

SECTION 3 - PLANNING AND PREPAREDNESS PROCEDURES

3.1 GENERAL

Planning and preparedness involve advanced measures to ensure that processes, agencies and individuals are ready to respond to an emergency. It is critical to analyse the risks and hazards that can impact a school and develop detailed plans to respond that involve working with representatives of all parties who will be impacted, including community first responders. Training and organizing staff and volunteers are critical.

Preparedness involves establishing authorities and responsibilities for emergency actions and garnering the resources to support them: the District and each school must assign or recruit staff for emergency management duties, procure and maintain equipment, supplies and other resources for carrying out assigned duties, and practice through drills and exercises.

A simplified Emergency Preparedness Flow Chart is attached as **Appendix B**, and a School Emergency Planning Schedule/Calendar is attached as **Appendix C**, both of which should be included in a school/site-specific Emergency Plan.

3.2 PREPARATION OF THE SCHOOLS/SITES

3.2.1 Physical Set-Up of Schools or Sites

a) Emergency Plan

Each school/site must customize the District Emergency Management Manual into its own Emergency Plan Binder by incorporating site-specific information into **Appendix D** containing, but not limited to, the following:

- (i) Standard written emergency procedures and contacts;
- (ii) Evacuation floor plan showing exit routes, exits, fire extinguishers, and fire alarm pullstations;
- (iii) Up-to-date class lists for the current school year;
- (iv) Completed checklists and inventory lists (**Appendix E**):
 - School Earthquake Hazard Assessment Checklist
 - Annual School Emergency Preparedness Report
 - Simple Building Damage Assessment Checklist
 - Emergency Container Content Inventory
 - Persons Requiring Assistance Information Sheet
 - Employee Emergency Preparedness Skill Inventory
 - Community Volunteers Inventory
 - Duty Rosters - Response Function Teams
 - School Critical Incident Response Team Contacts
 - Building Tenant Information

- (v) Map of school and grounds showing location of:
 - emergency administration area
 - marshalling area(s) for classes
 - first aid shelter and sanitation areas
 - possible hazards (i.e. overhead & underground power lines, gas mains, water mains, chain link fences which may become energized if in contact with power lines).
 - (vi) Floor plan of facility showing location of:
 - shut-off valves for gas & water
 - main breaker for electrical shut-off
 - medical kits and their contents
 - emergency equipment
 - student emergency release data
 - emergency supplies of water in the school (i.e. hot water heaters)
 - any other possible hazards (i.e. chemicals, kilns, large windows);
 - (vii) Maps of surrounding area (downloaded from [DeltaMap](#), Google Maps or other).
- b) Furnish copies of the final plan and future changes to the District Emergency Planner, and if possible upload to school website.

Note: if you require assistance in locating the shut-off valves for gas & water or the main breaker for electrical shut-off, or require assistance in the shut-off procedure, or are missing any keys or tools necessary for the shut-off procedure, please contact Maintenance Services at 604-946-5088.

- c) Locate the School's Emergency Plan Binder in a readily accessible area in the school office, preferably under a window, along with the file(s) containing the school's student emergency release data and the list of special medications for students and staff for quick retrieval during an evacuation.
- d) Consider downloading student release data from Parent Connect and either saving it on a USB drive (for use with a notebook computer) or directly to a notebook/tablet.
- e) Each school should have directory maps posted at various locations within the school showing your location and the nearest exit routes.
- f) Each school should display in some location the universal type signs showing what to do during an earthquake emergency ([Appendix F-1](#)) as well as what to do in case of fire ([Appendix F-2](#)).
- g) In case of evacuation (planned or unplanned), each classroom should be equipped with a "grab and go" kit, consisting of:
 - (i) first aid kit;
 - (ii) orange safety vest for the teacher

- (iii) up-to-date class list; and
- (iv) identification tags (preferably with medical numbers) to hand-out to students as well as a teacher and education assistant(s) identification tags

stored inside a clearly marked container or bag. These kits should be stored near the classroom exit route and carried outside by teachers as they evacuate the building. Each class should practice this procedure during earthquake drills (see [Appendix H-1](#) for list of supplies to be in each classroom grab and go kit).

- h) Emergency Containers have been installed at most schools. Each Emergency Container is large enough to store most of the emergency supplies needed for the expected number of students remaining at the school until a parent or designated temporary guardian arrives to pick them up, and is situated in a manner that makes them readily accessible to the school. Each school may use these Emergency Containers to suit their own needs, however, there are specific requirements and recommendations:
 - (i) Each Emergency Container should contain:
 - emergency first aid kits and special medications (provided these can be safely stored outside)
 - emergency equipment and materials
 - food and water rations
 - duplicate copies of the Emergency Plan Binder and student emergency release data
 - (ii) The contents of the Emergency Container should be maintained by the School's Parent Advisory Council, in consultation with the School Emergency Coordinator.

3.2.2 First Aid Supplies and Storage

- a) Each floor or pod of a school may have a larger medical kit also stored in a clearly marked container. Each individual school should determine locations of these kits and each school should assign someone to ensure that these kits are removed as the building is evacuated (see [Appendix H-2](#) for list of supplies for each floor/pod kit).
- b) Each school should also have a larger more comprehensive kit known as a trauma kit. This kit should contain a wide range of medical supplies and is designed to serve the school and its surrounding neighbourhood. These kits, therefore, must be stored in a manner that allows community access in the event that schools are not in session. They may be stored in the Emergency Containers. Each school should then be responsible for ensuring that trained volunteers in the area are given keys to access the trauma kits (see [Appendix H-3](#) for list of supplies in each trauma kit).

- c) These three kits have been carefully researched by local medical authorities in consultation with the Delta Fire & Emergency Services. Any school may add to them as they see fit but each school must have these kits as their basic necessities. This should ensure all schools in the District have a standardized kit.
- d) It is advisable that staff members from each school be trained in the use of these kits.
- e) The Classroom Grab & Go Kits, School Floor First Aid Kits and School Trauma Kits should be checked by school staff a minimum of three times per year:
 - in August or September before the students begin classes;
 - following Winter Break; and
 - at the end of the school year.

They should also be checked if the school is going to be used for summer school.

3.2.3 Emergency Equipment and Storage

- a) The following should be stored on site, preferably in the Emergency Container:
 - (i) A list of stores is to be maintained and storage locations are to be identified in the school's Emergency Plan Binder and on maps. The list ([Appendix H-4](#)) is to be considered a basic necessities list and may be added to by individual schools as seen fit.
 - (ii) Tools and materials necessary for: shutting off gas and water; performing simple rescue techniques; and erecting temporary shelters and sanitation facilities.
 - (iii) Communication equipment, such as SOS banners, flags, signage, etc.
- b) The Equipment/Supplies in the Emergency Container should be checked by the School Emergency Coordinator and Parent Advisory Council a minimum of three times per year:
 - in August or September before the students begin classes;
 - following Winter Break; and
 - at the end of the school year.

3.2.4 Response Protocols

Emergency response protocols utilized in the Delta School District are:

- Drop, Cover, Hold
- Evacuate Building
- Lockdown (Code Red and Code Yellow/Hold & Secure)
- Shelter in Place

It is important that the school/site staff, students, parents and other stakeholders understand what is entailed in these protocols and when they are put into use. For

example, in the event of an earthquake, it is generally expected that the response will be “Drop, Cover, Hold” followed by a building evacuation. However, it may be deemed safer to remain inside the building or portion thereof, rather than to go outside (severe weather conditions). Different scenarios should be considered when developing drills and site-specific response protocols.

3.2.5 Emergency Student Release Plan

- a) School plans must include a student release plan outlining how, when and to whom students will be released from the school during or after an emergency. This process includes sending information letters and student release forms home to parents at the beginning of the school year or when new students register in the school. This information should be kept in several locations, both in hard copy and electronically (refer to [Clause 3.2.1](#)).
- b) The emergency student release plan should also consider how students will be reunited with their parents or guardians. Plans should include pre-assigned primary and secondary sites for reunification. It is important for schools to be prepared for both small-scale and large-scale reunification. A “double-gated system” for reunification is effective, whereby parents arrive at the check-in “gate” but do not enter. They then move to the release “gate” to pick up their child/ren.

3.2.6 Communication

- a) Each school must be prepared to maintain communications at two levels:
 - (i) Level One is on-site communications, which is initial and ongoing communication at the school between students, staff and parents.
 - (ii) Level Two is off-site communications with the District Emergency Operations Centre (DEOC) and any needed emergency services.
- b) For Level One communications, each school should maintain a number of two-way radios (walkie-talkies) with batteries charged for communication from one station to another within the evacuation assembly area. The District has equipped each elementary school with one site-based handheld radio that can operate locally with matching radios (acquired by the school/site through IT Services) as well as the portable trunking radio (see 3.2.6 c) below). Secondary schools have been equipped with 2-3 site-based handheld radios, based on size of school. The school must ensure that these units are kept charged and must be familiar with their use. It is recommended that these units be used during recess and lunch breaks, as well as during drills.

- c) For Level Two communications:
- (i) The District has installed desktop radios in the District Emergency Operations Centre (cabinet in the School Board Office Boardroom) and the District Maintenance Facility, and has equipped each school and District site with one portable handheld trunking radio that have the ability to communicate between any District site in Delta, as well as the DEOC and District Maintenance Facility and all local radios assigned to that school/site by the District (including those purchased by the school/site through IT Services. The school/site must ensure that these trunking units are kept charged and must be familiar with their use. It is recommended that they be used during drills.
 - (ii) The Delta Emergency Program Office, in conjunction with the Delta Amateur Radio Society, has set up fixed radio sites at each of the firehalls in Delta. The firehalls will be used as operational sites during any major disaster or emergency and will be able to communicate with Delta's Emergency Operations Centre (EOC), so that information can be collected, and resources dispatched to the areas of highest priority. It is intended that, in the event of telephone, cellular phone system, or District radio systems failure, schools will send a designated "runner" to the nearest firehall as a means of sending a situation report from the Principal to the DEOC via the EOC.

3.3 PREPARATION OF THE STUDENTS

3.3.1 Drills

a) Fire Drills:

- (i) In accordance with the BC Fire Code 1998, Section 2.8.3:

2.8.3.2. Fire Drill Frequency

b) in schools attended by children, total evacuation drills shall be held at least 3 times in each of the fall and spring school terms

complete evacuation fire drills are to be held **six (6) times each year**.

- (ii) See **Appendix G-1** for Fire Drill Procedures. These procedures should be given to each teacher to implement in the classroom.

b) Earthquake Drills:

- (i) Earthquake drills shall be held at least three times each year:

- once in September ("Drop, Cover, Hold" drill, no evacuation);
- once in January ("Drop, Cover, Hold" drill, no evacuation); and
- during Emergency Preparedness week in May, (complete drill, including evacuation).

These drills should be preceded by classroom discussions as to why they are needed and what the purpose of the drills is.

- (ii) Where a potential hazard is discovered during the course of the drill, the Principal should take immediate action to have the matter remedied.
 - (iii) Standard classroom response actions are to be reviewed each September. It is important to debrief each drill, discussing possible problems such as aftershocks, paths blocked by debris or injuries.
 - (iv) Drills should regularly simulate emergencies such as jammed doors, broken windows and glass, and blocked hallways and staircases.
 - (v) See **Appendix G-2** for “Drop, Cover, Hold” Earthquake Drill Procedures and **Appendix G-3** for Earthquake Drill with Evacuation Procedures. These procedures should be given to each teacher to implement in the classroom.
- c) Lockdown Drills:
- (i) Lockdown drills should be held at least once annually, preferably twice.
 - (ii) See **Appendix G-4** for emergency protocols to be followed during a Code Red (immediate threat to school building population) lockdown drill and Code Yellow (external incident with no immediate or active threat to the school building population, also known as “Hold & Secure”) lockdown drill.
 - (iii) A pre-drill letter should be sent out to families advising them of the lockdown drill, what is involved and why are doing it.
- d) The Annual Earthquake/Fire/Lockdown Drill Log sheet (**Appendix G-5**) is to be updated, faxed or e-mailed to the District Emergency Planner after every fire, earthquake and lockdown drill and maintained at the School/Site Office.

3.3.2 Classroom Education

- a) Opportunities exist within the regular curriculum to discuss earthquakes, hazard identification and survival routines. This process should not be overwhelming, but a normal routine part of the year's activities. Benefits derived from efforts at school should extend into the home, helping the community cope as a unit.
- b) Science units can be designed to assign families "preparedness" homework and home hazard hunts.
- c) Basic first aid could be taught at both the elementary and secondary levels. The acquisition of these skills should allow students to cope better with any emergency, as well as to assist family, neighbours and emergency workers in response to a disaster.

3.3.3 Comfort or Survival Kits

- a) The purpose of a “comfort kit” for elementary students and a “survival kit” for secondary students is to provide the student with physical and psychological comfort and nourishment in the first few hours following an earthquake or emergency.
- b) Each school is responsible for organizing its own kits, their storage and for keeping them up to date.
- c) Comfort kits at the elementary level can be personalized for each child and can include individual medical needs and a card with the child's picture and emergency information.
- d) It is recommended that the contents for these kits be placed inside a one-gallon plastic bag stored in the larger plastic pails alongside the classroom medical kits and carried out of the building at the time of evacuation (see [Appendix H-5](#) for a list of suggested contents).
- e) Keep in mind that these kits must be stored in plastic containers in each classroom and carried out by young children, therefore it is important that they not be too large or too heavy. These kits are intended to address very basic short term needs only.

3.4 PREPARATION OF THE STAFF

3.4.1 Employee Obligations

- a) The Delta Board of Education has enacted Administrative Procedure 165 ([Appendix A](#)) requiring that, during a disaster, District employees must safeguard the children under their care until the Delta Municipal Emergency Operations Centre (EOC) has been activated and advises that it is safe to release students. **Therefore, should a disaster occur during school hours, no employee should leave his/her assignment under any circumstances until officially released by the Superintendent or staff designate.** As the situation stabilizes, a limited number of employees could be released to check on family members in high-risk situations, where such release does not jeopardize the ability of the school district to take care of the students.
- b) **Staff members should plan for the possibility that they may not be able to return to their home for some time following an emergency.**

3.4.2 Emergency Planning Committee

To optimize the effectiveness of the school’s/site’s Emergency Plan, a committee is to be struck in June of each year for the upcoming school year, in accordance with [Section 1.8.2](#). Names and contact information for members must be kept up-to-date and included in the school/site Emergency Plan.

3.4.3 Response Function Teams

- a) All staff should be surveyed regarding special skills that might be useful in an emergency. Staff will then be assigned to emergency response roles as described in **Appendix K** of this manual, with assignments made based on the best use of staff talents and qualifications.
- b) At the beginning of each school year, the Principal/Site Manager Site should review and update the Response Function Team Duty Rosters (**Appendix E-8**) to address changes in staffing and other adjustments.
- c) Staff members should be cross-trained, so that each person is familiar with more than one role. This allows for individuals to fill multiple roles and to fill in for employees who may not be at the school during an emergency.
- d) If a situation arises in which a staff member is unable to make arrangements for dependents who may be left alone and vulnerable after a disaster, consideration must be given to how best to address the competing needs of the staff member and the school community.

3.4.4 Orientation

The Principal should hold an orientation/refresher meeting(s) for all new and existing staff, parents and/or PAC at the beginning of each school year to:

- a) introduce the school's Emergency Plan;
- b) identify the general roles and responsibilities of an emergency preparedness committee and/or Response Function Teams;
- c) advise them the current preparedness status of the school;
- d) recruit new staff and new parents to be involved in the school's emergency planning;
- e) inventory the skills available from new staff and parents; and
- f) provide basic training as required.

3.4.5 Threat Assessment Team

A school-based threat assessment team should be established to assess threats at the school level. The team should include the Principal or designate, clinician (e.g. psychologist, counsellor) and school liaison office (Delta Police). Others may be assigned as deemed necessary.

3.4.6 Emergency Student Release

- a) School office staff need to generate ID tags containing student emergency release information from Parent Connect, insert into pouches with lanyards and issue to teachers for use in confirming and recording to whom students are released in the

event of a disaster resulting in school closure. Master records must be maintained by the school office.

- b) Staff with roles in the release of students should practice these procedures at least once each school year. This should include procedures to account for students and staff, to communicate with parents and to dismiss students to participating parents or alternate guardians.

3.4.7 Individual Family Plans

School district employees should prepare their families by formulating a family plan, assigning responsibilities, establishing accountability, and rehearsing in order that their ability to perform their duties at work during an emergency is not impaired. These measures lend peace of mind so that staff can assist in the area in which they are situated until safe passage home is possible.

3.4.8 Vehicle and Office Pack

Each employee should develop personal emergency packs that can be stored at work, at home or in the car. See [Appendix H-6](#) for suggested contents.

3.5 PREPARATION REGARDING PERSONS WITH SPECIAL NEEDS

Students and staff with special needs may require extra support in the event of an emergency. Schools should have plans in place to support these individuals, including their evacuation.

In planning for emergency responses, schools must identify any students or staff who may have need for:

- specialized feeding devices;
- personalized management of toileting and any specialized care required (colostomy etc.);
- administration of medications (e.g. Insulin);
- stocking medical supplies such as syringes or colostomy bags;
- caring for service animals;
- providing power for electrical devices such as respirators and wheelchairs; and
- other considerations specific to individual needs related to behavioural concerns.

Care must be taken to ensure that persons with special needs will be able to access the same level of care as others. It is important to adapt plans for each identified individual and to keep those plans current. If a staff member or student with special needs arrives at the school after the emergency planning has been completed and they require special consideration in the plan, then this must be done as soon as possible. These individualized plans may involve assigning one adult to each individual to act with and for them during the emergency response.

Appendix E-5 contains a PERSONS REQUIRING ASSISTANCE INFORMATION SHEET that should be filled out at the start of every school year and updated as needed.

3.6 PREPARATION FOR OFF-SITE ACTIVITIES

Students and staff may not always be on school property when an emergency occurs. There may be times when school is in session but students and staff may be out of the building – recess, lunch breaks, PE classes, field trips or attending tournaments or other events.

School plans should provide for guidance in the event of the need for response during school sponsored events that take place off school property.

Considerations should be made for:

- first aid kits in school buses or in cars if staff are driving students;
- first aid training for staff who are driving students or taking students on field trips; and
- providing for cell phones and portable chargers for staff who supervise students off-site.

3.7 PREPARATION OF PARENTS AND THE COMMUNITY

3.7.1 Informational Meeting and Package

- a) The Principal should hold an orientation / refresher meeting(s) for all new and existing staff, parents and/or PAC at the beginning of each school year as per **Section 3.4.4**.
- b) Each school should send out a package annually to parents, advising them of the school's Emergency Plan and instructing them how to enter **Student Emergency Release** information into Parent Connect.
- c) Sample letters to parents are included in **Appendix J-1**.

3.7.2 Emergency Student Release

Parents must enter and regularly update **Emergency Student Release Forms** electronically through Parent Connect. In the event parents are unable to access Parent Connect, they may complete hard copy Student Emergency Release Forms (**Appendix J**) and turn them into their school's office.

Parents should be familiar with the school's emergency student release plan and know the location of the primary and secondary sites for reunification.

3.7.3 Medical Volunteers

- a) Each school should maintain a current list of trained medical volunteers willing to report to the school immediately following a disaster.
- b) Copies of this list should be kept in the school's Emergency Plan Binders.

- c) Parents and other adults in the community should be urged to take first aid and CPR training.

3.7.4 Search and Rescue Volunteers

- a) Each school should maintain a current list of trained search and rescue volunteers willing to report to the school immediately following a disaster.
- b) Copies of this list should be kept in the school's Emergency Plan Binders.
- c) Parents and other adults in the community should be urged to take search and rescue training.

3.7.5 Persons With Other Special Skills and Equipment

- a) Each school should maintain a list of persons whose skills or equipment might be recruited in the event of an emergency. These might include structural engineers, handymen, doctors, building inspectors, licensed radio operators and people with chain saws, towing equipment and recreational vehicles with generators.
- b) Copies of these lists should be kept in the school's Emergency Plan Binders.

3.7.6 Recruitment

- a) The community volunteers in **Sections 3.7.3 – 3.7.5** above should be recruited by personal contact or school notice.
- b) All volunteers should be given written communication to affirm level of commitment and anticipated tasks in an emergency.
- c) All volunteers should be encouraged to take training and register in the Provincial Emergency Program.

3.7.7 Provincial Emergency Management Program and the Corporation of Delta's Emergency Plan/Program

- a) Information regarding Emergency Management BC and The Corporation of Delta's Emergency Plan can be obtained by contacting:
 - (i) Emergency Management BC (South West Region)
Tel. 604-586-4390
Web <http://www2.gov.bc.ca/gov/content/safety/emergency-preparedness-response-recovery>
 - (ii) Delta Emergency Management Office
Tel. 604-952-3101
Email emo@delta.ca
Web <http://www.delta.ca/services/public-safety/emergency-preparedness>

- b) The Provincial Emergency Management Program and Delta Emergency Management Office have extensive plans for responding to disasters but, in the event of a widespread disaster such as an earthquake, it must be stressed that the community could be on its own for at least seventy-two hours or longer. Community plans are designed to help us help each other during the interim between a disaster and the point at which municipal services take over.
- c) As soon as possible after a disaster, Delta’s Emergency Social Services Manager, in consultation with the Director of Parks, Recreation and Culture and the Chief of Delta Fire & Emergency Services, will establish and supply Reception Centres as required. The location of these centres will be announced over the following media:

Company	Medium	Telephone
CBC Radio	Radio 690 AM Radio 88.1 FM	604-662-6900 604-662-6901 604-662-6902 604-662-6903
CBC TV	Television Channel 3	604-662-6800
Delta Cable	Television Channel 2 or 4	604-946-1144
CKNW	Radio 980 AM	604-331-2831 604-331-2832
CKWX	Radio 1130 AM	604-877-4400

- d) Reception Centres will provide food, clothing, shelter, first aid and personal services. These centres will also register members of the community through the Red Cross so separated family members can locate each other. It is important that anyone who is forced to evacuate their home also register with the centre so precious time is not wasted searching rubble for people who are not there. This is also true for anyone abandoning his or her car. The Delta Emergency Program Office has designated Municipal Recreation and Community Centres as the primary choices of Reception Centres
- e) All secondary schools in Delta have been designated as secondary Reception Centres, to be deployed as needed, depending on the size and nature of the emergency (typically larger scale). The Chief of Delta Fire & Emergency Services, or a representative from the Emergency Operations Centre (which could be an ESS Manager) will contact the District’s Director of Facilities & Planning to arrange for opening and use of the school. The Director of Facilities & Planning will contact the school Principal to advise, and if after school hours, will contact the District’s Monitoring Station to arrange for a runner to open the building. The Reception Centre Manager appointed by the ESS Manager will coordinate set-up and operation of the Reception Centre.

3.8 PREPARATION OF NON-DISTRICT GROUPS

Emergencies happen at all times of the night and day, on school days and weekends. Often, schools or sites lease space to outside groups (e.g. community programs, child care). It is imperative that the school's/site's Emergency Plan consider these outside groups and how they will respond to school incidents after hours.

Schools/sites should consider inviting members of lessees to join their School Emergency Planning Committee or to develop their own plans that correspond with the school's/site's plan. Possibly include the groups in training and debriefing sessions and keep them informed of any matters relevant to their presence on school property.

3.9 ANNUAL REVIEW AND UPDATING OF SUPPLIES

3.9.1 For Each School

- a) An on-going program of hazard assessment and reduction must take place by the school Occupational Health & Safety Committee. Teachers should do classroom safety assessments at least on a yearly basis.
- b) Update school plans and store in appropriate locations.
- c) Review and update, as needed, all medical supplies. Expiry dates for all medical supplies should be recorded on a master list and updated as needed; this list should also include all special medications for staff and students.
- d) Review and update, as needed, all emergency equipment and supplies. Supplies should be checked against inventory lists and be in good working order.
- e) Review and update, as needed, all water supplies and any supplies being stored off-site.
- f) Ensure all communication equipment is in good working order. Periodic use of this equipment throughout the year, i.e. bullhorns and walkie-talkies at sports events or assemblies and two-way radios by staff should help ensure they are tested on a regular basis.
- g) Complete the annual checklist reporting school preparedness status ([Appendix E-2](#)) to the Zone Superintendent **by October 15th of each year**. Zone Superintendents are to review and forward summary sheets, confirming receipt from all schools in their zones, to the District Emergency Planner.

3.9.2 For Each Student

- a) Continuation of both fire and earthquake drills and programs of classroom education:
 - (i) Drop cover and hold drills and evacuation of buildings on a continuing basis.
 - (ii) Earthquake preparedness continues to be integrated into classroom units.

- (iii) Consideration should be given to incorporating basic first aid training into school physical education curricula.
- b) Review and update all comfort/survival kits - all kits should be replenished each September. A simple way of ensuring this is done promptly is to send home last year's kit for refilling.
- c) Review and update as necessary all Emergency Card information:
 - (i) This also should be done each September with parents responsible for updating as changes occur throughout the year.
 - (ii) Information pertaining to legal or sensitive health-related restrictions *is not* to be forwarded outside of the Principal's care. (i.e. a copy of student release information of a student, stored in the Emergency Container, who has legal or sensitive health-related restrictions shall have such information severed and replaced simply with the words "SEE PRINCIPAL").
- d) Prepare name tags for all students, including CareCard number, and preferably including photo.

3.9.3 For All District Employees

- a) Review and update the **School Emergency Plan** by the end of September.
- b) Review and update family plans, vehicle and office packs.

3.9.4 For All Community Volunteers

- a) Informational Meeting – to be held at the school annually as per **Section 3.7.1**.
- b) Review lists of all volunteers and ensure their continued commitment:
 - (i) Recruit new volunteers as needed to fill vacancies as they occur throughout the year.
 - (ii) Encourage volunteers to receive official training and become PEP volunteers.

3.10 GENERAL INFORMATION AND SOURCES OF SUPPLIES

3.10.1 Individual family plans are the most basic unit of planning and it is our hope that every family in Delta should set up its own plan. Two very helpful websites you can use are:

- a) PreparedBC: <http://www2.gov.bc.ca/gov/content/safety/emergency-preparedness-response-recovery/preparedbc>
- b) The Corporation of Delta Emergency Management Office:
<http://www.delta.ca/services/public-safety/emergency-preparedness>

3.10.2 A link that can be found on both websites is the "26 Weeks to Family Emergency Preparedness", attached as **Appendix J-3**.

3.10.3 Sources of information:

- Provincial Emergency Program - 604-586-4390
- Delta Emergency Program Office - 604-952-3101
- Canadian Red Cross Society - 1-800-565-8000
- St. John Ambulance - 604-321-2652