

# EMERGENCY PREPAREDNESS

**For**  
**Delta School District 37**  
**SCHOOL ORIENTATIONS**

November 2006

# What if the **unexpected** occurs?

## Potential Disasters in Pacific Northwest:

- Earthquake
- Flood
- Rail or Road Toxic Spill
- Volcano Eruption – “Ring of Fire”
- Aircraft Crash in urban area
- Less likely – forest fire, tsunami, snow or ice storm, hurricane or tornado, landslide.



## 3 SCENARIOS

1. Disaster occurs during school operating hours with students at school;
2. Disaster occurs just before or after school operating hours, most staff and a few students still at school;
3. Disaster occurs during non-school hours or when school not in session. Are there other school users on site?

# ASSUMPTIONS (School in session)

1. District will not receive immediate assistance from emergency services (Corporation of Delta or PEP);
2. District has responsibility for the safety of thousands of students immediately following the disaster;
3. Elementary students can only be released to a designated guardian;
4. The school building may not be safe to re-occupy as a shelter from the weather.

# EMPLOYEES' REACTIONS

- While trying to handle the on-site situation:
  - Is my family safe (spouse at home or work, children at school, college, or work)?
  - What has happened at my home – is it safe and secure?
  - Are my relatives and friends safe?
  - How and when can I get to my house or a safe place to meet up with my family?

# PRINCIPAL'S RESPONSIBILITY

Although he/she has the same concerns and fears, the District expects the Principal as a leader to ensure the safety of students, staff, and the public, and the continuing school operation.

# PRINCIPAL'S RESPONSIBILITY

Can the students be kept safe until they can be released to a parent or designated guardian?

- *First aid?*
- *Shelter?*
- *Water and food?*

# SCHOOL DISTRICT ROLE

- Following a disaster, the school district role changes;
- Old Role = Education;
- New Role = Temporary Guardians;
- Society and parents expect schools to continue to care for their children until relieved of the responsibility;
- Ensure everyone understands that care of students may continue for a long time

# SCHOOL DISASTER PLAN

- School staff need to be pre-assigned to one of three teams: Student Care, Administration, or Support.
- **Student Care Team** - classroom teachers and education assistants;
- **Administration Team** - school administrators, clerical staff;
- **Support Team** - all other school staff including the custodian, teachers without class assignments, librarian, plus parent volunteers who can make it to the school immediately after the disaster.

# EARTHQUAKE FOLLOW-UP - 1

## CLASSROOM TEACHERS

- During the earthquake, everyone has done Duck, Cover, and Hold, and then counted to 100;
- Classroom teachers - check your students for injuries. Treat immediate life-threatening injuries;
- Check for hazards, then evacuate the building. If the teacher must stay back to provide first aid on life-threatening injuries only, assign a student leader to lead the class to the assigned Assembly Area. Join them as soon as possible. Do not stay to treat non-life threatening injuries;
- Gather the class at the Assembly Area and do roll call.

# EARTHQUAKE FOLLOW-UP - 2

## CLASSROOM TEACHERS

- Pick a student to be the runner between the class Assembly Area and the Administration Team location;
- Send a Report to the Principal on students present, students left in building, and students missing, as well as the status of injuries;
- Assist injured and traumatized children;
- Initiate preparations and documents for Student Release procedures;

# EARTHQUAKE FOLLOW-UP - 1

## ADMINISTRATORS

- During the earthquake, everyone has done Duck, Cover, and Hold, and then counted to 100;
- Check your co-workers for injuries. Treat immediate life-threatening injuries;
- Check for hazards, then evacuate the building. Assign someone to provide first aid on life-threatening injuries only. Do not have anyone stay to treat non-life-threatening injuries;
- Gather the Administration Team at the Assembly Area and check status of all team members;

# EARTHQUAKE FOLLOW-UP - 2

## ADMINISTRATORS

- Set up central information documents and begin receiving reports from classroom teachers;
- **Initiate establishment of communications to the District EOC;**
- Establish a security perimeter around the school;
- **Join Support Team leader to carry out Rapid Damage Assessment of the building;**
- If building is habitable and deemed safe even with aftershocks, order staff and students back inside. If it is not, the Support Team will commence arranging shelter, latrines, and first aid station.

# EARTHQUAKE FOLLOW-UP - 1

## SUPPORT TEAM LEADER

- During the earthquake, everyone has done Duck, Cover, and Hold, and then counted to 100;
- Check your co-workers for injuries. Treat immediate life-threatening injuries;
- Check for hazards, then evacuate the building. Assign someone to provide first aid on life-threatening injuries only. Do not have anyone stay to treat non-life-threatening injuries;
- Gather the Support Team at the Assembly Area and check status of all team members;

# EARTHQUAKE FOLLOW-UP - 2

## SUPPORT TEAM LEADER

- Determine team capabilities for its functions of first aid, search and rescue, utility shut-off, shelter, food and water, sanitation.
- Report to Principal the team status, and begin Rapid Damage Assessment of the building. Shut off utilities if necessary;
- Establish a first aid post;
- Send the search and rescue team into the building to bring out remaining casualties;

# EARTHQUAKE FOLLOW-UP - 3

## SUPPORT TEAM LEADER

- If the building is not habitable, initiate shelter plan and sanitation facilities;
- **Initiate provision of water and food;**
- Solicit the assistance of neighbours who come to volunteer;
- **Provide the Administration Team with status reports on condition of injured.**

# COMMUNICATING FROM THE SCHOOL

- Following the disaster, it is essential to get word of the school's status to the District EOC;
- Determine the condition of the students, staff, and facility;
- Report immediate emergency needs (ambulance, fire service, police) to the municipality;
- Report school status to the school board office EOC;
- Communicate by: **phone**, **cell phone**, **pay phone**, **e-mail**, **internet**, **radio**, or as a last resort by **runner** to the fire hall and the nearest secondary school.

# WHAT SHOULD SCHOOLS DO NOW?

- Finalize the School Emergency Plan;
- Review Emergency Student Release forms;
- Assign responsibilities to staff in **three areas**:
  - **Student Care Team** - normally classroom teachers - (evacuation, assembly, roll call, reporting status, controlled release);
  - **Administrative Team** (leadership, communications, situation reports, security); and
  - **Support Team** (first aid, utility shut-off, search & rescue, water & food, shelter, latrines).
- Set up emergency containers and kits.

## WHAT CAN THE PAC DO TO HELP?

- Set up emergency containers and kits;
- Arrange “safe houses” in the school neighbourhood;
- Arrange access to equipment, tarps, sheds, and tools in an emergency (from neighbours);
- Encourage nearby stay-at-home parents to volunteer at the school following a disaster.

## Next Two Months

- Have the three school teams discuss their roles, review their difficulties, and practice what they must do in an emergency;
- With PAC assistance, ensure all supplies and equipment are updated;
- Assess school's communications options;
- Conduct a school Earthquake Drill.

# CONCLUSION

If it happens, we will never forgive ourselves for not having done our best to prepare



After-shocks in Japanese school