

## **SECTION 1 - EMERGENCY MANAGEMENT**

### **1.1 GENERAL**

There are many hazards that could affect the Delta School District, due to its geographical location and naturally occurring events, including but not limited to the following:

- earthquakes
- floods
- fires
- hazardous material incidents
- transportation incidents
- utility failures

Following a major emergency or disaster, first responders (Delta Fire & Emergency Services, BC Ambulance Service) may not be available for some time during the initial phase. In fact, the Provincial Emergency Program (PEP) advises that individuals and organizations should be prepared to carry on without assistance for the first 72 hours. Being prepared should be the greatest asset a school can have in facilitating its occupants' survival and well-being.

District Administrative Procedure 165 (**Appendix A**) requires an emergency response plan be developed for each district facility, thus all schools are expected to maintain a minimum level of preparedness in accordance with the details set out in this Manual. A companion manual, entitled "School Emergency Response Procedures" has been prepared to deal with other crises threats to life and property (e.g. bomb threats, hostage taking, etc.).

### **1.2 LEGAL FRAMEWORK**

#### **1.2.1 Ministry of Education**

The Ministry of Education provides leadership and funding to the K-12 education system through governance, legislation, policy and standards. The Ministry's role in helping to meet the purpose of the school system involves co-governing the K-12 education system as partners with Boards of Education. Specific roles and responsibilities are set out under the School Act, the Independent School Act, the Teachers Act, and accompanying regulations and agreements such as the Tripartite Education Framework Agreement (TEFA).

#### **1.2.2 Ministry of Health**

The Ministry of Health supports school districts through Section 89 of the School Act that requires regional health boards under the Health Authorities Act to designate a school medical health officer for each school district. The medical health officer, under Section 90 of the school act, has the authority to inspect schools, report to Boards of Education regarding the results of an inspection and make recommendations. When the school medical health officer considers that student safety or health is at risk, he or she has the authority to require a board to close the school.

### 1.2.3 Board of Education

In British Columbia, the provincial government and 60 school districts, each with a locally elected board of education, share responsibility for the public education system. The Ministry of Education develops high-level education legislation and policy, while boards are responsible for the overall operation and management of schools and have substantial autonomy to determine local policy. Under the School Act, Boards of Education may:

- a) establish local policy for the effective and efficient operation of schools
- b) temporarily close schools if the health and safety of students is endangered
- c) install and operate video surveillance, and
- d) direct individuals to leave and remain off school property if they cause a disturbance and/or impact the climate and culture of the school.

Board of Education employees, including Superintendents, Secretary-Treasurers, school principals, vice-principals, directors of instruction and teachers, have specific responsibilities under the School Regulation for managing schools and caring for students.

### 1.2.4 Duty of Care

In the event of an emergency, Boards of Education and educators – teachers, principals, and superintendents - must ensure that students are cared for until such time as they can be safely reunited with their parents. As employers, Boards of Education are also responsible, pursuant to the Workers Compensation Act and Occupational Health and Safety Regulation, for the safety of employees.

Specific duties of teachers are articulated in s. 4 of the School Regulation. These include:

- providing such assistance as the board or principal considers necessary for the supervision of students on school premises and at school functions, whenever and wherever held, and
- ensuring that students understand and comply with the code of conduct governing their behaviour and with the rules [and] policies governing the operation of the school.

The principal is responsible, pursuant to s. 5.7 of the School Regulation, for

- the general conduct of students, both on school premises and during activities that are off school premises and that are organized or sponsored by the school and shall, in accordance with the policies of the board, exercise paramount authority within the school in matters concerning the discipline of students.

Specific duties of superintendents, pursuant to s. 22 of the School Act, include:

- the general supervision and direction over the educational staff employed by the board of that school district, and
- the responsibility for the general organization, administration, supervision and evaluation of the operation of schools in the school district.

Canadian courts have also established a body of common law that speaks to responsibilities of school personnel. The Supreme Court of Canada, in *Myers v Pell County Board of Education*, (1981), articulated that “The standard of care to be exercised by school authorities in providing for the supervision and protection of students for whom they are responsible [is] that of a careful or prudent parent.” Many court decisions over the intervening years across Canada have upheld this principle.

Under the auspices of the British Columbia Teachers’ Council, the Standards for the Education, Competence and Professional Conduct of Educators in British Columbia (Standards) describe the important role that educators play in caring for their students. The first Standard articulates that “educators value and care for all students and act in their best interests,” and it further explains that this care must include the emotional and physical safety of students.

The statutory requirements, common law and Standards provide strong direction for educators with respect to the level of supervision and support required for the various types and severities of emergencies that are considered in this manual.

### 1.3 EARTHQUAKES

Probably the best working scenario for emergency preparedness is an earthquake, as it can produce the most devastating effects and usually occurs without any warning. Earthquakes have shaken British Columbia since the time of Indian legend. Southwest B.C. is in a dynamic geological setting called a subduction zone. Continuous movement of the earth's plates in this region builds up stresses that, when released, result in earthquakes. Two types of earthquakes can be expected – **subduction zone** and **fault**:

1. **Subduction zone earthquakes** refer to the major slippage between the Juan de Fuca plate and the North American plate where the former is subducting (sliding) under the latter several hundred kilometers west of Victoria. This should cause a very large earthquake (8 to 9 on the Richter scale) but should be attenuated somewhat by the distance we are from the epicenter. Nevertheless, this should still cause major damage in the Lower Mainland. These major earthquakes occur about every 500 years and the last one occurred before written history on the coast, about 350 years ago.
2. **Fault earthquakes** refer to lesser slippage along minor faults lying deep beneath the Lower Mainland. These occur frequently and usually do not cause damage. The Seattle earthquake of several years ago was this type. Depending upon the severity of the slippage, such an earthquake can cause significant damage in Lower Mainland areas closest to the epicenter.

Many Geologists and Seismologists have stated that a major earthquake is very likely to occur in our region in the near future, so it is critical that schools with their large concentrations of children in confined spaces be adequately prepared.

Generally speaking, if you are prepared for an earthquake, you should likely be prepared for other hazards. Thus, this manual focuses on what steps need to be done before, during and immediately after an earthquake strikes.

#### **1.4 FLOODS**

A flood is defined as a situation where water levels in a watercourse exceed the channel banks.

Delta's location on the Fraser River floodplain puts the western portion of the community at risk of flooding. The main flood threat for Delta occurs from winter storms and then along the Fraser River in the late spring and early summer, particularly when there is a heavy snowpack in the higher elevations and a sudden spell of hot weather following a cool spring (usually in later May/early June).

The District Flood Contingency Plan is contained as [Appendix M](#).

#### **1.5 LOCKDOWNS/SECURE-IN-PLACE**

The Delta School District is committed to maintaining a safe learning environment for all students and as such recognizes that, in life threatening type situations, student safety is best achieved by 'locking down' the school rather than implementing a general evacuation. In such instances the Principal shall suspend the normal daily routine and require all students to remain in or proceed to designated areas within the school until such time as the police determine it is safe for the regular routine to resume.

Emergency lockdown procedures, collectively referred to as the District Action for Emergencies (SAFE) Plan, shall be initiated should a high risk incident involving weapons, hazardous environmental situation, severe weather warnings, serious incidents in the community, unauthorized entry, hostage taking, hold-up or other dangerous or violent incidents which could pose an immediate threat to life.

The District SAFE Plan is contained as [Appendix N](#).

## 1.6 EMERGENCY MANAGEMENT MANUAL

- 1.6.1 This Manual is a working document to be tailored by the site/school to suit specific conditions (**Appendix D**), thus becoming the School/Site Emergency Plan Binder. Sections and appendices will be updated regularly through the District's website.

The purpose of this Manual is to:

- assure the protection, and safe care of students and staff before, during or immediately after a threatened or actual emergency or disaster;
- prepare staff, students and parents in every school and District support department to take appropriate action in the event of disaster; and
- prepare District personnel for their role in coordinating with The Corporation of Delta Emergency Operations Centre (EOC) to integrate the District's facilities and resources into the community's overall emergency preparedness program.

The Delta School District participates in The Corporation of Delta Emergency Planning Committee, which is responsible for the planning of Delta's emergency management program. The contents of this manual are consistent with the requirements laid out in the Delta Emergency Plan EOC Response Guide.

- 1.6.2 A master copy of this manual should be clearly labelled and stored in an identified and easily accessible location, with a duplicate maintained in the Emergency Container.

## 1.7 EMERGENCY MANAGEMENT RESPONSIBILITIES

Effective planning, exercising and response require coordination, cooperation and participation of school personnel, students, parents/guardians, and community organizations and individuals. The delegation of responsibility to one person, therefore, is not appropriate.

### 1.7.1 Superintendent's Responsibilities

The Superintendent:

- a) Acts on behalf of the Board of Education to ensure that emergency management planning and implementation take place at the District and school levels. This includes:
  - (i) implementation of administrative procedures and standards;
  - (ii) overseeing the development, maintenance and review of district, school and non-school site (i.e. Board Office, Maintenance Facility, Delta Manor Education Centre, Delta Community College) emergency plans that are consistent with District administrative procedures and emergency plan while considering location, facility, budgets and staff capabilities; and
  - (iii) reporting annually to the Board of Education on the status of district emergency preparedness.

- b) Appoints:
  - (i) a senior staff person to take on the role of District Emergency Planner;
  - (ii) a senior staff person to take on the role of District Emergency Operations Centre Coordinator (Zone Superintendent or Secretary-Treasurer);
  - (iii) a staff person to communicate with the public and media during a crisis (Manager of Communications); and
  - (iv) a senior staff person responsible for liaising with The Corporation of Delta Emergency Operations Centre (EOC) in times of disaster or emergency;
- c) During a significant emergency event, takes control at the District level; and
- d) Reports emergencies, disasters and critical incidents to the Ministry of Education as quickly as possible.

### 1.7.2 District Emergency Planner Responsibilities

The District Emergency Planner should:

- a) Schedule, organize, chair and document meetings of the District Emergency Preparedness Committee;
- b) Coordinate district emergency preparedness efforts with The Corporation of Delta Emergency Planner and Delta Emergency Social Services to assign responsibilities and organize the planning process;
- c) Represent the District on the Corporation of Delta Emergency Planning Committee or assign designate;
- d) Coordinate District, school and non-school site emergency preparedness plans;
- e) Provide emergency procedures clarification to schools and District departments throughout the year.

### 1.7.3 School Principal Responsibilities

The School Principal:

- a) Is responsible for the operation and management of the school including knowing what to do in an emergency to protect their students and staff; First Responders such as fire fighters and police will respond as available but it is incumbent on the Principal to know how to communicate with and work with staff until such time as first responders arrive and the management of the event becomes a shared task;
- b) In the event of an emergency or disaster at his/her school:
  - (i) is the Site Emergency Commander during an emergency at his/her school;
  - (ii) is responsible for the safety of his/her students in the event of an emergency or disaster; and

- (iii) is expected to maintain order during an emergency and to ensure that students are able to return safely to parents or approved guardians;
- c) Must ensure a school-based Emergency Plan is in place, ensuring the plan is reviewed at least annually and are kept current with:
  - (i) changing school populations;
  - (ii) changes in facilities;
  - (iii) technological advances; and
  - (iv) changes in provincial, municipal and District policies and procedures;
- d) Must be thoroughly conversant with the contents of the District Emergency Preparedness Manual;
- e) Is responsible for conducting drills on an annual basis, maintaining an emergency drill log on-site and sending a copy of the log to the District Emergency Planner after every drill; the Ministry of Education endorses the following best practices:
  - (i) six (6) fire drills (BC Fire Code requirement)
  - (ii) three (3) earthquake drills (BC Earthquake Alliance recommendation)
  - (iii) two (2) lockdown drills (RCMP recommendation);
- h) Should establish and chair the School Emergency Planning Committee for the upcoming year each June;
- i) Should appoint a School Emergency Coordinator, if not holding the position him/herself;
- j) Should hold an orientation meeting with staff, parents and/or PAC at the beginning of each school year to review and update the school emergency plan, and delegate responsibilities to staff with regard to their special abilities and normal functions; and
- k) Should inform parents about the school emergency plan and the seek input on its adequacy.

#### 1.7.4 School Emergency Coordinator

The School Emergency Coordinator:

- a) Must be fully conversant with the school emergency plan;
- b) Assumes the role of Fire Safety Director for the building;
- c) Should schedule, organize and document meetings of the School Emergency Planning Committee;
- d) Should liaise with the site's Occupational Health & Safety Committee regarding regular joint building hazard assessments (at least one annually before students arrive);
- e) Assigns Deputy Fire Director and Floor/Pod/Area Wardens;

- f) Ensures that supplies for the classroom and floor first aid kits and school trauma kit(s) are maintained;
- g) Regularly checks the condition of supplies in the Emergency Container and liaise with the School's Parent Advisory Council regarding replenishment or addition of supplies; and
- h) Coordinates emergency operations with the District Emergency Planner, including:
  - (i) obtaining earthquake and other emergency planning materials for classroom instruction;
  - (ii) arranging for training of selected staff as necessary; and
  - (iii) adjusting the school Emergency Plan as necessary to improve its functionality.

#### 1.7.5 Teaching and School Support Staff Responsibilities

Teachers, education assistants, clerical, custodial staff and others are expected to be familiar with the school emergency plan and to understand their particular role(s) in carrying it out.

- a) Teaching and school support staff:
  - (i) should participate in the development and implementation of the school emergency plan;
  - (ii) should conduct routine earthquake hazard assessments in the classroom and office areas, and along evacuation routes – remedy where practicable or report to the School Emergency Coordinator;
  - (iii) shall facilitate student evacuation during drills and actual emergencies;
  - (iv) shall maintain student records; and
  - (v) should carry out their own personal and family emergency preparedness planning in order that their ability to perform their duties at work during an emergency is not impaired (refer to [Section 2.3.5](#)).
- b) Teaching staff should also provide instruction in the school emergency plan, including helping students develop confidence in their ability to take care of themselves and assist others;

#### 1.7.6 Student Responsibilities

Students are expected to be familiar with the school emergency plan and to understand their particular role(s) in carrying it out. Students also have a responsibility to understand the emergency routines to the best of their abilities and to follow instructions given by their teachers.

### 1.7.7 Parents, Legal Guardians and Parent Advisory Council Responsibilities

Parents are key partners in their children’s learning and are often very involved in school activities. Parents and legal guardians play an important part in the support of the school’s emergency plan by:

- a) Participating in the development and implementation of the school emergency plan and ensuring that they are aware of how the emergency plan will be executed;
- b) Providing vital and up-to-date information regarding contact, medical and student release information for their child(ren);
- c) Participating in drills or exercises related to emergency preparedness, including student release drills, when invited to do so by the Principal;
- d) Providing necessary voluntary assistance during disasters;
- e) Ensuring personal earthquake preparedness for their child(ren) at home and at school (i.e. comfort kits) and encouraging their children to take drills seriously; and
- f) Helping to acquire and organize emergency supplies on an ongoing basis, including maintaining the inventory of supplies and equipment stored in the school’s emergency container.

### 1.7.8 Responsibilities of Volunteers

In any school, one is likely to find volunteers working with students and staff in a variety of contexts. In some cases, these volunteers may be working with students in the school but they may also be off-site with students.

It is incumbent on the school Principal to ensure that volunteers are knowledgeable about emergency procedures and their responsibilities in the event that they are the primary person to provide care to their charges. It may be wise to have volunteers formally acknowledge this responsibility and encourage them to attend appropriate drills.

All adults in formal or volunteer roles in the school have a responsibility to:

- report any incidents that may threaten the safety and security of students, staff or the school; and
- call 9-1-1 and ensure the appropriate authorities are informed.

### 1.7.9 Responsibilities of Site Manager & Staff in District Buildings other than Schools

- a) The Site Manager:
  - (i) assumes the role of Site Emergency Coordinator/Fire Safety Director;
  - (ii) in the event of an emergency or disaster at his/her site:
    - is the Site Emergency Commander during an emergency at his/her school;

- is responsible for the safety of building occupants in the event of an emergency or disaster; and
  - is expected to maintain order during an emergency;
- (iii) ensures a site-based Emergency Plan is in place, ensuring the plan is reviewed at least annually and are kept current with:
- changes in facilities;
  - technological advances; and
  - changes in provincial, municipal and District policies and procedures;
- (iv) must be thoroughly conversant with the contents of District Emergency Preparedness Manual;
- (v) should liaise with the site's Occupational Health & Safety Committee regarding regular joint building hazard assessments;
- (vi) appoints a Deputy Emergency Coordinator/Deputy Fire Safety Director and/or Floor/Area Wardens as necessary;
- (vii) establishes and chairs the site emergency planning committee;
- (viii) delegates responsibilities to staff with regard to their special abilities and normal functions;
- (ix) ensures that supplies for the building's first aid kits are maintained;
- (x) conducts fire and earthquake drills as scheduled; and
- (xi) coordinates emergency operations with the District Emergency Planner, including arranging for training of selected staff as necessary and adjusting the site emergency plan as necessary to improve its functionality.
- b) Site Staff:
- (i) should participate in the development and implementation of the site emergency plan;
- (ii) should conduct routine earthquake hazard assessments in office and other building areas, and along evacuation routes – remedy where practicable or report to the Site Emergency Coordinator;
- (iii) participate and assist in evacuation during drills and actual emergencies; and
- (iv) should carry out their own personal and family emergency preparedness planning in order that their ability to perform their duties at work during an emergency is not impaired (refer to [Section 2.3.5](#)).

#### 1.7.10 Director of Facilities & Planning Responsibilities

The Director of Facilities & Planning:

- a) Coordinates the responsibilities of Facilities Branch staff:
  - (i) report any structural defects or safety hazards when noticed;
  - (ii) identify shutoff valves and switches for gas, oil, water, and electricity and post charts so that other personnel may use them in an emergency;
  - (iii) assist schools in preparing evacuation floor plans;
  - (iv) post locations to all protective equipment;
  - (v) instruct school and District staff in use of fire extinguisher;
  - (vi) maintain an inventory of tools and equipment; and
  - (vii) advise the District Emergency Preparedness Committee of hazardous and protective areas of District facilities, available emergency equipment, and alternate power sources.
- b) In times of disaster or emergency, coordinates the response of the Facilities Branch.

#### 1.7.11 Emergency Management BC Responsibilities

The main provincial agency in British Columbia with responsibility during emergencies that broadly impact communities is Emergency Management British Columbia (EMBC). EMBC was formed to be the lead coordinating agency in the provincial government for all emergency management activities.

EMBC provides executive coordination, strategic planning, and multi-agency facilitation and strives to develop effective working relationships in an increasingly complex emergency management environment. EMBC works with local governments, First Nations, federal departments, industry, non-government organizations and volunteers to support the emergency management phases of mitigation/prevention, planning/preparedness, response and recovery. Additionally, EMBC engages provincial, national and international partners to enhance collective emergency preparedness.

EMBC activates a Provincial Regional Emergency Operation Centre (PREOC) and the Provincial Emergency Coordination Centre (PECC) when an emergency or disaster challenges the capacity of local authorities or when extensive cross-ministry collaboration is required to address the impacts of an emergency.

#### 1.7.12 Corporation of Delta Responsibilities

The Local Authority Emergency Management Regulation requires that every local authority in British Columbia – municipal council, board of regional districts or park superintendent in the case of national parks - in British Columbia establish an emergency management organization and develop and maintain a current local emergency plan. In Delta, the Emergency Measures Office (EMO) maintains this responsibility.

In the case of emergencies that require coordinated support to the site level, the Corporation of Delta will activate emergency operations centres to manage the consequences of the event. In these events, the EMO will activate emergency plans and directly control the resources under its jurisdiction for the purpose of emergency response and recovery. The Corporation of Delta has capabilities, plans and procedures to provide for the safety of its citizens during emergencies. It will execute initial response activities using jurisdictional resources and if required ask for assistance from outside agencies such as Emergency Management BC.

#### 1.7.13 First Responders

First Responders work at the site level of an event and include police, fire, ambulance, and other municipal and regional agencies as required. Activities of First Responders include securing the perimeter, medical response, firefighting and managing crowds or evacuation zones. First Responders are also the group that schools will likely be working with most closely during emergencies and for that reason it is important to work with them as much as possible during planning and preparedness activities. Other public safety lifeline volunteers, such as Delta Search and Rescue, Delta Amateur Radio Society and Delta Emergency Social Services, assist First Responders, local authorities and the District during emergencies.

### **1.8 RESPONSIBILITIES OF EMERGENCY COMMITTEES**

#### 1.8.1 District Emergency Management Committee

The District Emergency Management Committee should:

- a) Consist of the following members:
  - (i) District Emergency Planner (Chair)
  - (ii) Board Chair or designate
  - (iii) Superintendent or designate(s) <sup>\*1</sup>
  - (iv) Secretary-Treasurer <sup>\*1</sup>
  - (v) DPAC Representative
  - (vi) Elementary School & Secondary School ADSA Representatives
  - (vii) Elementary School & Secondary School DAEOP Representatives
  - (viii) DTA Representative
  - (ix) CUPE Representative
  - (x) Director of Facilities & Planning (*or Manager, Facility Services if the Director is the District Emergency Planner*)
  - (xi) Health, Safety & Emergency Preparedness Officer <sup>\*1</sup>
  - (xii) Manager, Information Technology Services
  - (xiii) Manager, Communications & Marketing;
  - (xiv) Manager, Procurement Services

\*1 – One of whom designated the District Emergency Operations Centre Manager

- b) Meet at the call of the Chair to review the status of the District Emergency Plan, confirm and refine roles and responsibilities of all District stakeholders, and obtain input from all key stakeholders regarding activities, challenges and successes;
- c) Participate in the development, review, updating and stewardship of the District Emergency Preparedness Plan and Manual;
- d) Set and monitor annual goals and objectives for the District Emergency Preparedness Program;
- e) Develop and review policies and procedures relating to emergency preparedness; and
- f) Recommend training and resource budgets for inclusion in the District's Annual Operating Budget.

### 1.8.2 School Emergency Preparedness Committee

The School Emergency Preparedness Committee should:

- a) Ideally consist of the following members:
  - (i) School Emergency Coordinator (Chair)
  - (ii) Principal (if not the School Emergency Coordinator)
  - (iii) 2 full-time staff representatives
  - (iv) 2 parents
  - (v) 2 students (if not an elementary school)
  - (vi) Custodian

At the very least, the committee should consist of 3 members (Principal, staff member and parent, one taking on the role of School Emergency Coordinator);
- b) Be struck in June of each year for the upcoming school year;
- c) Participate in the development, review, updating and stewardship of the school emergency plan; and
- d) Coordinate the establishment of Response Function Teams, including defining the roles and responsibilities of teams and team members. Depending on resources available, the committee members and staff may be committee members as well as response function team members. Details of the Response Function Teams roles and responsibilities are given in [Appendix K](#).

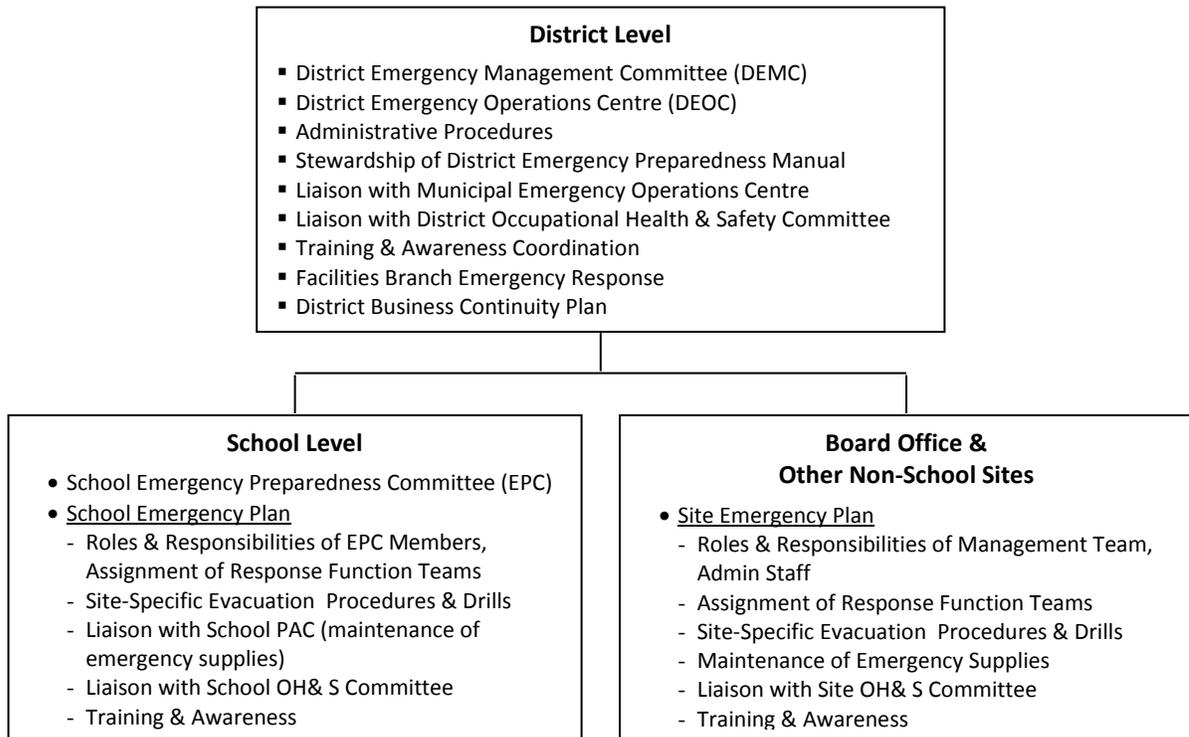
### 1.8.3 Non-School Site Emergency Planning Committee

The Non-School Site Emergency Planning Committee should:

- a) Ideally consist of the following members:
  - (i) Site Emergency Coordinator (Chair)
  - (ii) Site Manager (if not Site Emergency Coordinator)
  - (iii) 1-2 full-time staff representatives

- b) Participate in the development, review, updating and stewardship of the site emergency plan; and
- c) Coordinate the establishment of Response Function Teams, including defining the roles and responsibilities of teams and team members. Depending on resources available, the committee members and staff may be committee members as well as response function team members. Details of the Response Function Teams roles and responsibilities are given in **Appendix K**.

1.8.4 District Emergency Management Organization Chart

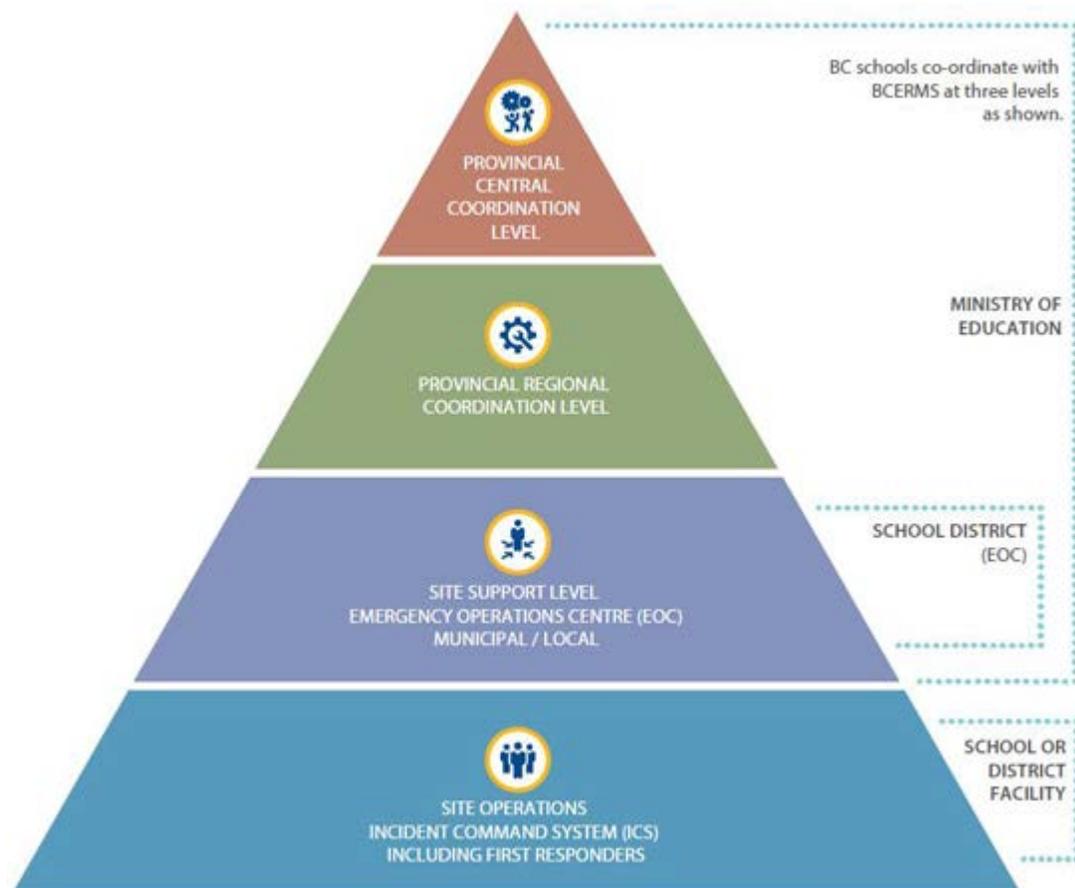


## 1.9 EMERGENCY RESPONSE MANAGEMENT SYSTEM

### 1.9.1 British Columbia Emergency Response Management System

The British Columbia Emergency Response Management System (BCERMS) is a comprehensive management system based upon the internationally recognized Incident Command System (ICS) that ensures a coordinated and organized response and recovery to all emergency incidents and disasters. It provides the framework for a standardized emergency response in British Columbia.

BCERMS has four operational levels of response, with the District Emergency Preparedness Manual focussed on Site Operations and Site Support as most emergencies will involve only these two levels.



### 1.9.2 Incident Command System

The Incident Command System (ICS) is a standardized on-site management system designed to enable effective, efficient incident management by integrating a combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure. The ICS is used to manage an incident... and can be used equally well for both small and large situations.

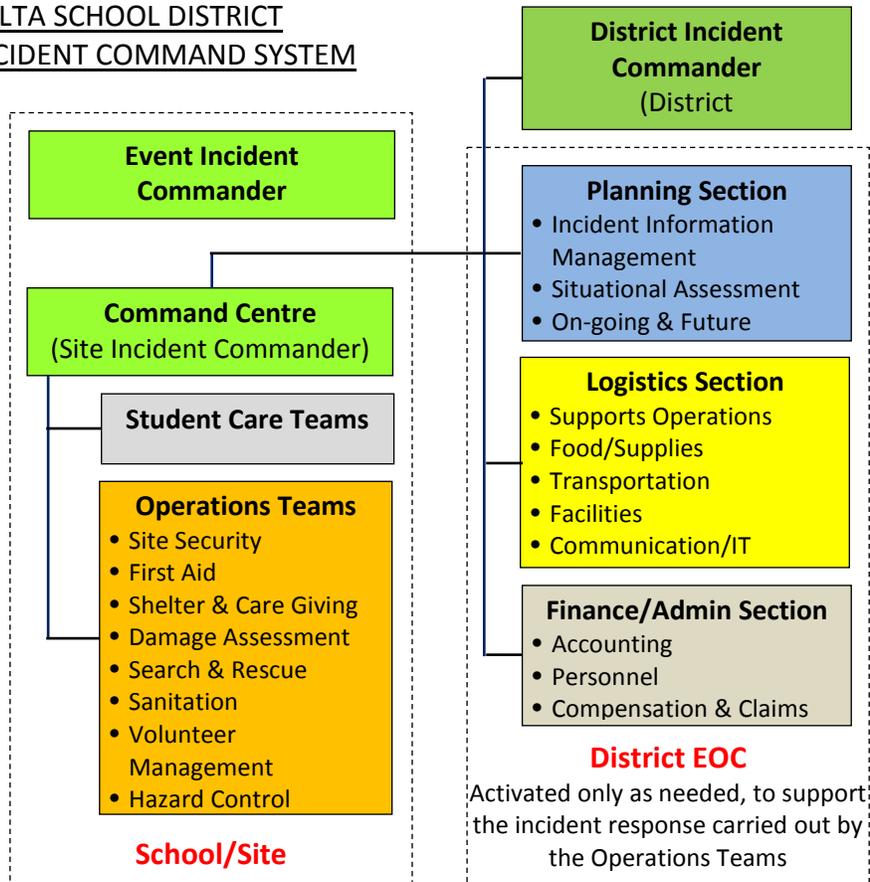
ICS uses a team approach to manage critical incidents and provides a framework that outlines what should be done and who should be doing it. School and District responses are managed following unified command structures which acknowledge the importance of collaborative control and decision-making. It provides a common language so that District personnel and emergency responders are able to communicate and be understood during a critical incident. ICS is designed to reduce the problems of miscommunication and to increase coordination during an emergency.

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.

The ICS structure shown below provides the hierarchy of command within a school or non-school district site (i.e. Board Office, Maintenance Facility, Delta Manor Education Centre, Delta Community College). The extent to which district level involvement is required will depend on the scope of the particular disaster or emergency, for example if multiple school sites are impacted.

The ICS structure is scalable and can be adapted to the situation. A small scale emergency may only require a Site Incident Commander and some Operations Teams. These functional roles may be carried out by a single individual or several people. A large scale emergency may require all the functional roles depicted in the figure on the following page. Roles and responsibilities of various teams and members are contained in [Appendix K](#).

**DELTA SCHOOL DISTRICT  
INCIDENT COMMAND SYSTEM**



**1.9.3 The Four Commanders**

There are potentially up to four incident commanders on site who will work together within their different legal and functional responsibilities to coordinate, plan and interact effectively to meet the goals of saving lives and minimizing damage:

- Site Incident Commander (School Principal/Site Manager)
- Fire & Emergency Event Incident Commander (Delta Fire)
- Medical Event Incident Commander (BC Ambulance Services)
- Law Enforcement Event Incident Commander (Delta Police)

Decisions are made in a consultative fashion, ensuring that each decision is made with the best and most information available at the time. Respect for each area of expertise is maintained so that the final decision pertaining to an area of expertise belongs to the commander in charge of that area.

It is important to consider that during an emergency, first responders may not be able to reach the school and so schools need to be prepared to manage on their own for an indefinite amount of time. In this instance, there is no unified command and the principal, calling on any nearby aid, may be required to act as a single commander for the school.

## 1.10 EMERGENCY MANAGEMENT

Emergency management involves not only the actual response to an emergency, but also a continuous process of preparation, testing/practice and revision. The process can be imagined as an ongoing cycle involving four major aspects, each of which informs the others. In real terms, there may be response activities coinciding with recovery or mitigation activities taking place at the same time as planning. There is, therefore, no clear delineation between each phase, rather they are interconnected and fluid.



The following sections of this manual describe the specifics of each of the four phases of the emergency management cycle as they pertain to the Delta School District.