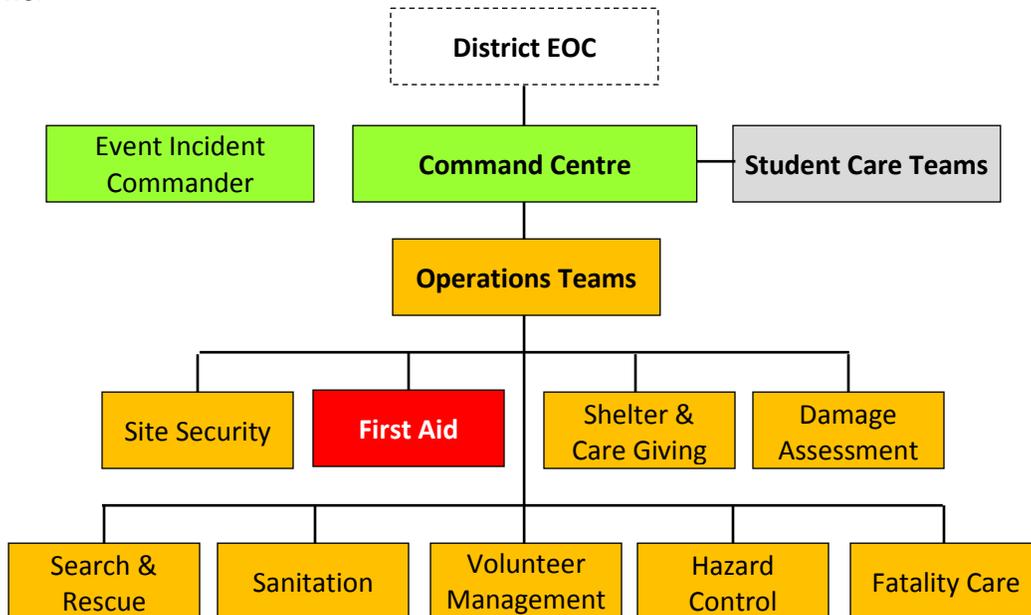


**APPENDIX K**  
**RESPONSE FUNCTION TEAMS**

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# 1. RESPONSE FUNCTION TEAMS - GENERAL

The Incident Command System (ICS) organization model followed by the Delta School District is as follows:



Unified Command is a team process, allowing agencies with primary responsibility for an incident to establish a common set of Incident objectives or priorities at the site. The kind of incident and the location of the incident dictate the composition of the unified command. It is important to note that only the key agencies with primary jurisdiction should occupy unified command positions. When unified command is established at a site, it should operate from only one command post and with only one set of objectives in which each agency plays its particular role.

At the school site, teams are grouped into the following areas designed to control all aspects of activity immediately following a disaster:

- Command Centre
- Student Care Teams
- Operations Teams

The teams should be staffed with school/worksite personnel assigned at the start of the school year in September (duty roster list included in [Appendix E-8](#)). As soon as the initial disaster has occurred, the teams must be activated immediately.

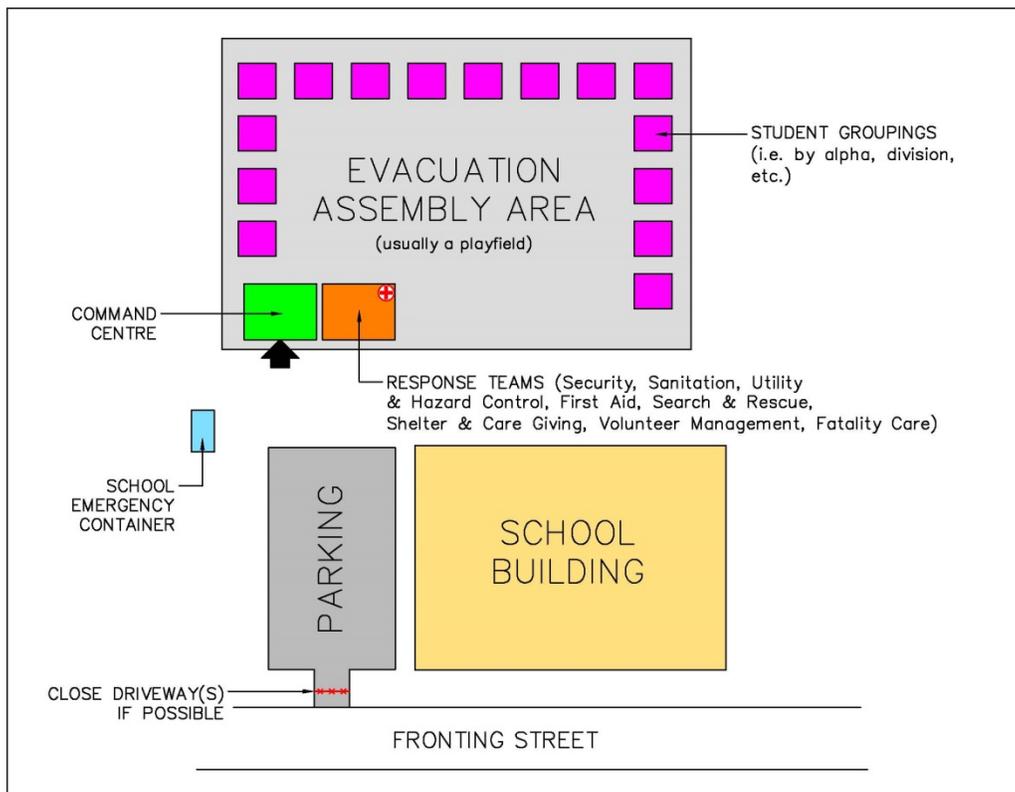
The Site Incident Commander effectively sets up and operates the Command Centre for the duration of the disaster, including communications, and oversees the setup of the various team stations.

Student Care Teams are responsible for the evacuation, assembly, roll call, status reporting and controlled release of students as described in [Section 3](#) and [Section 4](#).

Operations Teams are responsible for the setting up and operation of the First Aid Station as well as Site Security, Shelter and Care Giving, Rapid Damage Assessment, Search and Rescue, Sanitation, Volunteer Management, Hazard Control and Fatality Care functions.

Team leaders should wear identifiable clothing (i.e. High Visibility Incident Command vests, caps and/or t-shirts), with green = Site Incident Commander, red = First Aid, orange = Other Operational Support. Response Function Stations should be identified by weather-resistant signs of appropriate size and clarity.

Diagrammatically, a Response Function site map during a may look like this:



**Note:** A full complement of emergency response function teams is required for each school site. However, at non-school sites, where only adults are assigned and/or where a small number of staff members are available, this is neither practical nor required. In such cases, the two response function teams can be merged into one.

## **2. COMMAND CENTRE**

The Command Centre should consist of at least the following members:

- Site Incident Commander
- Communications Officer
- Administrative Assistant with attendance files/Clerk with work site roster.

The Principal (or designate)/Site Manager is the Site Incident Commander and final authority at each school. He/She must be available for all decisions, information, and authority for the time the sites are isolated. The Site Incident Commander should locate the Command Centre in a safe, accessible area in front of the Evacuation Assembly Area. He/She should assess the damage to buildings, casualties, fatalities, and report to the Superintendent's staff at the Delta School District Emergency Operations Centre (DEOC). The Site Incident Commander should not be accessible to media or parents – this task should be assigned to a Communications Officer.

The Command Centre may be staffed with as many persons as will be helpful with assigned responsibilities. Roles and responsibilities of key personnel are as follows:

### **2.1 Site Incident Commander**

The role of the Site Incident Commander is to ensure emergency planning and preparation are in place prior to an emergency; to provide overall leadership and direction to the response operations during an emergency; to expedite recovery of the school after an emergency; and to work in concert with authorized first responders and district/school staff to achieve the common goal of keeping students, staff and visitors safe.

The responsibilities of the Site Incident Commander include:

- Update the school emergency plan annually including evacuation plan procedures, media and public information plan and procedures and response function teams;
- Identify several locations for the Command Centre and Assembly areas inside and outside the school;
- Advising parents of school emergency plan, including the student release plan and Response Function site map;
- Surveying the immediate neighbourhood for availability of possible emergency aid/other "Neighbourhood Watch" activities; encouraging networking with business/professional organizations;
- Ensuring required supplies are obtained to run the Command Centre;
- Ensuring personnel for Response Function Teams are identified, trained and exercised;
- Identifying and establishing means of communication and communication points with the DEOC and local emergency resources;
- Ensuring Response Function Teams are familiar with the reporting and communication structure;
- Ensuring all Response Function Team Leaders and members are familiar with record keeping (logs);

- Reminding Response Function Team Leaders to log all situations, decisions made and actions taken by the team in chronological order; and
- Reminding Team Leaders to forward updated information and logs to the Communications Officer regularly.

The Site Incident Commander must ensure the following actions take place in the event of an emergency or disaster at the school:

- Declare an emergency or disaster at the school and activate emergency alarms (if power is on);
- Activate and implement the school emergency plan;
- Staff members put on their personal safety equipment and emergency identification;
- Establish communication with the DEOC via any means available as soon as possible, and provide status regularly;
- Approve and delegate persons to:
  - Account for all students, staff and visitors
  - Assess the scope of disaster and prioritize actions required
  - Scout out safe evacuation route(s) and assembly area(s)
  - Ensure any necessary supplies and equipment are ready for use at the Command Centre;
- Activate and deploy other Response Function Teams as required;
- Request for emergency resources from municipal responders as required;
- Approve all statements (related to your own school only) to be released by the Communication Officer to parents, guardians, alternates, the general public or the media; ensure coordination with the DEOC for media releases if possible;
- Post and update status information regularly as appropriate;
- Call Team Leaders for periodic briefings for situation update;
- Keep records of all communications, decisions made and actions taken;
- Ensure ALL staff and volunteers are relieved regularly;
- Be prepared to deal with emotional or unusual situations (e.g. serious injuries or fatalities);
- Release teachers as per District expectations;
- Provide overall direction and approval of actions or priorities taken by staff or volunteers as appropriate;
- Determine and declare when emergency response operations ceases; and
- Prepare a report to the District on response operations.

## 2.2 Communications Officer

The role of the Communications Officer is to coordinate and facilitate all communications for the school, on and off site.

The Communications Officer must ensure the following actions take place in the event of an emergency or disaster at the school:

- Set up available communication equipment in the Command Centre and prepare for use;
- Obtain approval from the Site Incident Commander prior to any transmittal or release of information;
- Establish contact and communication with the DEOC as soon as possible, and communicate status on a regular basis;
- Remind staff and volunteers to refer ALL questions (except if related to Student Release) from the media or parents to the Communications Officer;
- All information releases to the media and public are to come from the DEOC; in the event of communication failure with the DEOC, the Communications Officer assumes this responsibility;
- Number and keep records of all information releases (e.g. media releases, public information releases, phone calls, etc.) issued by the Command Centre
- Turn on battery operated radio to any available stations for emergency information broadcasts – use discretion so as not to alarm students or other staff; assist with monitoring emergency broadcasts, take notes on pertinent information and pass such on to the Site Incident Commander as appropriate;
- Contact emergency services and/or the Corporation of Delta as required;
- Use whatever means available to communicate quickly between response groups on site; update all response function teams, particularly hazards or injuries that may affect their roles;
- Supervise any commercial or amateur radio operators that volunteer their services;
- Utilize volunteers as runners:
  - Runners (in pairs) should be sent with written messages to the closest secondary school where radio communications to the DEOC should be available;
- Display visual OK/HELP signs;
- Ensure all messages are recorded clearly and accurately, and directed to the appropriate personas and/or agencies;
- Possible contacts:
  - Delta School District, Police, Fire, Ambulance or hospital
  - FortisBC, BC Hydro, Telus
  - Corporation of Delta (for water, sewer or road problems or assistance)
  - Re-location centres, other schools
  - Other emergency service agencies
  - Parent/guardian or alternate

### **2.3 Event Incident Commander**

The Event Incident Commander is the lead first responder to an emergency event such as a fire or earthquake. This individual is responsible for assessing and responding to the situation from an expert's perspective and working closely with the Site Incident Commander to provide fast and efficient response. The Event Incident Commander advises the Site incident Commander on issues related to student and staff safety.

### **3. STUDENT CARE TEAMS**

Each Student Care Team consists of a classroom teacher with the assistance of an education assistant, if available. The primary role of each team is the care of students from the classroom to the emergency evacuation area and then until a parent or temporary guardian (as indicated on the student's emergency release form) retrieves the child. As the number of children remaining on site drops, individual teams may be combined.

Team leaders are responsible for releasing children to their parent(s) as they arrive on site, and to refer others (designated contacts or temporary guardians) to the Command Centre for confirmation and student release.

Teams may be grouped by Division(s) (elementary schools) or by last name (elementary and secondary schools).

### **4. OPERATIONS TEAMS**

The Operations function lies at the heart of any response related to an event, supporting the on-scene response. This includes damage assessment, first aid, evacuation/shelter and care, security, search and rescue, crisis intervention, temporary facilities and volunteer management. Each Operations Team consists of support and teaching staff, as well as volunteers if available and as appropriate. The roles and responsibilities of each Operations Team are as follows:

#### **4.1 Site Security**

Depending on the availability of resources, this function may be combined with Rapid Damage Assessment, Utility and Hazard Control and/or Sanitation Team(s). The Site Security Team is to ensure the school building(s) and site are safe and secured for authorized access only, to assist with traffic, crowd and access control and to assist with the setup of temporary sanitation stations as required.

Site Security personnel must ensure the following actions take place in the event of an emergency or disaster at the school:

- Secure the school building(s) and/or site to limit only one entrance and exit, if possible, at all times;
- Direct and control access and flow of people into and out of the school including those on the school grounds;
- Direct and control access and flow of vehicle traffic around the school property;

- Ensure clear access is available for emergency vehicles and personnel;
- Cordon off any obviously unsafe areas; and
- Post signage or station someone at applicable access points to direct:
  - parents, guardians or alternates to the Emergency Student Release Area
  - emergency services personnel to the appropriate area(s)
  - volunteers to the Volunteer Coordinator for registration and assignment
  - media personnel to the media reception area.

## **4.2 First Aid**

First Aid is aimed to preserve life, stabilize and prevent injuries from becoming worse and to promote recovery. The role of the First Aid Team is to promptly provide those injured with a level of care within the scope of the attendant's training, to objectively document observed or reported signs and symptoms of injuries or illness and record any treatment given and refer to medical attention injuries or illnesses recognized as being serious or beyond the scope of the attendant's training. The Team Leader needs to ensure that necessary first aid equipment is stored in the Emergency Container and that team members are familiar with where these items are located.

First Aid personnel must ensure the following actions take place in the event of an emergency or disaster at the school:

- Gather all first aid equipment and supplies;
- Coordinate with rapid damage assessment function team and command centre to ensure pre-identified first aid locations are usable;
- Establish a triage area and first aid station;
- Assign tasks according to the ability and availability of helpers;
- Ensure personal safety precautions are taken by disposing wound waste properly (see Sanitation);
- Supervise first aid team members;
- Conduct triage and administer first aid according to priorities, monitoring of situations and patients' conditions;
- Report status to command centre on a regular basis;
- Ensure first aid reports are completed for each injured person and maintain records;
- Provide emotional support for the injured, parents and workers;
- Assist with fatality care as required; and
- If and when transportation and/or medical services are available, ensure emergency student ID tag and treatment record are sent with the student and given to the appropriate medical authorities.

### 4.3 Shelter and Care Giving

The role of the Shelter and Care Giving Team is to acquire necessary supplies, equipment and training in order to provide basic human survival needs, such as water, food, shelter, sanitation needs (may be combined with this function) and emotional support. The Team Leader needs to ensure that necessary tools, equipment and adequate food and water rations are stored in the Emergency Container and that team members are familiar with where these items are located.

Shelter and Care Giving personnel must ensure the following actions take place in the event of an emergency or disaster at the school:

- Confirm with rapid damage assessment team and command centre for a suitable location to set up shelter and care giving station;
- Gather supplies and equipment;
- Set up shelter and a care giving station;
- Review guidelines with staff and volunteers;
- Provide temporary food, water and shelter services;
- Water - in the event of emergency evacuation:
  - Curtail use of all water immediately
  - Collect all stored water and food and place in one area
  - Have cups or other drinking vessels available - also paper plates and spoons
  - Water Purification - drinking water may be purified with chlorine bleach or iodine as outlined below. The methods described represent the minimum suggested method:
    - To be fully effective, purification compounds must be in contact with the water for at least 30 minutes to kill all bacteria present; the water must be well mixed and should have a slight iodine or chlorine taste
    - Chlorine Bleach: If the water is clear, two drops for the first litre, then one drop for every litre thereafter. If the water is cloudy, use three drops for the first litre and two for every litre thereafter
- Ensure hygienic precautions and proper garbage disposal are followed; and
- Provide comfort and support to those emotionally in need.

### 4.4 Rapid Damage Assessment

Depending on availability of resources, this function may be combined with the Rapid Hazard Control Team. The preliminary responsibility of the Rapid Damage Assessment Team is to gather and relay information about the extent of damage of the school building and surroundings using the checklist in [Appendix E-3](#), such as:

- Fire, flooding, sink holes
- Damage to utilities (gas, electrical and water lines)

- Structural damage (e.g., buildings off their foundations, structures that are unsafe and uninhabitable due to damaged chimneys, broken windows, jammed front doors, etc.)
- Other hazards (e.g., downed trees, power lines, fractures in streets)

The Rapid Damage Assessment Team Leader will collect the damage assessment reports, and review them with the Site Incident Commander and help determine what response actions need to take place. The information gathered will determine what responses and actions will be initiated by the Site Incident Commander and will assist District Facilities Branch personnel (via the DEOC) to confirm whether the building is safe to re-enter or whether further assessment is required.

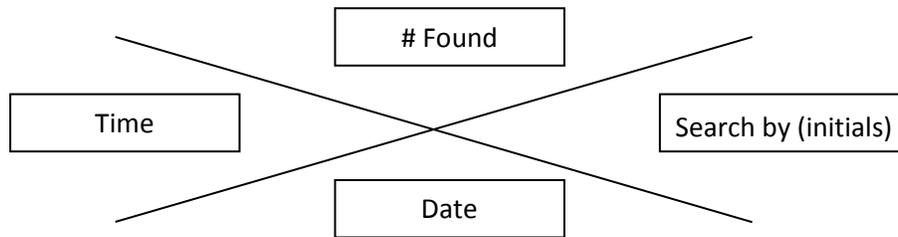
#### **4.5 Search and Rescue**

The Search and Rescue Team consists of staff and volunteers with training who should, without causing harm to self or others, locate, stabilize and transport persons that may be injured, wounded, trapped or otherwise require assistance. The Team Leader needs to ensure that necessary tools and personal protective equipment are stored in the Emergency Container and that team members are familiar with where these items are located.

Search and Rescue personnel must ensure the following actions take place in the event of an emergency or disaster at the school:

- Team members should always work in pairs or triplets, and always stay in contact physically, visually or vocally;
- Liaise with the Command Centre to collect available information to determine priorities;
- Gather equipment needed and team members available;
- Assign a team leader;
- Assign team members into pairs or triplets;
- Confirm search and rescue protocols and priorities;
- Plan and prepare the search and rescue effort by coordinating with other teams or team members to avoid missed buildings or duplication;
- Establish search patterns and areas:
  - Conduct a perimeter search first. Stay low, be alert of and note any obvious dangers or hazards such as wires, sharps, falling or precarious objects
  - Maintain communication with partners
  - Call out and wait upon entering a search area
  - Search the area by sight, touch, smell and sounds
  - Pay special attention to calls for help or sounds of distress
  - Check every room and building thoroughly; check all classrooms, closets, offices, storage rooms, bathrooms, gymnasium, shower stalls, shops, mechanical rooms, under furniture, etc. (children in trauma will tend to hide - search thoroughly even if no one answers);

- Communicate status after each search of the area to the team leader;
- Once an area has been searched, clearly mark the room, building, wall or door as searched - use this marking protocol:



- Check off areas on the map to avoid duplication;
- Take only lifesaving and stabilizing first aid measure on location - then if possible, move the injured person to the first aid station;
- Note the location on the map and report fatalities found - report to team leader; DO NOT move the bodies;
- Record on report when primary search is completed, including date, time and results - return the report to the team leader;
- Secure searched buildings from re-entry if possible for earthquake scenarios; this is to prevent further injuries from aftershocks.
- Conduct secondary searches if aftershocks occur.

*REMEMBER – Do not enter unsafe buildings, get professional help. If in doubt, stay out... Do not make yourself a victim, otherwise you will need to be rescued too.*

#### 4.6 Sanitation

The Sanitation Team role is to provide alternate washroom and toilet facilities if needed, to ensure proper use of washroom and toilet facilities, including supervision of hand washing and to ensure proper temporary disposal of human wastes. The Team Leader needs to ensure that necessary tools and supplies are stored in the Emergency Container and that team members are familiar with where these items are located.

Sanitation personnel must ensure the following actions take place in the event of an emergency or disaster at the school:

- Coordinate with Rapid Damage Assessment and Hazard Control Teams to determine whether normal washroom facilities are usable;
- If not or in doubt, determine when and where set up of alternate facilities will be required;
- Use portable toilets or buckets separating liquid and solid human wastes;
- Spread hydrated lime to help dry out the waste for disposal and control odour;

*Caution Note – lime can cause burns if contacted with skin. Be careful when handling lime by using rubber gloves. Make sure no lime is left on the seat when finished. Be careful with inadvertent mixture of lime and bleach, as chlorine gas may result.*

- Seal plastic bags and double bag to prevent leaks or breakage;
- Supervise hand washing to avoid spreading of germs:
  - Use ¼ cup of water per wash to wet hands
  - Use liquid soap and rub hands vigorously
  - Use ¾ cup of water to rinse hands
  - Use paper towel to dry thoroughly; and
- Ensure wastes are disposed of regularly to avoid accumulation.

#### **4.7 Volunteer Management**

The role of volunteer management is to coordinate volunteer resources, including the registration, screening and assignment of volunteers. These resources need to be recorded in the Community Volunteers List ([Appendix E-7](#)).

Volunteer Management personnel must ensure the following actions take place in the event of an emergency or disaster at the school:

- Establish an area to receive volunteers near the Command Centre;
- Coordinate with Command Centre and Response Function team leaders as to what, if any, volunteer assistance is required;
- Register volunteers; record their personal information such as name, address, phone numbers and emergency contacts at time of arrival;
- Screen volunteers based on skills, experiences, knowledge, availability, suitability and assessment of needs;
- Provide volunteers, before their assignments, with:
  - Policies, confidentiality and safety guidelines and general expectations
  - What their job entails
  - Who they are to report to
  - Shift information
  - Sign in/out procedures
  - Working conditions
- Ensure volunteers return ID and sign out with volunteer coordinator upon completion of assignment; and
- Rotate volunteers through the more unpleasant tasks (such as sanitation duties).

#### **4.8 Hazard Control**

Depending on availability of resources, this function may be combined with the Rapid Damage Assessment Team. Members of the Hazard Control Team should be knowledgeable of basic fire suppression and general utilities and safety issues. Team members should have prior knowledge of potential hazards, having completed the School Earthquake Hazard Assessment using the checklist in [Appendix E-1](#) , need to be familiar

with where necessary personal protective equipment is stored in the Emergency Container. Basic Fire Suppression as part of this function does not replaced the role of professional firefighters.

Hazard Control personnel must ensure the following actions take place in the event of an emergency or disaster at the school:

- Always work in pairs when conducting utility and hazard control in and around building(s) and site for potential or immediate dangers;
- Put on personal safety gear;
- Collect equipment and supplies needed, including keys to utility rooms or cages;
- Always stay in contact with partner;
- Never place yourself or your team in a dangerous situation by attempting to put out a larger fire;
- Coordinate with Site Security, Rapid Damage Assessment and/or Search and Rescue teams, depending on how functions are combined;
- Report to the Command Centre with all damage found and hazards controlled;
- Call 9-1-1 if telephone service is available for professional emergency responders;
- Natural Gas Hazard:
  - All District buildings are equipped with natural gas earthquake automatic shut-off valves, so shutting off of the main natural gas valve should not be required;
  - If you suspect a natural gas leak, detectable by the distinctive rotten egg smell or hissing sound, open windows or doors to ventilate the space and attempt to shut-off the room appliance gas valve;
  - If gas is still detectable after shutting off the local valve, notify the Command Centre immediately to evacuate upwind at least 100 metres and to CONTACT MAINTENANCE SERVICES and FortisBC through the DEOC;
  - DO NOT USE FLAMES (i.e. candles) or ELECTRICAL SWITCHES AND DO NOT START VEHICLES NEARBY if a leak is suspected.
- Propane Hazard:
  - A limited number of portable classrooms are equipped with propane heat;
  - Propane has a foul odour, and a white fog or frosting on propane lines indicates the presence of a liquid propane leak, making leak detection easy;
  - If a propane leak is suspected, follow the natural gas response protocol above.
- Electrical Hazard:
  - Electrical fires can result when there is arcing or overheating within a piece of equipment, defective or damaged wiring; be aware that livewires in contact with any conductors like metal pipes or chain link fences will present additional hazards;

- If there is no gas leak, unplug electrical equipment that smells hot, is smoking or burning; if equipment cannot be unplugged, then turn off at the main electrical panel;
- Treat any downed powerlines as live and keep everyone at least 10 metres away from them;
- If anyone is within 10 metres of a downed powerline, move away by doing the shuffling steps (DO NOT WALK IN NORMAL STEPS); shuffle or hop – keep your feet close together and take short, shuffle like steps, never allowing the heel of one foot to move beyond the toe of the other; alternatively, hop and land with both feet together until you are clear of the energized area, approximately 10 metres.
- Water Hazard:
  - Shut off the water supply if damage is suspected in the waterlines;
  - Do not enter a flooded area or walk on wet floors unless electricity is known to be shut off or it is known that there are no downed wires;
  - Mop up wet areas if possible and/or cordon off dangerous and wet areas.
- Basic Fire Suppression:
  - Assess if any fire hazard exists;
  - If a fire exists, alert occupants to evacuate the building immediately and notify the Command Centre to contact the DEOC and Fire Department;
  - When using a fire extinguisher, hold the extinguisher upright, pull out or snap off the ring pin, stand back approximately 2 metres upwind from the fire, aim nozzle at the base of the fire, squeeze the handle continuously, use a side-to-side or sweeping motion as you spray at the base of the fire until the fire is out;
  - Call 9-1-1 even if the fire has been controlled or extinguished.

#### **4.9 Fatality Care**

The purpose of the Fatality Care Team is to carry out due diligence with respect to handling the deceased, as well as to reduce the exposure of trauma and provide emotional support to the survivors. Efforts and energy should first be placed on assisting the living. Minimize disturbance of the bodies and personal property. When feasible, fatality care to the extent possible should be implemented away from the assembly areas. Only the Delta School District, Site Incident Commander, Communication Officer, police or medical personnel should perform the duties of notifying the next of kin.

##### Single Site Incidents

Remember that resources such as first responders for single site incidents (i.e. affecting one school only) will be available and accessible within a reasonable amount of time. For these situations, do not disturb the body or personal effects of the deceased. Wait for the first responders and/or medical professional.

### Wide Spread Incidents

For wider spread disaster, first responders and medical personnel may not be available or accessible immediately, hence, schools need to prepare to minimize disturbance of the bodies as much as possible and implement due diligence.

### Re-Location Of Bodies

A body may have to be moved if it is located in the only safe area for assembly, it interferes with response activities or decomposition may occur where the emergency is a prolonged event.

The Team Leader needs to ensure that necessary personal protective equipment are stored in the Emergency Container and that team members are familiar with where these items are located.

Fatality Care personnel must ensure the following actions take place in the event of an emergency or disaster at the school:

- Liaise with other function response teams concerning fatalities;
- Report to the Site Incident Commander, police and/or other emergency authorities of fatalities;
- Wear personal protection, including gloves and masks while handling bodies;
- Always work and stay in contact with a partner;
- Cordon off the areas where bodies are located or stored; steer students and staff away from the deceased if possible;
- Label the body;
- Secure personal effects in plastic bags for later retrieval by next of kin, if no authorities or first responders are available within a reasonable length of time; otherwise, leave personal properties on the body undisturbed;
- Cover the body with opaque covering to preserve dignity and to prevent any unnecessary viewing of the body; anchoring of the cover sheets may be required;
- If a body has to be moved:
  - Record the location, incident, date, time and other relevant information (e.g. personal information and cause if known) prior to removing the body
  - Take photographic records (use a still or video camera) of the deceased at the scene if possible for coroner, insurance or investigation purposes
  - Either leave personal effects undisturbed with the body or collect, put in plastic bags, label and document anything removed from the bodies
  - Securely wrap the body with opaque covering to prevent exposure
  - Re-locate to a cool, isolated and secured area that can serve as a temporary morgue (e.g. ice rink, tile or concrete floors)
  - Secure the site for authorized entry only
- Provide emotional support to workers, students or others that may be affected by the news or viewing of the deceased.