains the activities of a school. From field experiences, it is found that it is as much essential to sustain education in the emergency and reconstruction periods as the education materials like books, copies and pencils. When the school structure is lost or damaged in a disaster, the activities of a school cannot be carried on. Until there is another structure constructed, the children of the community are deprived of education that was otherwise a regular activity for them.

The objective of the paper is to search how school structures become capable to serve this primary need to the community in the difficult times of disaster and reconstruction periods. The methodology is to probe this through three schools as case studies in three different locations with specific contexts and hazards. These are a school structure called as disaster center in the flash flood affected area at Hatibandha of Rangpur, a school structure in the cyclone Aila after affected area at Dacope of Khulna, and another school structure at cyclone Aila after affected area at Shyamnagar of Shatkhora.

Besides performing their regular roles, school structures serve as disaster shelters in the hazard zones. The government guidelines suggest thus. Though all the schools as case studies do not follow the distinct designs, construction techniques or the basic requirements suggested by the guidelines, these also play this role. The context specific situations have made them adapt to this in unique ways. These are in difficult sites, the contexts are challenging, the community needs to serve are different than those of a school serving a large group and also functioning in the normal period. Even though of these challenges, it is found that the user groups are in affinity with the schools structures in mention as these are fit to serve the set goals. If compared with the developments that defy the negative effects of disaster time, perhaps the profile of these structures would be highlighted.

**Key words:** school structure, disaster, contextual, construction technique, community needs.