



District Emergency Management Manual

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For further information or a copy of the Manual, please contact the Delta School District Facilities Branch at 604-952-5334.

RELATED DOCUMENTS

THE CORPORATION OF DELTA

- DELTA EMERGENCY PLAN – EOC Response Guide & Resource Directory

MINISTRY OF EDUCATION

- EMERGENCY MANAGEMENT PLANNING GUIDE FOR SCHOOLS, DISTRICTS AND AUTHORITIES

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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) ^{*1}
 - (iv) Secretary-Treasurer ^{*1}
 - (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 ^{*1}
 - (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](#).

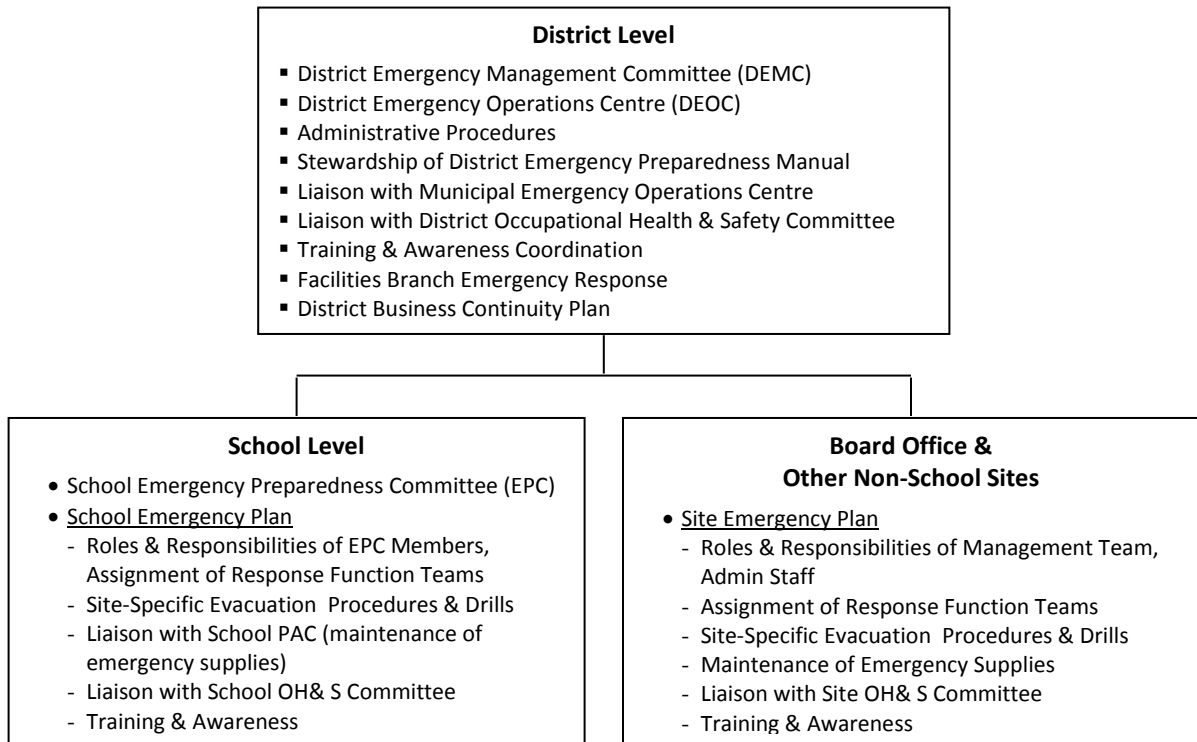
1.8.3 Non-School Site Emergency Planning Committee

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

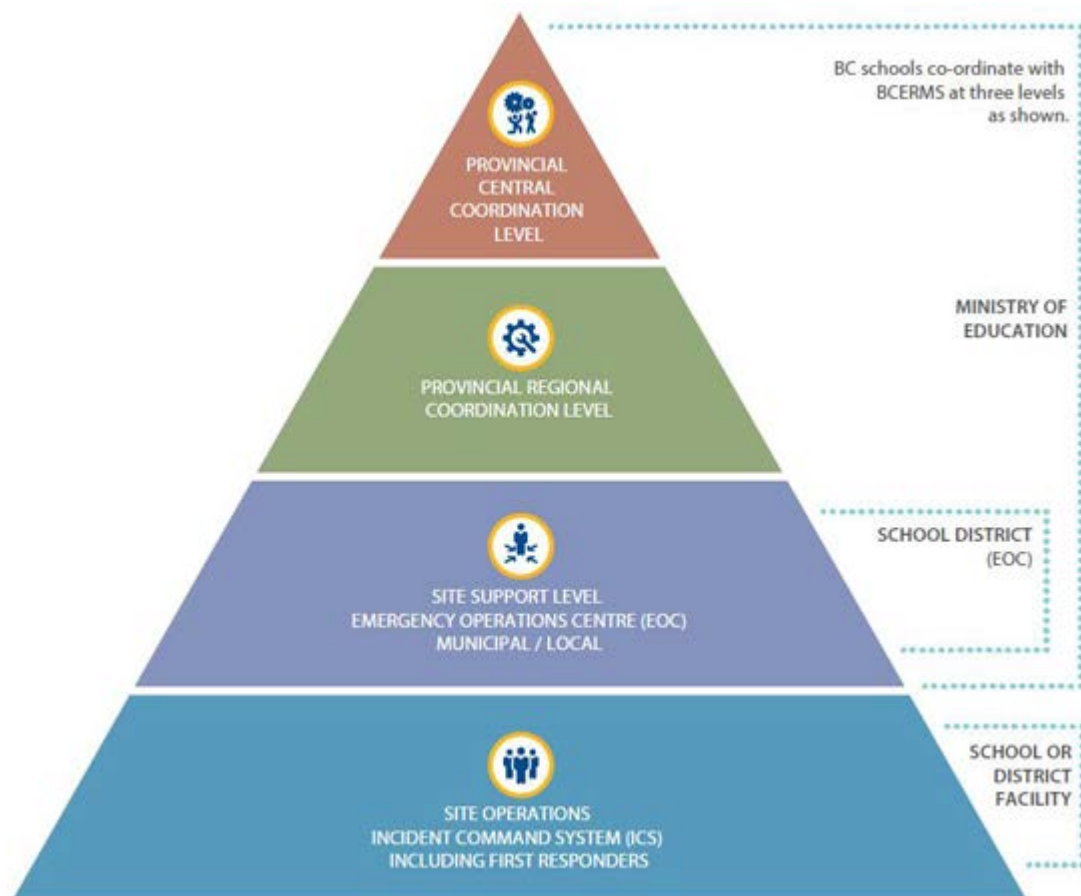


1.9 EMERGENCY RESPONSE MANAGEMENT SYSTEM

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.

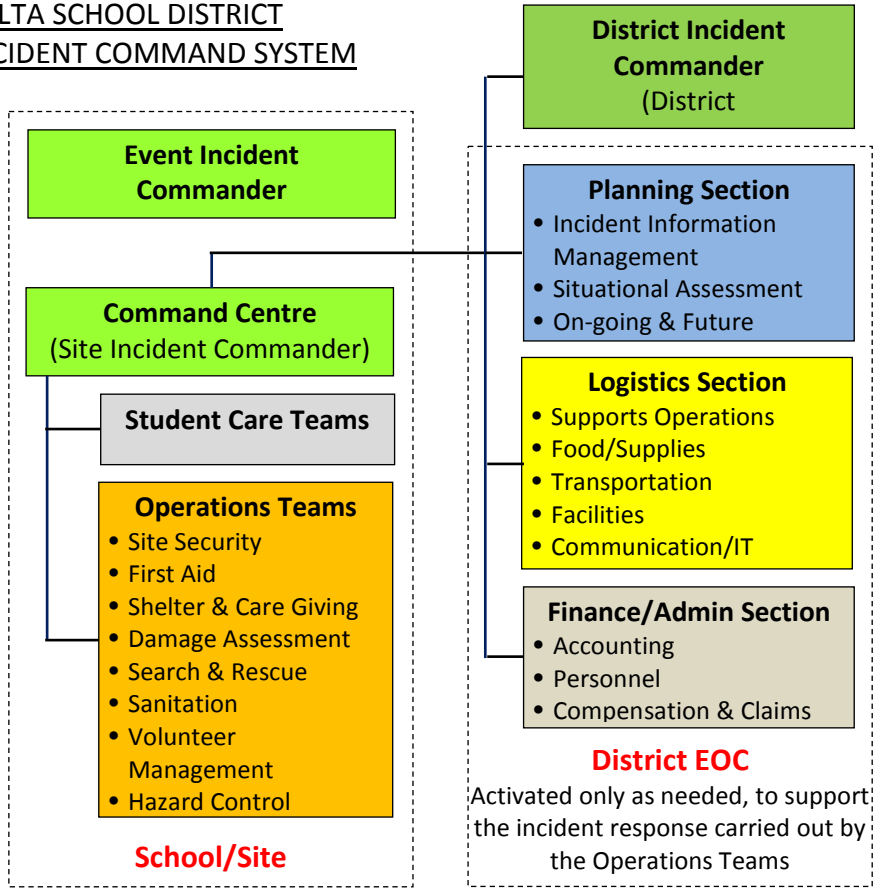
ICS uses a team approach to manage critical incidents and provides a framework that outlines what should be done and who should be doing it. School and District responses are managed following unified command structures which acknowledge the importance of collaborative control and decision-making. It 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.

SECTION 2 - PREVENTION-MITIGATION PROCEDURES

2.1 GENERAL

Mitigation and prevention include actions to eliminate or reduce hazards and their impacts should an emergency occur. This is an ongoing process, needing constant monitoring and updating. Any school or site emergency plan should include actions that need to be taken on an ongoing basis to ensure that schools and other district sites as safe as possible and that supplies are kept current and in sufficient numbers.

Mitigation involves assessment of factors that might come into play with respect to these hazards and then working to lessen or remove the threat.

Emergency Coordinators at school and non-school sites should coordinate regular assessments identifying hazards to be mitigated, and assessing and reducing other risks.

2.1.1 Hazard Categories

There are four categories of hazard:

a) **Natural**

Arising from events such as severe weather, earthquakes or naturally-occurring floods.

b) **Human-Caused**

Arising from a deliberate, intentional act to threaten or harm others including fire, active shooter, dangerous intruder or bomb threats.

c) **Technological**

Arising from the result of technological or industrial accidents, infrastructure failure or certain human activities which do not result from an intention to harm, including such events as mill explosions, train derailments, water contamination from pesticides or fertilizers, power failure, chemical leak or gas leak.

d) **Biological**

Arising from contaminated food or water, communicable or infectious diseases.

2.1.2 Site Hazard Assessment and Reduction

- a) The evaluation of District facilities and school structures and the integrity of their attachments in the event of natural disasters started in 1988 by Facilities Branch and continue to this day.
- b) Each school/site Occupational Health & Safety Committee should conduct an annual assessment identifying potential hazards in and around the building which could result in the event of an earthquake and put into perspective those which can be eliminated, reduced or only anticipated. Examples of actions that can be

taken include securing large pieces of furniture to the walls, securing hazardous chemicals in locked cabinets, and ensuring clear building access and egress for all.

- c) **The site hazard assessment must be completed before students arrive in September.** A sample checklist are included in [Appendix E-1](#) which, when completed, should be kept in the school's/site's Emergency Plan Binder.

2.1.3 Culture and Climate Assessment

This assessment involves taking steps to reduce the probability of violent incidents that are instigated from within the school community. By determining the overall tone of the school through a student and staff survey one can, if improvement is needed, work to create an environment in which students are more likely to succeed, feel safe and report threats.

By making the effort to ensure that every student has at least one adult in the school who knows them well and with whom they feel a connection, a school can build a strong, resilient and connected community which can go a long way to preventing the threat of, or actual acts, of violence. The Expect Respect And a Safe Education (ERASE) training provides more information on this subject.

2.1.4 Threat Assessment

This assessment is a multi-disciplinary process used by school and district staff to investigate specific behaviours, for example threats to harm self or others. Direct threats of harm or even information that someone may be exhibiting worrisome behaviours or could be a danger can lead to a threat assessment being initiated.

The school and district can activate a threat assessment to determine the level of concern/ threat and then respond accordingly. Detailed procedures are contained in [Appendix O – Crisis Response Protocol](#).

2.1.5 Capacity Assessment

- a) This assessment is intended to ensure that:
- staff roles and responsibilities have been appropriately assigned;
 - relevant documents are compiled and stored in both hard and soft copy;
 - sufficient and appropriate resources including food, medicines, water, blankets, etc. have been purchased, inventoried, and stored; and
 - equipment is supplied and inventoried.
- b) **The annual school emergency preparedness report, which is a checklist of items included in the capacity assessment, must be completed and submitted to the Superintendent's Office by October 15th each school year.** This report, as well as the emergency container checklist, is included in [Appendix E-1](#) which, when completed, should be kept in the school's/site's Emergency Plan Binder.

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

SECTION 4 - EMERGENCY RESPONSE PROCEDURES

4.1 GENERAL

When an emergency occurs, it is too late to refer to this manual. Everyone should know their role and set the plan into motion. Response involves implementation of the school's/site's Emergency Plan, and includes the following actions:

1. **Assess the situation** - scale, severity, resources needed, etc.
2. **Establish command** - Site Incident Commander takes control
3. **Determine and activate appropriate emergency response** - consider the 5 key responses and the nature of the situation.
4. **Activate school/site team** - pre-assigned Response Function Teams functions.
5. **Execute the emergency Plan** - put the plan into action; liaise with the first responders.
6. **Contact School District administration** - alert the Superintendent's Office as quickly as possible.
7. **Manage the incident** - focus on student and staff safety/comfort, deploy human and other resources, manage student release, etc.
8. **Review** - review critical incident response and consider what worked and what could be improved.

It is important to note that some of these actions may occur simultaneously and may take place in a different order. These actions serve as a guide for initiating an emergency response.

4.2 IN THE EVENT OF AN EARTHQUAKE OR EXPLOSION

4.2.1 Inside the School Building

- a) AT THE FIRST INDICATION OF AN EARTHQUAKE, EXPLOSION OR OTHER EVENT THAT CAUSES THE BUILDING TO SHAKE, TAKE IMMEDIATE ACTION. The teacher shall issue the **DROP, COVER AND HOLD** command to students.
- b) Students and teacher shall immediately face away from windows and
 - (i) **DROP** - drop to ground to lower a person's centre of gravity
 - (ii) **COVER** - take cover under a sturdy desk, table or counter.
 - (iii) **HOLD** - brace yourself and hold onto a table leg and cover back of neck and head area with one arm until the shaking has stopped. During the drill, count aloud as it is calming.
- c) Students, teachers and/or staff separated from their class (i.e. in hallways, stairwells, washrooms or other areas where no cover is available) should **SQUAT AND COVER** - move to an interior wall, turn away from windows, kneel alongside

the wall, bend over into a “crash” position and bring head close to knees, cover sides of head with elbows and clasp hands firmly behind neck.

- d) Teachers must immediately take steps to protect themselves and prevent personal injury during an earthquake as they play an extremely important role in comforting and assisting students through the post disaster stages. If the teacher is injured, two student monitors should have designated authority to give instructions.
- e) After the shaking has stopped, start counting aloud again to sixty (60).
- f) Before standing, students should be instructed to stay quiet, look and listen carefully for injuries and hazards. Experience has shown that once the shaking has stopped after a major earthquake, the primary cause of injury is due to peoples’ actions such as stepping on broken glass, touching live electrical wires, using damaged stairs, moving toppled fixtures like cupboards and shelves. If there is noticeable damage such as broken windows, fallen light fixtures, power failure, broken water lines, smell of gas, contents knocked off of shelving, or structural damage, the area should be evacuated.
- g) Check self for injuries by running your hands over your head, limbs, etc. then check other people around you and ask if they are okay. Apply lifesaving first aid only – do not delay the evacuation of uninjured occupants. The seriously injured must be left for the school’s Search and Rescue Team to extract.
- h) If the building or area of the building becomes unsafe, evacuation may be called for. Proceed to next steps.
- i) Collect classroom emergency supplies (including Classroom First Aid Kits, any Comfort/ Survival Kits, teacher vest, class list, emergency student release forms and student identification tags) and if possible gather coats.
- j) Evacuate building in a CALM quiet orderly manner, single file WEARING SHOES, following instructions by school teachers or monitors to designated assembly point. DO NOT USE ELEVATORS.
- k) Follow predetermined evacuation routes. Be prepared to use alternate evacuation exits or routes if planned routes or exits are blocked.
- l) If an aftershock occurs during evacuation, assume SQUAT AND COVER position as per **Section 4.2.1 (c)** above. After shaking has stopped, resume procedures from **Section 4.2.1 (e)** above on.
- m) Go to the designated EVACUATION ASSEMBLY AREA(S), steer clear of any overhead power lines, and line up classes so that they face away from the building.
- n) Contact the Superintendent’s Office by telephone, or if lines are down, by two-way radio, to advise of the situation.

- o) Check attendance against class list, hand out student and teacher identification tags and send a runner to the Principal (or designate) to indicate those present, missing or injured and to report any hazards noted.
- p) Give additional first aid as required (do not use classroom emergency supplies during a drill - teachers should use this opportunity to discuss contents of emergency supply kits with students).
- q) If there is a requirement to evacuate the school, the school should not be re-occupied until instructed by the Principal/Site Manager. The “Simple Building Damage Assessment Inspection” checklist in [Appendix E-3](#) may be used as a guide for school staff if no noticeable damage was observed during the evacuation. If unsure as to the condition of the building, contact the District Emergency Operations Centre.

4.2.2 Outside the School Building

- a) If outside the building but on the school grounds when an earthquake occurs, proceed immediately to the nearest designated EVACUATION ASSEMBLY AREA and wait for further instructions.
- b) After the earthquake, if on the way to school, continue to school. If on the way home, continue home.

4.2.3 District Level

- a) The District Emergency Preparedness Committee should convene and a District Emergency Operations Centre (DEOC) should be established at the School Board Office (Tilbury Maintenance Facility as back-up) as a single point of communication with schools, the public and the media. The setup of the DEOC is contained in [Appendix L](#).
- b) The designated senior staff person should go to the Corporation of Delta Emergency Operations Centre at Municipal Hall, complete with two-way radio back to the DEOC, to coordinate municipal efforts with the District.

4.3 IN THE EVENT OF FIRE

4.3.1 If You Discover a Fire

- a) **ACTIVATE** a fire alarm pull station.
- b) **CLOSE** doors.
- c) **PHONE** 9-1-1 if possible; give your name, location and nature of fire or emergency.
- d) **FIGHT** the fire **ONLY** if it is **SMALL** and you are **NOT** alone.
- e) **EVACUATE** the building via the nearest safe exit. **DO NOT** use the elevator.
- f) **ASSIST** persons requiring assistance.
- g) **PROCEED** to the main entrance (outside) and **REPORT** to the Fire Department.

4.3.2 If a Fire Alarm is Sounded

- a) All instruction and activity shall cease, machinery should be shut down, gas/oil-burning apparatus and appliances other than those used for heating the building should be shut off, lights turned off and the pupils should remain still to await further orders.
- b) The teacher will take the class register book or other such record of attendance as may be available, as well as copies of the emergency student release forms and keep possession of them until the end of the alarm.
- c) The teacher will open the classroom door, determine the evacuation route to be taken and lead the class out of the building in a quiet, orderly manner to the EMERGENCY EVACUATION AREA.
- d) Staff and students outside the classroom and still in the building shall go to the nearest corridor, leave the building and report to their class outside the building.
- e) Staff will check to see if washrooms or other rooms are unoccupied.
- f) Once assembled at the EMERGENCY EVACUATION AREA, the teacher shall check the names and the number of students. Each teacher must send a runner to report that the students in the division are all accounted for. The names of missing students should be sent to the Principal (or designate).
- g) Teachers, Teaching Assistants and other adults not enrolling classes should report directly to the Principal (or designate).
- h) Students will remain at their location until dismissed by the Principal or person-in-charge. Three bells will be rung to indicate it is safe to return to the school.
- i) No person shall enter the school until the 3 bells have been sounded.

4.4 IN THE EVENT OF LOCKDOWN

4.4.1 General

Lockdown is used to prevent intruders from entering occupied areas of a building or when it is necessary to isolate students and staff from a danger outside or within the building. Situations include active shooters or dangerous intruders. Staff and students are restricted in their movements to a specific area which is then protected through locking of exterior and classroom doors and covering windows. There may be other areas of the school that are capable of being locked down and these may also be designated as lockdown locations.

4.4.2 Code Red

This procedure is used when there is an immediate and imminent threat to the school building population. School staff and students are secured in the rooms they are currently in and no one is allowed to leave until the situation has been safely resolved or evacuated safely. Most commonly implemented when building has an intruder.

Steps to implement a Code Red lockdown after a threat has been identified:

- a) Lockdown signal is given via P/A system - **"This is a Code RED Lockdown announcement ..."** (repeated 3 times).
- b) Office staff call 911.
- c) Call the Superintendent's Office or as soon as safely possible.
- d) All persons report to nearest securable room.
- e) Teachers/Staff check hallways for students and follow pre-set instructions to:
 - Secure and barricade doors
 - Turn out lights
 - Cover windows
 - Pull shades
 - Move students out of line of sight of door and windows
 - Hide
 - No Talking!
- f) Teachers/Staff are not allowed to open doors for ANYONE under ANY circumstances.
- g) Teachers/Staff take attendance and record staff/students that are in the room, missing and extra students from the hall and await further instructions.
- h) Teachers/Staff log onto their Staff Conference on First Class (FC) and monitor for updates.
- i) All activities cease. Ignore Fire alarms unless first-hand knowledge of fire or e-mailed information to respond. If exiting, go to rally point – predetermined site or to where directed by police.
- j) Students/Staff outside building must evacuate to a predetermined, off-campus, location. This includes field trips. Rally point may change under direction of police.
- k) In the event of an Active Shooter/Homicide in Progress:
 - Follow instructions above. Stay secure/barricaded and hidden!
 - Proximity = Jeopardy. In the presence of deadly threat, discretion to remain in lockdown, confront the intruder or to evacuate immediately leave by means other than hallways may have to be exercised.
 - Go to the rally point.
- l) When evacuating leave with hands up until clear of police perimeter.

- m) **“Code GREEN – All Clear”** (repeated 3 times) will be announced on the P/A system and on the FC Staff Conference. Called only after building is secured and most have been evacuated by police. Only open/come out for identified police officer.

4.4.3 Code Yellow (Hold & Secure)

This is a procedure, which allows the school to continue with the normal school day, but forbids outside activity and unnecessary room to room transit. No unauthorized personnel are to enter the building. Most commonly used when incident is occurring outside school building, on or off school property, and there is no immediate or active threat.

Steps to implement a Code Yellow lockdown after a possible threat has been identified:

- a) Lockout signal is given via P/A system - **“This is a Code Yellow - Lockdown announcement...”** (repeated 3 times).
- b) Office staff may call 911 and then call the School Board Office.
- c) Staff/Students return to home classrooms. Have students who are outside immediately return to school building by bell tone or bullhorn signal.
- d) Administrators and/or assigned staff - check that all exterior doors and entrances are locked and secure. Non-enrolling teachers/staff report back to the nearest classroom.
- e) Teachers/Staff secure classrooms, cover exterior windows, take attendance and record staff/students that are in the room, missing and extra students from the hall and await further instructions.
- f) Teachers/Staff log onto their Staff Conference on First Class (FC) and monitor for updates.
- g) Students do quiet seatwork. Do not open doors (no bathroom/drinks). Ignore fire alarms unless first-hand knowledge of fire or e-mailed information to respond. If exiting, go to rally point - not grounds.
- h) Monitor main entrance and allow only AUTHORIZED personnel into building through this point.
- i) **Code YELLOW may move to Code RED should threat become immediate and active.**
- j) **“Code GREEN – All Clear”** (repeated 3 times) will be announced on the P/A system and on the FC Staff Conference. Called only after threat has been resolved.

4.4.4 Shelter in Place

A shelter in place order is used when personal safety is considered to be in danger if anyone leaves the school. It is usually associated with an environmental hazard where hazardous materials are released into the atmosphere. For example, a chemical spill or gas leak in the immediate vicinity of the school. Shelter in place might also be used in the case of a wild animal in the vicinity of the school (e.g. coyote or bear).

In the case of environmental hazards, steps may need to be taken to ensure the school is airtight – turning off furnaces, air conditioning, closing fume hoods and exhaust systems, covering and taping windows – and that the air is safe to breath.

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SECTION 5 - POST DISASTER AND RECOVERY PROCEDURES

5.1 THE FIRST TWENTY-FOUR HOURS

This section is intended to guide principals, teachers and volunteers through the first twenty-four hours following a disaster and is based on the assumption that the school building is not safe for re-entry.

The Incident Command System (ICS) provides a management system that organizes the functions, tasks and staff within the overall emergency response. It transforms the confusion of an emergency into a well-managed response by recognizing "people" as the primary assets and providing them the critical answers to "Who's in Charge?" and "What's My Job?". The ICS promotes communications and coordination. However, for the ICS to work, all responders must understand the system and their role in it. Such an understanding can only be gained through training, experience, and teamwork.

The ICS is a useable, adaptable and well-tested approach to emergency management that is gaining increasing acceptance by government and industry. The success of the ICS rests with its:

- modular organization;
- the use of common terminology;
- unified command structure;
- span-of-control; and
- resource management.

The Justice Institute of BC offers four levels of ICS courses (I-100, I-200, I-300, I-400). All staff members should be familiar with the ICS at a basic level.

Staff members who take on greater responsibilities during a major disaster or emergency need to have a higher level of training and understanding in the ICS.

5.1.1 Basic Organization of School and Staff

- a) Staff and volunteers should immediately establish a Command Centre and begin performing pre-assigned team roles. These include:
 - (i) Calming and reassuring frightened persons, and providing first aid to injured persons.
 - (ii) Checking and accounting for all those who were in the building, and organizing search and rescue teams to locate missing or seriously injured persons.
 - (iii) Assessing structural damage. Each school should have at least two people trained in simple damage assessment techniques.
 - (iv) Extinguishing small fires.

- (v) Checking damage to utilities:
 - If necessary shut off main power, gas and water. In general natural gas should not be shut off unless made necessary by the smell of leaking gas in the building. Similarly the water and electricity should be shut off only if leaving it on causes endangerment or damage to people or property.
 - Principals should establish a place to locate a wrench and keys to the gas enclosure, and the electrical vault, and should determine where the water shut off is located in the building. A maintenance staff member will show Principals how to carry out the shutdowns.
 - Since the electrical vault is a life-threatening environment; extreme care must be used in turning off the power. Do not stand directly in front of the main fuse box when shutting off or turning on the power.
 - (vi) Sealing off areas where hazardous materials have been spilled.
 - (vii) Establishing first aid centre, search & rescue, food & water, shelter and sanitation areas. For details of the Response Function Teams roles and responsibilities, see [Appendix K](#).
- b) Teachers need to:
- (i) Immediately account for all students and report to the Command Centre noting possible whereabouts of any missing student, i.e. washroom etc.
 - (ii) Assess the condition of all adults and students in their charge and report status to the Command Centre.
 - (iii) Record the name of any student released to first aid centre and be sure that child has their identification card attached. If a child has been released to the first aid centre without identification, the teacher should see that this is done as soon as possible after accounting for other class members.
 - (iv) Distribute comfort kits and see that each student wears his identification card. Have each student put on rain gear (orange garbage bag) if weather dictates.
 - (v) Record the release of any student whose parent or authorized designate has arrived to pick-up the child, **or in the case of secondary school students**, recording the names of those who have requested a release to go home or to retrieve younger siblings.

5.1.2 Food

The emergency container should have sufficient food rations to feed staff and students expected to be on site for the first seventy-two hours. Portions are 3 food rations per adult/teen per day and 3 food rations per 2 children per day. A good rule of thumb is

to allow for 25% of the student population and 50% of the staff population. Expiry dates need to be checked annually, with expired food rations replaced.

5.1.3 Water

- a) The emergency container should have sufficient water rations for staff and students expected to be on site for the first seventy-two hours. Portions are 3 water rations per person per day. A good rule of thumb is to allow for 25% of the student population and 50% of the staff population. Expiry dates need to be checked annually, with expired water rations replaced.
- b) In case of running out of water rations, a supply of water purification tablets should also be stored in the emergency container
- c) Avoid storage of water in barrels as the moisture given off or potential leaking can damage the emergency container and its contents.

5.1.4 Shelter

Shelter refers to not only emergency housing but also to clothing, light, and in some cases, emergency heat sources. Shelter was examined from three basic levels:

a) Classroom Level

- (i) The primary concern here is emergency clothing and prevention of exposure.
- (ii) Comfort/survival kits (**Appendix H-5**) should contain 1 large orange plastic bag for coat and one plastic grocery bag for hat.
- (iii) Utilize "Lost and Found" as an emergency supply of clothing. Keep it stored in a box on wheels in an accessible location. Utilize sports teams' uniforms.

b) School Level

The primary concern here is providing tools and materials for emergency shelter, light and heat (see **Appendix H-4** for minimum list of supplies in the Emergency Container).

c) Community Level

Planning at this level is covered under [Section 4.2 – 24 to 72 Hour Plans](#).

5.1.5 Sanitation

- a) A system should be in place right from the beginning to minimize the spread of disease.
- b) Schools should pre-establish one or two "safe houses" in close proximity of the school where toilet services may be available during and following a disaster.
- c) A latrine area can also be established using stored equipment and supplies (see **Appendix H-4** for minimum list of supplies in the Emergency Container).

The simplest version is an area surrounded by black polyethylene and using the sturdy plastic containers (used as storage for comfort kits) lined with plastic bags.

5.1.6 Communications

- a) Communications both on and off site should be established on two levels:
 - (i) On-site communications are handled by the use of bullhorns, walkie-talkies and aided by runners.
 - (ii) Off-site communications handled by the use of District-supplied trunking two-way radio system, cellular phones, ham operators in the vicinity (including fixed radio sites at the neighbourhood fire hall, bus and taxi radios, pay phones at the school and carefully kept staff records. It is up to the school to maintain careful records and to transmit this information to emergency officials as soon as possible after any emergency.
- b) A system using colour coded signs and flags may also be adopted to aid in identifying classes and/or schools needing immediate emergency help. The Delta Emergency Program Office continues to work with the Delta Amateur Radio Society in setting up fixed radio sites at each of the fire halls in Delta. The fire halls should be used as operational sites during any major disaster or emergency, able to communicate with the Delta Emergency Operations Centre (EOC), so that information can be collected, and resources dispatched to the areas of highest priority.
- c) It is important for schools to be able to communicate with the District Emergency Operations Centre. This may be accomplished by telephone, cell phone, or by sending a “runner” to the nearest firehall (for ham radio communication to the EOC).

5.2 TWENTY-FOUR TO SEVENTY-TWO HOUR PLANS

5.2.1 Alternatives to Keeping Children at the School

Should the first twenty-four hours pass without all children being picked up by parents or their designate, and there has not yet been a community reception centre established, the following alternatives may be examined:

- a) Billeting to “safe houses” (neighbouring residents or other community members) raises some concerns regarding legal responsibilities of the school and those who offer to billet; it is recommended that anyone volunteering to billet be pre-screened (including criminal record check).
- b) Parents can be requested to give extra emergency alternates on the school emergency cards to ensure a designate is available for their child.
- c) Once community reception centres are established, children may be transferred to these centres.

- d) School staff must remain with students transferred to safe houses or reception centres until the parent, legal guardian or a parent-approved adult(s) listed on the Student Emergency Release Form ([Appendix J-2](#)).

5.2.2 Continued Care at the School with Help from Community Volunteers

If there is widespread damage in the area, and provided the community has done some pre-planning, then the school may well be the best place for everyone to remain until community reception centres are established. This will necessitate community involvement:

- a) Neighbourhood plans and volunteers must be developed and solicited in advance. These plans must ensure enough people are available to assist in caring for children still at the school and other community members forced from their homes. Compiling lists and assigning people specific duties in advance would be done on an annual basis at the beginning of each school year.
- b) Extra supplies of food and water will need to be stored off-site by members of the immediate neighbourhood:
 - (i) Volunteers who agree to store these supplies should also be responsible for their delivery to the school following a disaster.
 - (ii) Lists of these volunteers and their supplies should be kept at the school with other school plans.
- c) More extensive emergency supplies for shelter and sanitation will also need to be stored off-site and brought to the school by volunteers. These should include: tents, motorhomes, barbeques, etc., as well as extra supplies of toilet paper, plastic bags, sanitary pads, etc.
- d) Medical supplies stored at the school should be available under proper supervision for use by community members.
- e) Emergency equipment and supplies stored at the school should be available for use by community volunteers.
- f) Use walkie-talkies, bullhorns and whistles for communicating within the group and cellular phones for communicating with the outside area. Pay phone services will be restored first, so have twenty-five cents available.
- g) It should be reminded that reception centre occupants have not been pre-screened, so students must be kept in groups with school staff or family members when staying at the reception centre.

5.3 RECOVERY

5.3.1 General

A return to normalcy is not only important for the school community, but also for the broader community as it encourages the re-establishment of routine (e.g. families taking children to school, going to work etc.). It is important that schools have recovery plans in place prior to a catastrophic event taking place. These plans need to consider how the school will bring the system back to normalcy and address the following five areas of recovery.

5.3.2 Emotional and Psychological Recovery: Responding to Trauma

- a) Emotional and psychological recovery involves caring for the mental health of those individuals in the system who experienced or witnessed trauma, whether as a result of an emergency, disaster or critical incident. A crisis response may be contained within the system where it occurs and there may be adequate resources within the system to respond to it, as there is a high level of predictability concerning who will most likely be impacted.

On the other hand, a traumatic event is often not contained within the system where it occurs and affects multiple systems. There may be inadequate resources within the system to respond and it must rely upon outside to respond to the magnitude of the event.

Regardless of the type of emergency, the people involved will inevitably experience distress. In the field of crisis response, multiple terms are used, often interchangeably, to describe events that are traumatic. Terms such as crisis, tragic event, critical incident, traumatic event and trauma are just a few of the common expressions. These expressions indicate that something has happened that would cause a state of mental, emotional and physical stress to individuals exposed to the situation.

- b) The Delta School District has established a School Critical Incident Response Protocol which is to be followed if and when a traumatic event occurs. Refer to [Appendix O](#).

5.3.3 Physical and Structural Recovery

Following a disaster, it may be necessary to repair or rebuild various structures in the district. For many this can extend the trauma as the return to normalcy is delayed. While the technical details of repair or rebuilding are generally the responsibility of staff at the district level, staff at the school level need to ensure, to the fullest extent possible, that student and school life is as normal as can be and that students are supported through the construction transition.

5.3.4 Continuity of Operations

A Continuity of Operations Plan (COOP) is implemented when schools are closed temporarily or inaccessible. The intent of the plan is to ensure the continuation of critical school district services for an extended duration of time following the initial emergency or threat. This duration of time may range from a few hours to many days or even months. The COOP outlines steps and actions necessary to resume essential academic, business and physical services after an incident as quickly as possible.

The District Business Continuity Plan is contained in [Appendix M](#).

5.3.5 Restoration of Academic Learning

The primary purpose of schools is the education of our students. The restoration of academic learning may involve temporary arrangements and special accommodations depending on the nature of the emergency. If schools cannot be opened in a timely manner, arrangements should be made to have students attend school at alternative sites or to meet with teachers once or twice a week to pick up and drop off homework. The intent is that learning will be disrupted for the least amount of time. This must be tempered, however, with a need to care for and attend to the emotional well-being of students and staff and this may delay a full return to routine.

5.3.6 Debriefing Session

Debriefing after an actual emergency is on a very different scale than debriefing after a drill. Not only will the debriefing session provide vital information to the planners, it will also be an opportunity for those involved to talk about their experience. This means that emotions will be very close to the surface and care must be taken in how the debriefing sessions are characterized and facilitated. Employ the services of professionals if necessary.

Also recognize that a serious emergency such as is contemplated in this guide does not affect just the school. Trauma can be felt far beyond the school, creating ripples throughout an entire community. Debriefing with all those persons who were impacted by, or instrumental in carrying out the response, is critical and, while the school or district is not solely responsible, they can play an important role in helping to heal the community. When planning for debriefing, consider:

- balancing the amount of time between the event and the debriefing session by caring for the emotional needs of the participants. While there is a need to ensure good, accurate recall, debriefing, especially when an event has been particularly traumatic, should not displace the need to ensure that the individuals who have been affected as victims or responders, have had sufficient time to begin to heal. In these cases, do not rush to debrief;

- including all those who were involved in or impacted by the situation – students, staff, first responders, volunteers, community members – in the debriefing/ feedback process; and
- using the feedback to improve mitigation, planning, response and recovery efforts and to communicate with community.

APPENDICES

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**APPENDIX A
DISTRICT POLICY –
EMERGENCY RESPONSE PLAN**

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EMERGENCY RESPONSE PLAN

Background

There are many hazards that could affect the 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, or
- Utility failures.

In addition, schools are not immune from threats to life and property, such as:

- Bomb threats,
- Incidents involving weapons,
- Violent incidents involving multiple victims,
- Fights,
- Threats to students and/or staff, or
- Robbery and theft.

Procedures

1. The District must provide a District Emergency Plan for students and staff and provide assistance to other agencies by providing access to District facilities and resources as available.
2. The Superintendent or designate is responsible for ensuring that emergency plans are developed for each District facility. The District plans are to be coordinated with the Corporation of Delta Emergency Plan.
3. Schools
 - 3.1 Principals are required to develop site-specific emergency plans, undertake emergency and fire drills and maintain necessary emergency supplies and equipment, all in accordance with the District Emergency Plan.
 - 3.2 An emergency container is to be located at each school, which is to be fully stocked by the school at all times as recommended in the District Emergency Preparedness Manual.
 - 3.3 Procurement Services will receive requests from schools and make bulk purchases at of container contents at set times during the year.

- 3.4 Principals are authorized to collect an "Emergency Preparedness Fee", not exceeding five dollars (\$5.00) annually, from students to pay for these supplies and equipment.

4. Emergency Situations

- 4.1 District staff having control of the students during school hours will act to 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.
- 4.2 Upon request from the EOC Director (the Corporation of Delta Chief Administrative Officer) or designate, District facilities will be made available for emergency evacuation or reception centres (defined as a site where evacuees may be received, registered and emergency services coordinated during a disaster). The following schools have been identified as potential centres:
 - 4.2.1 South Delta Secondary
 - 4.2.2 Delta Secondary
 - 4.2.3 Burnsvew Secondary
 - 4.2.4 Delview Secondary
 - 4.2.5 North Delta Secondary
 - 4.2.6 Sands Secondary
 - 4.2.7 Seaquam Secondary
 - 4.2.8 Other facilities may be provided as circumstances dictate.
- 4.3 A call for a reception centre during a community emergency takes priority over regular school use.
 - 4.3.1 Every effort will be made by the EOC Director to use non-District facilities first or expedite the process to mitigate disruption to the school.
 - 4.3.2 Reception centre staff (furnished by Delta Emergency Social Services) will work closely with school administration to facilitate a smooth process.
- 4.4 In the event of an emergency during normal school hours, the Principal/Site Manager or designate of an affected school/site is responsible for:
 - 4.4.1 Implementing the school/site "Emergency Plan", or
 - 4.4.2 Implementing the school/site "Evacuation Plan", as advised by the Corporation of Delta EOC Policy Group, depending on the nature and scope of the emergency.
- 4.5 Upon request from the EOC Director or designate, District staff will be provided to coordinate and provide direction with respect to the operation and maintenance of the District facilities being utilized as evacuation or reception centres.
- 4.6 Upon request from the EOC Director or designate, District staff and available equipment will be provided to support engineering operations tasks.

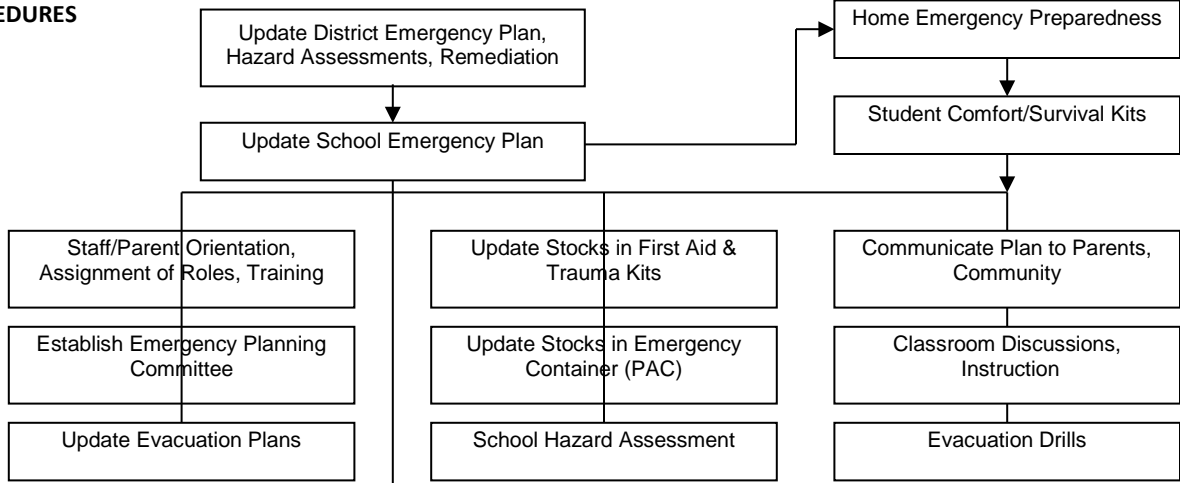
Reference: Sections 17, 20, 22, 65, 85 School Act
School Regulation 265/89

APPENDIX B
DISTRICT EMERGENCY
PREPAREDNESS FLOWCHART

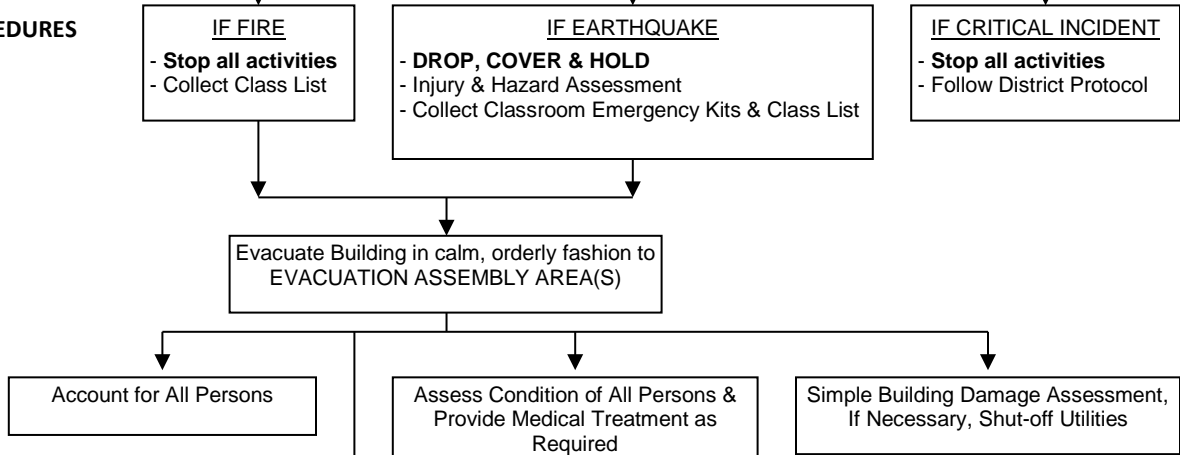
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DELTA SCHOOL DISTRICT EMERGENCY PREPAREDNESS FLOW CHART

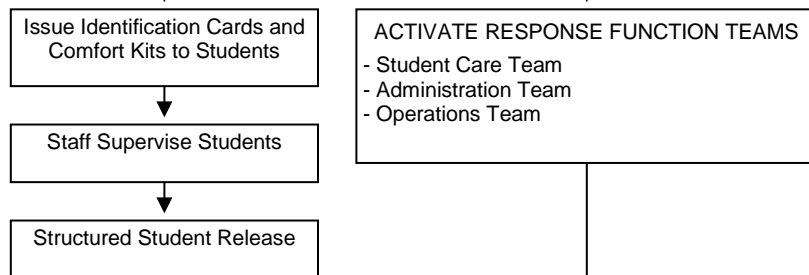
PRE-EMERGENCY PROCEDURES



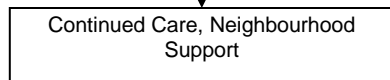
EMERGENCY & EVACUATION PROCEDURES



POST DISASTER PROCEDURES (FIRST 24 HOURS)



POST DISASTER PROCEDURES (24 TO 72 HOURS)



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APPENDIX C
SUGGESTED SCHOOL EMERGENCY PLANNING
CALENDAR/CHECKLIST

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SUGGESTED SCHOOL EMERGENCY PLANNING CALENDAR/CHECKLIST

TASKS	LEAD
<u>JUNE</u>	
<input type="checkbox"/> Establish Emergency Planning Committee for the following school year	Admin
<input type="checkbox"/> Develop Response Function Teams for following year: <i>(School Admin.)</i>	Admin
<ul style="list-style-type: none"> • Confirm roles and responsibilities. If there is a change in staff, Principal will assign the roles in August when teachers reassemble. • Acquire and update equipment and supplies for following year. 	
<input type="checkbox"/> Evaluate progress of past year	EPC
<input type="checkbox"/> Set goals and objectives for next year.	EPC
<input type="checkbox"/> Check, acquire and/or update supplies in Classroom Grab & Go Kits, School Floor First Aid Kits, School Trauma Kits and Equipment/Supplies in Emergency Container.	PAC
<input type="checkbox"/> Identify any classroom hazards that were not addressed during the school year to be rectified during the following two months.	Admin
<u>AUGUST-SEPTEMBER</u> (Before Students Arrive)	
<input type="checkbox"/> Review & conduct orientation for staff.	Admin
<input type="checkbox"/> Check, acquire and/or update supplies in Classroom Grab & Go Kits, School Floor First Aid Kits, School Trauma Kits and Equipment/Supplies in Emergency Container.	PAC
<input type="checkbox"/> Make Staff Emergency ID tags.	Admin/District
<input type="checkbox"/> Review & conduct orientation for Response Function Teams:	EPC
<ul style="list-style-type: none"> • Confirm roles and responsibilities. • Acquire and update equipment and supplies if needed. 	
<input type="checkbox"/> Plan for evacuation of building and site (should be a review).	Admin
<input type="checkbox"/> Complete updating of school site and building maps (any changes that may have taken place over the summer) and Emergency Plan Binder.	Admin/District
<input type="checkbox"/> Undertake classroom hazard assessment.	EPC
<u>SEPTEMBER</u> (After Students Arrive)	
<input type="checkbox"/> Informational Meeting and/or Notice to Parents.	Admin
<input type="checkbox"/> Conduct total evacuation Fire Drill # 1 (by end of second week of school).	Admin
<input type="checkbox"/> Complete process of obtaining emergency student release from parents through Parent Connect:	Admin
<ul style="list-style-type: none"> • Collect all information and check completeness. • Run reports for central file. • Make Student Emergency ID tags. 	
<input type="checkbox"/> Complete the Annual School Emergency Preparedness Report to Zone Superintendent by October 15.	EPC

Admin – School Administration PAC – School PAC EPC – School EP Committee District – School District Administration

TASKS	LEAD
<p><u>OCTOBER</u></p> <p><input type="checkbox"/> Check supplies and put ID tags on Comfort/Survival Kits (if provided by parents).</p> <p><input type="checkbox"/> Conduct Classroom Earthquake Drill # 1 (during ShakeOut BC, third Thursday of October).</p> <p><input type="checkbox"/> Response Function Teams: <ul style="list-style-type: none"> • Conduct Tabletop exercise for one or more teams. • Plan a practice session for emergency student release. </p> <p><input type="checkbox"/> Conduct Lockdown Drill #1.</p>	<p>PAC</p> <p>Admin</p> <p>Admin</p> <p>Admin</p>
<p><u>NOVEMBER</u></p> <p><input type="checkbox"/> Conduct a practice session with staff for Emergency Student Release.</p> <p><input type="checkbox"/> Conduct total evacuation Fire Drill #2.</p>	<p>Admin</p> <p>Admin</p>
<p><u>DECEMBER</u></p> <p><input type="checkbox"/> Conduct total evacuation Fire Drill #3.</p>	<p>Admin</p>
<p><u>JANUARY</u></p> <p><input type="checkbox"/> Check, acquire and/or update supplies in Classroom Grab & Go Kits, School Floor First Aid Kits, School Trauma Kits and Equipment/Supplies in Emergency Container.</p> <p><input type="checkbox"/> Conduct Classroom Earthquake Drill # 2 (by end of third week of school).</p>	<p>PAC</p> <p>Admin</p>
<p><u>FEBRUARY</u></p> <p><input type="checkbox"/> Conduct total evacuation Fire Drill #4.</p>	<p>Admin</p>
<p><u>APRIL</u></p> <p><input type="checkbox"/> Conduct total evacuation Fire Drill #5.</p> <p><input type="checkbox"/> Conduct Lockdown Drill #2.</p>	<p>Admin</p> <p>Admin</p>
<p><u>MAY</u></p> <p><input type="checkbox"/> Conduct total evacuation Fire Drill #6.</p> <p><input type="checkbox"/> Conduct Total Evacuation Earthquake Drill # 3 (during Emergency Preparedness Week, first full week of May).</p>	<p>Admin</p> <p>Admin</p>

Admin – School Administration PAC – School PAC EPC – School EP Committee District – School District Administration

APPENDIX D

BUILDING EMERGENCY PLAN TEMPLATE

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Site Emergency Management Plan

Site Name

Address

Contents

- **Site Information**
- **Emergency Contacts**
- **Definitions**
- **Designation of the Site Incident Commander**
- **In the Event of an Earthquake or Explosion**
- **In the Event of Fire**
- **In the Event of Lockdown**
- **Response Function Site Map**
- **Facility Plan**
- **Area Maps**
- **Class Lists**
- **Appendices**

Site Information

Site Profile

Name of School/Site:			
Address:			
Phone No.:		Facsimile No.:	
Business Hours:		Grades:	
After Hours Emergency Contact			
	Name:	Phone:	
Numbers			
Students:		Floors:	
Mobility Challenged Students:		Classrooms:	
Staff:		Portables:	

Building Contacts

Position	Name	Cellular No.	Home Phone No.
Principal/Site Manager:			
Vice-Principal/Designate:			
Vice-Principal/Designate:			
Administrative Assistant:			
Custodial Leadhand:			
Day Custodian:			
Alternate Custodian:			

Emergency Contacts

External Agencies:	Emergency	Non-Emergency
Delta Fire & Emergency Services	911	604-946-8541
Delta Police		604-946-4411
BC Ambulance Service		604-872-5151
Fraser Health Authority		604-587-4600
Emergency Management BC		1-800-663-3456
FortisBC Gas		1-800-663-9911
BC Hydro		1-888-769-3766
District Contacts:	Name	Contact Number
During School Hours:		
Zone Assistant Superintendent:		
Director of Facilities & Planning:	Frank Geyer	604-616-8565
Director of Learning Services - Inclusive Learning:	Joanna Angelidis	604-952-5230
District Safety, Health & Emergency Preparedness Officer:	Vanessa Ezaki	604-617-4530
Maintenance Services:	604-946-5088	
After School Hours: <i>(proceed down the list until contact is made)</i>		
Monitoring Station:	604-731-4126	
Assistant Manager - Facilities:	Mark Bain	604-830-2093
Assistant Manager - Facilities:	Harry Kumar	604-968-6090
Manager, Facility Services:	Ken Janzen	604-866-3451
Energy Manager/Project Engineer:	Debra Eng	604-841-3330
Manager, Information Technology Services:	Paul Parsons	604-841-0127
Manager, Maintenance Services:	John Vantol	604-992-3454
Director of Facilities & Planning:	Frank Geyer	604-616-8565
Other Key Contacts:	Contact Number	Alt Contact Number

Definitions

Emergency: an event or circumstance that is caused by accident, fire, explosion, technical failure, human action or force of nature that requires prompt coordination of action or special regulation.

Disaster: an event, generally considered to have an even greater impact than an emergency, caused by an accident, fire, explosion or technical failure, or by the forces of nature, and has resulted in serious harm to the health, safety and/or welfare of people, or in widespread damage to property.

Critical Incident: any incident, whether natural or human-caused, that has a negative emotional impact on those affected resulting in a state of stress or discomfort and feelings of loss of control.

Designation of the Site Incident Commander

The Principal/Site Manager or designate will be known as the Site Incident Commander during an emergency, disaster or critical incident and will have full authority within the provisions of this plan and the District Emergency Management Plan in addition to the other responsibilities of his or her office. A predetermined chain of command will be established should the Principal/Site Manager not be available to delegate his or her authority.

In the Event of an Earthquake or Explosion

INSIDE THE SCHOOL BUILDING

1. AT THE FIRST INDICATION OF AN EARTHQUAKE, EXPLOSION OR OTHER EVENT THAT CAUSES THE BUILDING TO SHAKE, TAKE IMMEDIATE ACTION. The teacher shall issue the **DROP, COVER AND HOLD** command to students.
2. Students and teacher shall immediately face away from windows and
 - **DROP** - drop to ground to lower a person's centre of gravity
 - **COVER** - take cover under a sturdy desk, table or counter.
 - **HOLD** - brace yourself and hold onto a table leg and cover back of neck and head area with one arm until the shaking has stopped. During the drill, count aloud as it is calming.
3. Students, teachers and/or staff separated from their class (i.e. in hallways, stairwells, washrooms or other areas where no cover is available) should **SQUAT AND COVER** - move to an interior wall, turn away from windows, kneel alongside the wall, bend over into a "crash" position and bring head close to knees, cover sides of head with elbows and clasp hands firmly behind neck.
4. Teachers must immediately take steps to protect themselves and prevent personal injury during an earthquake as they play an extremely important role in comforting and assisting students through the post disaster stages. If the teacher is injured, two student monitors should have designated authority to give instructions.
5. After the shaking has stopped, start counting aloud again to sixty (60).
6. Before standing, students should be instructed to stay quiet, look and listen carefully for injuries and hazards. Experience has shown that once the shaking has stopped after a major earthquake, the primary cause of injury is due to peoples' actions such as stepping on broken glass, touching live electrical wires, using damaged stairs, moving toppled fixtures like cupboards and shelves. If there is noticeable damage such as broken windows, fallen light fixtures, power failure, broken water lines, smell of gas, contents knocked off of shelving, or structural damage, the area should be evacuated.
7. Check self for injuries by running your hands over your head, limbs, etc. then check other people around you and ask if they are okay. Apply lifesaving first aid only – do not delay the evacuation of uninjured occupants. The seriously injured must be left for the school's Search and Rescue Team to extract.
8. If the building or area of the building becomes unsafe, evacuation may be called for. Proceed to next steps.
9. Collect classroom emergency supplies (including Classroom First Aid Kits, any Comfort/Survival Kits, teacher vest, class list, emergency student release forms and student identification tags) and if possible gather coats.

10. Evacuate building in a CALM quiet orderly manner, single file WEARING SHOES, following instructions by school teachers or monitors to designated assembly point. DO NOT USE ELEVATORS.
11. Follow predetermined evacuation routes. Be prepared to use alternate evacuation exits or routes if planned routes or exits are blocked.
12. If an aftershock occurs during evacuation, assume SQUAT AND COVER position as per Step 3 above. After shaking has stopped, resume procedures from Step 5 above on.
13. Go to the designated EVACUATION ASSEMBLY AREA(S), steer clear of any overhead power lines, and line up classes so that they face away from the building.
14. Contact the Superintendent's Office by telephone, or if lines are down, by two-way radio, to advise of the situation.
15. Check attendance against class list, hand out student and teacher identification tags and send a runner to the Principal (or designate) to indicate those present, missing or injured and to report any hazards noted.
16. Give additional first aid as required (do not use classroom emergency supplies during a drill - teachers should use this opportunity to discuss contents of emergency supply kits with students).
17. If there is a requirement to evacuate the school, the school should not be re-occupied until instructed by the Principal/Site Manager.
18. Prior to re-occupying the building, the "Simple Building Damage Assessment Inspection" checklist contained in the District Emergency Management Manual may be used as a guide for school staff if no noticeable damage was observed during the evacuation. If unsure as to the condition of the building, contact the District Emergency Operations Centre.

OUTSIDE THE SCHOOL BUILDING

1. If outside the building but on the school grounds when an earthquake occurs, proceed immediately to the nearest designated EVACUATION ASSEMBLY AREA and wait for further instructions.
2. After the earthquake, if on the way to school, continue to school. If on the way home, continue home.

In the Event of Fire

IF YOU DISCOVER A FIRE

1. ACTIVATE a fire alarm pull station.
2. CLOSE doors.
3. PHONE 9-1-1 if possible; give your name, location and nature of fire or emergency.
4. FIGHT the fire ONLY if it is SMALL and you are NOT alone.
5. EVACUATE the building via the nearest safe exit. DO NOT use the elevator.
6. ASSIST persons requiring assistance.
7. PROCEED to the main entrance (outside) and REPORT to the Fire Department.

IF A FIRE ALARM IS SOUNDED

1. All instruction and activity shall cease, machinery should be shut down, gas/oil-burning apparatus and appliances other than those used for heating the building should be shut off, lights turned off and the pupils should remain still to await further orders.
2. The teacher will take the class register book or other such record of attendance as may be available, as well as copies of the emergency student release forms and keep possession of them until the end of the alarm.
3. The teacher will open the classroom door, determine the evacuation route to be taken and lead the class out of the building in a quiet, orderly manner to the EMERGENCY EVACUATION AREA.
4. Staff and students outside the classroom and still in the building shall go to the nearest corridor, leave the building and report to their class outside the building.
5. Staff will check to see if washrooms or other rooms are unoccupied.
6. Once assembled at the EMERGENCY EVACUATION AREA, the teacher shall check the names and the number of students. Each teacher must send a runner to report that the students in the division are all accounted for. The names of missing students should be sent to the Principal (or designate).
7. Teachers, Teaching Assistants and other adults not enrolling classes should report directly to the Principal (or designate).
8. Students will remain at their location until dismissed by the Principal or person-in-charge. Three bells will be rung to indicate it is safe to return to the school.
9. No person shall enter the school until the 3 bells have been sounded.

In the Event of Lockdown

CODE RED

1. Lockdown signal is given via P/A system - "**This is a Code RED Lockdown announcement ...**" (repeated 3 times).
2. Office staff call 911.
3. Call the Superintendent's Office or as soon as safely possible.
4. All persons report to nearest securable room.
5. Teachers/Staff check hallways for students and follow pre-set instructions to:
 - Secure and barricade doors
 - Turn out lights
 - Cover windows
 - Pull shades
 - Move students out of line of sight of door and windows
 - Hide
 - No Talking!
6. Teachers/Staff are not allowed to open doors for ANYONE under ANY circumstances.
7. Teachers/Staff take attendance and record staff/students that are in the room, missing and extra students from the hall and await further instructions.
8. Teachers/Staff log onto their Staff Conference on First Class (FC) and monitor for updates.
9. All activities cease. Ignore Fire alarms unless first-hand knowledge of fire or e-mailed information to respond. If exiting, go to rally point – predetermined site or to where directed by police.
10. Students/Staff outside building must evacuate to a predetermined, off-campus, location. This includes field trips. Rally point may change under direction of police.
11. In the event of an Active Shooter/Homicide in Progress:
 - Follow instructions above. Stay secure/barricaded and hidden!
 - Proximity = Jeopardy. In the presence of deadly threat, discretion to remain in lockdown, confront the intruder or to evacuate immediately leave by means other than hallways may have to be exercised.
 - Go to the rally point.
 - When evacuating leave with hands up until clear of police perimeter.
12. "**Code GREEN – All Clear**" (repeated 3 times) will be announced on the P/A system and on the FC Staff Conference. Called only after building is secured and most have been evacuated by police. Only open/come out for identified police officer.

CODE YELLOW (Hold & Secure)

1. Lockout signal is given via P/A system - **“This is a Code Yellow - Lockdown announcement...”** (repeated 3 times).
2. Office staff may call 911 and then call the School Board Office.
3. Staff/Students return to home classrooms. Have students who are outside immediately return to school building by bell tone or bullhorn signal.
4. Administrators and/or assigned staff - check that all exterior doors and entrances are locked and secure. Non-enrolling teachers/staff report back to the nearest classroom.
5. Teachers/Staff secure classrooms, cover exterior windows, take attendance and record staff/students that are in the room, missing and extra students from the hall and await further instructions.
6. Teachers/Staff log onto their Staff Conference on First Class (FC) and monitor for updates.
7. Students do quiet seatwork. Do not open doors (no bathroom/drinks). Ignore fire alarms unless first-hand knowledge of fire or e-mailed information to respond. If exiting, go to rally point - not grounds.
8. Monitor main entrance and allow only AUTHORIZED personnel into building through this point.
9. **Code YELLOW may move to Code RED should threat become immediate and active.**
10. **“Code GREEN – All Clear”** (repeated 3 times) will be announced on the P/A system and on the FC Staff Conference. Called only after threat has been resolved.

SHELTER IN PLACE

A shelter in place order is used when personal safety is considered to be in danger if anyone leaves the school. It is usually associated with an environmental hazard where hazardous materials are released into the atmosphere in the immediate vicinity of the school. Shelter in place might also be used in the case of a wild animal in the vicinity of the school.

1. Shelter in place signal is given via P/A system - **“This is a Shelter in Place announcement...”** (repeated 3 times).
2. Office staff may call 911 and then call the School Board Office.
3. Staff and students are to immediately go indoors, and to close and lock windows and doors.
4. In the case of hazardous outside air, all ways in which outside materials may enter the building should be eliminated, including sealing openings in and around doors with masking tape and plastic.
5. Contact Maintenance Services (604-946-5088) to request shutting off of ventilation or climate control systems.
6. **“Code GREEN – All Clear”** (repeated 3 times) will be announced on the P/A system only after threat has been resolved.

Response Function Site Map

Insert site plan of facility indicating locations of:

- *Building, driveways, parking and fronting street(s)*
- *Emergency container*
- *Potential hazards (i.e. overhead & underground power lines, gas mains, water mains, chain link fences which may become energized if in contact with power lines)*
- *Emergency Evacuation Assembly Area (containing Command Centre, Response Function Teams and Student Groups)*

Facility Plan

Insert floor plan of facility indicating locations of:

- *Natural gas, water and electrical shut-offs;*
- *Medical kits;*
- *Emergency equipment;*
- *Emergency supplies of water in the school (i.e. Hot water heaters);*

Area Maps

Insert aerial and road maps of the surrounding areas downloaded and printed from DeltaMap and/or Google Maps.

Class Lists

Insert up-to-date class lists.

Appendices

- SCHOOL EARTHQUAKE HAZARD ASSESSMENT CHECKLIST
- ANNUAL SCHOOL EMERGENCY PREPAREDNESS REPORT PERSONS REQUIRING ASSISTANCE INFORMATION SHEET
- EMPLOYEE EMERGENCY PREPAREDNESS SKILL INVENTORY
- COMMUNITY VOLUNTEERS INVENTORY
- DUTY ROSTERS - RESPONSE FUNCTION TEAMS
- SCHOOL CRITICAL INCIDENT RESPONSE TEAM CONTACTS
- EMERGENCY CONTAINER CONTENT INVENTORY
- SIMPLE BUILDING DAMAGE ASSESSMENT CHECKLIST
- TENANTS INFORMATION LIST

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APPENDIX E

CHECKLISTS AND INVENTORY LISTS

- E-1 SCHOOL EARTHQUAKE HAZARD ASSESSMENT CHECKLIST
- E-2 ANNUAL SCHOOL EMERGENCY PREPAREDNESS REPORT
- E-3 SIMPLE BUILDING DAMAGE ASSESSMENT CHECKLIST
- E-4 EMERGENCY CONTAINER CONTENT INVENTORY
- E-5 PERSONS REQUIRING ASSISTANCE INFORMATION SHEET
- E-6 EMPLOYEE EMERGENCY PREPAREDNESS SKILL INVENTORY
- E-7 COMMUNITY VOLUNTEERS INVENTORY
- E-8 DUTY ROSTERS - RESPONSE FUNCTION TEAMS
- E-9 SCHOOL CRITICAL INCIDENT RESPONSE TEAM CONTACTS
- E-10 BUILDING TENANT INFORMATION

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SCHOOL EARTHQUAKE HAZARD ASSESSMENT CHECKLIST



Each school or site, through its Occupational Health & Safety Committee, should assess and make notes on possible hazards using the following checklist. Where possible, hazards should be eliminated or corrected.

<u>Classroom Hazards</u>	
<input type="checkbox"/> Unsecured Bookcases	<input type="checkbox"/> Unsecured Audio/Video Equipment
<input type="checkbox"/> Unsecured Wall Shelving	<input type="checkbox"/> Unsecured Computers & Monitors
<input type="checkbox"/> Unsecured Freestanding Cabinets	<input type="checkbox"/> Rolling Pianos (casters unlocked)
<input type="checkbox"/> Cabinets Without Door Latches or Restrained Shelves	<input type="checkbox"/> Large Plates of Glass or Mirrors
<input type="checkbox"/> Heavy Loose Objects (on shelves or hanging more than 1 metre above floor)	<input type="checkbox"/> Unsecured Aquariums
	<input type="checkbox"/> Miscellaneous Clutter (restricts movement, especially in exit routes)
<u>Science, Industrial Education, Kitchen Hazards</u> (in addition to classroom hazards listed above)	
<input type="checkbox"/> Unsecured Gas Cylinders (when not in use, pressure regulators must be removed and caps in place)	<input type="checkbox"/> Emergency Systems (fire suppression, safety showers, eye wash stations, spill containment equipment) not in Proper Operating Condition
<input type="checkbox"/> Improper Storage of Hazardous Materials (when not in use, chemicals must be capped and stored in a closed & latched approved chemical storage cabinet secured to prevent tipping, or in a designated storage room)	<input type="checkbox"/> Gas Supply Not Turned-Off and Locked (when not in use)
	<input type="checkbox"/> Unsecured Shop or Kitchen Equipment
	<input type="checkbox"/> Unsecured Loose Material Storage
<u>Office Hazards</u>	
<input type="checkbox"/> Awkward Desk Placement (restrict movement)	<input type="checkbox"/> Heavy Loose Objects (on shelves or hanging more than 1 metre above floor)
<input type="checkbox"/> Clutter Under Desk (restricts "Drop & Cover")	<input type="checkbox"/> Open Desk, File & Cupboard Drawers
<input type="checkbox"/> Unsecured Bookcases	<input type="checkbox"/> Unsecured Computers & Monitors
<input type="checkbox"/> Unsecured Wall Shelving	<input type="checkbox"/> Important Computer Files Not Backed-up
<input type="checkbox"/> Improper Placement of File Cabinets (if tip over, blocks exit routes)	<input type="checkbox"/> Miscellaneous Clutter (restricts movement, especially in exit routes)
<u>Hallway & Common Area Hazards</u>	
<input type="checkbox"/> Hanging Framed Pictures	<input type="checkbox"/> Miscellaneous Clutter (restricts movement, especially in exit routes)
<input type="checkbox"/> Unsecured Display Cases	

ANNUAL SCHOOL EMERGENCY PREPAREDNESS REPORT



To be filled out and sent to the Superintendent's office
by October 15th each school year

I/we have completed the review of the following supplies, documents, functions and facilities for the current school year:

	Reviewed	Updated or Completed	Not Updated or Completed	Will Complete By (date)
School Emergency Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	[dd-mmm-yy]
School EP Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	[dd-mmm-yy]
Staff EP Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	[dd-mmm-yy]
Student Identification Tags	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	[dd-mmm-yy]
School First Aid Kits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	[dd-mmm-yy]
Two-Way Radios, Walkie-Talkies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	[dd-mmm-yy]
Emergency Container Contents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	[dd-mmm-yy]
Emergency Drill Schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	[dd-mmm-yy]
School Hazard Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	[dd-mmm-yy]
Utility Shut-offs Located	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	[dd-mmm-yy]
Parent Information Letter Sent (Information on School EP Plan, Parent Connect)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	[dd-mmm-yy]

Comments: _____

Submitted by: _____ (Principal) _____ (School Emergency Coordinator)

Date: _____

SIMPLE BUILDING DAMAGE ASSESSMENT CHECKLIST

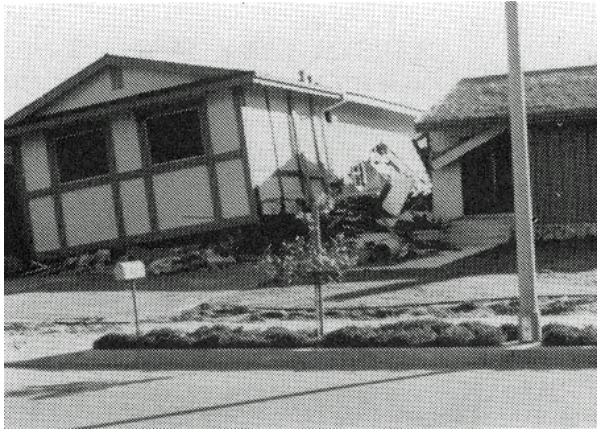


This is a quick assessment of a structure for obvious structural and non-structural hazards, which needs to be completed after the initial shock as well as any subsequent aftershocks. If found, these hazards could make the structure or parts of the structure UNSAFE for continued use. Refer to Page 2 for visual examples.

STEP 1: Survey the Building from the Outside
Examine the structure on all accessible sides for damage. Look for cracking of exterior walls, broken glass and other signs of excessive drift. Examine exterior non-structural elements, such as cladding, parapets, signs, and ornamentation, for damage before entering the building. Look for new fractures in the foundation or exposed lower walls of the building.
STEP 2: Examine the Site for Geotechnical Hazards
Look for fissures, bulged ground, and vertical ground movements in the area. In hillside areas, examine the area for landslide displacement or debris encroaching onto the site. Remember that geotechnical hazards can extend over an area of several buildings or more.
STEP 3: Inspect the Structural System from Inside the Building
Before entering building, make sure you are wearing a safety hardhat and other protective gear, and look for falling or collapse hazards. Do not enter obviously unsafe buildings. Look in stairwells, corridors, classrooms, mechanical rooms and other exposed areas to view the structural system. Examine the vertical-load-carrying system. Look for situations where a column may show signs of failure, where the floor or roof framing has begun to pull away from its vertical supports, or where the slab or beam system has failed or begun to fail. Examine the lateral-load-carrying system. Any residual storey drift means some structural damage has been sustained. Inspect the lower floors and walls for cracks and bulges.
STEP 4: Inspect for Non-Structural Hazards
Inside the building, look for damage to non-structural elements such as ceilings, partitions, light fixtures, roof top tanks and other appendages.
STEP 5: Inspect for Other Hazards
If damage is suspected, elevators should not be restarted without inspection by a qualified person. Look for spills or leaks in areas of stored chemicals or other hazardous materials. Inspect stairs for structural stability and exits for jammed doors and obstructions.

Evacuate and cordon off all UNSAFE AREA(S) to protect people and CONTACT MAINTENANCE SERVICES FOR FURTHER INSTRUCTION.

SIMPLE BUILDING DAMAGE ASSESSMENT - EXAMPLES



Building has collapsed, partially collapsed, or moved off its foundation. Condition: **UNSAFE**



Building or any story is significantly out of plumb. Condition: **UNSAFE**



Obvious damage to primary structural elements, severe cracking of walls, or other signs of severe distress Condition: **UNSAFE**



Obvious parapet or other falling hazard. Condition: **AREA UNSAFE**



Large fissures in the ground, massive ground movement or slope displacement. Condition: **AREA UNSAFE**



Other hazard(s) present (e.g. toxic spill, ruptured gas line, downed powerline, overturned propane tank). Condition: **AREA UNSAFE**

EMERGENCY CONTAINER CONTENT INVENTORY

Should be inspected by School and PAC personnel at least annually



✓	Description	Quantity	Comments
	COMMAND POST/GENERAL		
	Incident command vests		
	Folding table		
	Folding chairs		
	Incident command station signage		
	Copy of School Emergency Plan binder		
	Copies of class lists		
	Two-way radios for all teams, labelled with channel to use		
	Flashlights		
	Glow sticks		
	6-volt lantern or spot lamp		
	Battery-operated portable radios		
	Batteries for radios, flashlights	Type:	
		Type:	
		Type:	
	Mylar rain ponchos		
	Past year's class or student photos		
	Felt markers		
	Pencils & pencil sharpeners		
	Clip boards		
	Poster board - for posting information		
	Notebooks or ream of paper		
	Map of community		
	Duct tape		
	Scissors		
	Stapler		
	Multi-bit screwdriver		
	Vise-grip pliers		
	Crescent wrench		
	FIRST AID		
	School trauma first aid kit		
	Disinfectant		
	Gloves - nitrile (non-latex)		
	Box of pre-moistened towelettes		
	FOOD & WATER SUPPLY		
	Food rations	Expiry date:	
		Expiry date:	
	Water rations	Expiry date:	
		Expiry date:	
	Packs of water purification tablets		

Emergency Container Content Checklist (cont'd)

✓	Description	Quantity	Comments
	SANITATION		
	Black polyethylene (for latrine privacy screening)		
	Pick		
	Shovel		
	Buckets		
	Kitchen waste bags (to line buckets) and twist ties		
	Rolls of toilet paper		
	Sanitary pads		
	SEARCH & RESCUE		
	Class B hardhat		
	Safety goggles		
	Leather work gloves		
	Dust masks		
	Flashlights		
	6-volt lantern and batteries		
	Glow sticks		
	Double-end 36" crowbar		
	Fire axe		
	Emergency blankets		
	Duct tape		
	Heavy-Duty multi-blade knife		
	Whistle		
	SHELTER		
	Tarpaulins (for temporary cover)		
	Nylon rope 1/4"		
	Nylon rope 3/8"		
	Ladder		
	Tent pegs		
	Tent poles		
	Blankets		
	Garbage bags		
	Heavy-Duty multi-blade knife		
	Sledge hammer		
	Handsaw		
	Box of fire logs (i.e. "Duraflame")		
	Waterproof matches		
	OTHER ITEMS		

Emergency Container Content Checklist (cont'd)

Do you feel the container supplies:	Yes/No	Explain:
1. Are less than minimum requirements?		
2. Meet minimum requirements?		
3. Exceed minimum requirements?		
4. Far exceed minimum requirements?		
Other Comments:		

Inspected by: _____ Date _____
 Name(s)

PERSONS REQUIRING
ASSISTANCE INFORMATION SHEET



Name:	
Disability:	
Division:	
Room Number:	
Special Information:	
Assistant(s):	

Name:	
Disability:	
Division:	
Room Number:	
Special Information:	
Assistant(s):	

Name:	
Disability:	
Division:	
Room Number:	
Special Information:	
Assistant(s):	

Name:	
Disability:	
Division:	
Room Number:	
Special Information:	
Assistant(s):	

**EMPLOYEE EMERGENCY PREPAREDNESS
SKILL INVENTORY**



List any employees trained and/or experienced in first aid/medical treatment, ICS/BCERMS, search and rescue, crisis counselling, hazardous materials recognition, working with persons with special needs, languages or other special skills that can be deployed during an emergency.

School:	Year:
----------------	--------------

Name	Division/Assignment	Trained/Experienced in

DUTY ROSTERS - RESPONSE FUNCTION TEAMS

Refer to Appendix K of the District Emergency Management Manual for descriptions, roles and responsibilities of teams and team members



School:	Year:
----------------	--------------

COMMAND CENTRE

Name	Duty	Room No.

SITE SECURITY TEAM

Name	Duty	Room No.

FIRST AID TEAM

Name	Duty	Room No.

SHELTER AND CARE GIVING TEAM

Name	Duty	Room No.

RAPID DAMAGE ASSESSMENT TEAM

Name	Duty	Room No.

SEARCH AND RESCUE TEAM

UNIT #1	Name	Room No.
UNIT #2	Name	Room No.
UNIT #3	Name	Room No.
UNIT #4	Name	Room No.
UNIT #5	Name	Room No.

SANITATION TEAM

Name	Duty	Room No.

VOLUNTEER MANAGEMENT TEAM

Name	Duty	Room No.

HAZARD CONTROL TEAM

Name	Duty	Room No.

FATALITY CARE TEAM

Name	Duty	Room No.

SCHOOL CRITICAL INCIDENT RESPONSE TEAM CONTACTS



Refer to Appendix O of the District Emergency Management Manual for descriptions, roles and responsibilities of teams and team members

School:	Year:
----------------	--------------

Name of Member	Position	Phone No.	Alt. Phone No.
Alternates			

DISTRICT RESPONSE SUPPORT TEAM

Name	Position	Phone No.
	Assistant Superintendent, North	604-952-5345
	Assistant Superintendent, South	604-952-5346
	Director, Learning Services (Special Programs)	604-952-5323
	District Principal, Special Programs	604-952-5322
	Manager, Communications	604-952-5397
Ministry of Children & Family Development Child and Youth Mental Health	North Office	604-501-3237
	South Office	604-940-7900
Deltassist Family and Community Services Suicide Prevention Counsellor		604-594-3455
Child and Youth Crisis Program		604-585-5561

BUILDING TENANTS INFORMATION



School:	Year:
----------------	--------------

Tenant Name	Room No.	Contact Person(s)	Phone No.(s)

Tenant Name	Room No.	Contact Person(s)	Phone No.(s)

Tenant Name	Room No.	Contact Person(s)	Phone No.(s)

Tenant Name	Room No.	Contact Person(s)	Phone No.(s)

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APPENDIX F

BUILDING SIGNS

F-1 IN CASE OF FIRE

F-2 IN CASE OF EARTHQUAKE

F-3 HOW TO USE A FIRE EXTINGUISHER

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IN CASE OF FIRE

IF YOU DISCOVER A FIRE

- ASSIST others to ensure no person is in danger in the immediate area.
- CLOSE doors and windows to isolate the fire.
- ACTIVATE a fire alarm pull station. Fire Department will automatically be notified.
- EXTINGUISH the fire ONLY if it is SMALL and you are NOT alone.
- EVACUATE the building via the nearest safe exit, CLOSING doors as you leave. DO NOT use the elevator. MEET at the EMERGENCY EVACUATION AREA outside.
- WAIT for Fire Department to arrive, and provide information regarding location and nature of fire.
- DO NOT RE-ENTER the building until the Fire Department gives permission to do so.

IF A FIRE ALARM IS SOUNDED

All instruction and activity shall cease, machinery and appliances shut off, lights turned off and students told to remain still and await further orders.

The teacher will take the class register book or other such record of attendance as may be available and keep possession of it until the end of the alarm.

The teacher will open the classroom door, determine the evacuation route to be taken and lead the class out of the building in a quiet, orderly manner to the EMERGENCY EVACUATION AREA.

Staff and students outside the classroom and still in the building shall go to the nearest corridor, leave the building and report to their class outside the building.

Staff will check to see if washrooms or other rooms are unoccupied.

Once assembled at the EMERGENCY EVACUATION AREA, the teacher shall check the names and the number of students. Each teacher must send a runner to report that the students in the division are all accounted for. The names of missing students should be sent to the Secretary.

Teachers, Teaching Assistants and other adults not enrolling classes should report directly to the Secretary.

Students will remain at their location until dismissed by the Principal or person-in-charge. Three bells will be rung to indicate it is safe to return to the school.

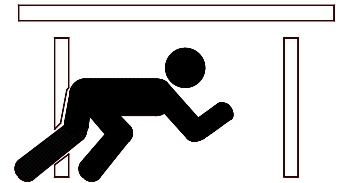
No person shall enter the school until the 3 bells have been sounded.

**Your Fire Department Telephone Number is 604-946-8541
or Emergency 9-1-1**

IN CASE OF EARTHQUAKE

DROP

DROP down to the floor.



COVER

Take COVER under a sturdy desk, table or other furniture. If that is not possible, seek COVER against an interior wall and protect your head and neck with your arms. Avoid danger spots near windows, hanging objects, mirrors or tall furniture.



HOLD

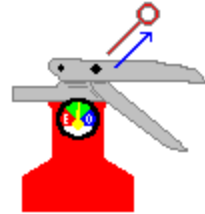
If you take cover under a sturdy piece of furniture, HOLD on to it and be prepared to move with it. HOLD the position until the ground stops shaking and it is safe to move.



HOW TO USE A FIRE EXTINGUISHER

P

PULL the pin at the top of the extinguisher that keeps the trigger from being accidentally pressed.



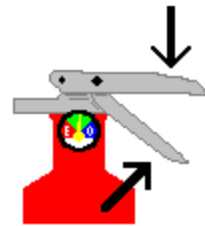
A

AIM the extinguisher nozzle toward the base of the fire. Stand about 2-3 metres from the fire.



S

SQUEEZE the trigger while holding the extinguisher upright to discharge the agent.



S

SWEEP the nozzle from side to side at the base of the fire, covering the area of the fire.



REMEMBER:

- Should your path of escape be threatened
- Should the extinguisher run out of agent
- Should the extinguisher prove to be ineffective
- Should you no longer be able to safely fight the fire

LEAVE THE AREA IMMEDIATELY!

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APPENDIX G

EMERGENCY DRILL PROCEDURES

- G-1 FIRE EVACUATION DRILL
- G-2 CLASSROOM EARTHQUAKE DRILL
- G-3 EVACUATION EARTHQUAKE DRILL
- G-4 LOCKDOWN DRILLS
- G-5 ANNUAL EARTHQUAKE/FIRE/LOCKDOWN DRILL LOG

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FIRE EVACUATION DRILL PROCEDURES

1. Fire Drills are to be conducted six (6) times during the course of the school year, 3 times prior to Winter Break and 3 times after.
2. Prior to fire drill, the Principal (or designate) should:
 - Notify the Monitoring Station (604-731-4126) of the time and date of drill (the Monitoring Station will advise the Fire Department); and
 - Ensure the Fire Alarm Panel is unlocked
3. Open the nearest Fire Alarm Pull Station to the Administration Office, using the special key.
4. Trip the alarm by pushing up the toggle switch inside the pull station.
5. Commence evacuation following the **Fire Alarm Procedures**.
6. Check attendance against class list and send a runner to the Principal (or designate) reporting the division number and number of students absent (or, if so, “all present”)
7. Once all students are accounted for, return to the pull station and turn off the alarm by pushing down on toggle switch, then press “system reset” in the fire alarm panel.
8. Ring 3 bells to signal return to classes.
9. Notify the Monitoring Station (604-731-4126) to confirm completion of drill.
10. Update the Fire/Emergency Drill log sheet and send copy via facsimile (604-952-5375) or via e-mail to the Facilities Branch Office. Keep in convenient location for viewing by Fire Inspector.

If fire alarm rings and it is not a drill, the Principal (or designate) will:

- Ensure evacuation proceeds, following the **Fire Alarm Procedures**.
- Go to the fire alarm panel and ascertain from where the alarm was initiated and by what means (alarm pull or smoke detector).
- Send a designated staff member to the indicated location to determine if there is a fire or if it is a false alarm, and report back to the office.
- Notify results to the Monitoring Station and the Fire Department.
- Wait for the Fire Department to arrive if it is a fire, or reset the system following Steps 6, 7 and 9 above if it was a false alarm.

CLASSROOM EARTHQUAKE DRILL PROCEDURES

1. Classroom Earthquake Drills are to be conducted twice a year, once in September and once in January.
2. Announce the earthquake drill through the public address system **"This is an earthquake drill... DROP, COVER AND HOLD"**.
3. Students and teacher shall immediately face away from windows and
 - **DROP** - drop to ground to lower a person's centre of gravity
 - **COVER** - take cover under a sturdy desk, table or counter.
 - **HOLD** - brace yourself and hold onto a table leg and cover back of neck and head area with one arm until the shaking has stopped. During the drill, count aloud to sixty (60) to resemble the duration of the shaking.
4. In hallways, stairwells, or other areas where no cover is available, **SQUAT AND COVER** - move to an interior wall, turn away from windows, kneel alongside the wall, bend over into a "crash" position and bring head close to knees, cover sides of head with elbows and clasp hands firmly behind neck.
5. Conduct evaluations of drill through debriefing of staff (include students and/or parents as appropriate).
6. Update the Earthquake/Fire/Lockdown Drill log sheet and send copy via facsimile (604-952-5375) or via e-mail to the Facilities Branch Office.

EVACUATION EARTHQUAKE DRILL PROCEDURES

1. Earthquake Drills with Evacuation are to be conducted at least annually during Emergency Preparedness Week (first week of May).
2. Announce the earthquake drill through the public address system **"This is an earthquake drill... DROP, COVER AND HOLD"**.
3. Students and teacher shall immediately face away from windows and
 - **DROP** - drop to ground to lower a person's centre of gravity
 - **COVER** - take cover under a sturdy desk, table or counter.
 - **HOLD** - brace yourself and hold onto a table leg and cover back of neck and head area with one arm until the shaking has stopped. During the drill, count aloud to sixty (60) to resemble the duration of the shaking.
4. In hallways, stairwells, or other areas where no cover is available, **SQUAT AND COVER** - move to an interior wall, turn away from windows, kneel alongside the wall, bend over into a "crash" position and bring head close to knees, cover sides of head with elbows and clasp hands firmly behind neck.
5. Teachers must immediately take steps to protect themselves and prevent personal injury during an earthquake as they play a major role in assisting students through the post disaster stage. If the teacher is injured, two student monitors should have designated authority to give instructions.
6. After the shaking has stopped, start counting aloud again to sixty (60).
7. Before standing, students should be instructed to stay quiet, look and listen carefully for injuries and hazards, and smell for gas leaks.
8. Check self for injuries by running your hands over your head, limbs, etc. then check other people around you and ask if they are okay. Apply lifesaving first aid only – do not delay the evacuation of uninjured occupants. The seriously injured must be left for the school's Search & Rescue Teams to extract.
9. Collect classroom emergency supplies (including Classroom Grab & Go Kits, any Comfort/Survival Kits, teacher vest, class list, emergency student release forms and student identification tags) and if possible gather coats.
10. Evacuate building in a CALM, quiet orderly manner, single file WEARING SHOES, following instructions by school teachers or monitors to designated assembly point. **DO NOT USE ELEVATORS.**
11. Follow predetermined evacuation routes. Be prepared to use alternate evacuation exits or routes if planned routes or exits are blocked.
12. If an aftershock occurs during evacuation, assume SQUAT AND COVER position (see Step 5). After shaking has stopped, resume evacuation procedures from Step 7 on.
13. Go to the designated EVACUATION ASSEMBLY AREA(S), steer clear of any overhead power lines, and line up classes so that they face away from the building.

14. Check attendance against class list, hand out student and teacher identification tags and send a runner to the Principal (or designate) to indicate those present, missing or injured, and to report any hazards noted.
15. Give additional first aid as required (do not use classroom emergency supplies during a drill - teachers should use this opportunity to discuss contents of emergency supply kits with students).
16. The school should not be re-occupied until instructed by the Principal. Conduct a mock condition survey of the building using the "Simple Building Damage Assessment Inspection" checklist in [Appendix E-3](#).
17. Wait for the Principal (or designate) to ring three (3) bells, signalling the conclusion of the earthquake drill and the re-entering of the building.
18. Conduct evaluations of drill through debriefing of staff (include students and/or parents as appropriate).
19. Update the Earthquake/Fire/Lockdown Drill log sheet and send copy via facsimile (604-952-5375) or via e-mail to the Facilities Branch Office.

CODE RED LOCKDOWN DRILL PROCEDURES

1. Code Red Lockdown Drills should be conducted at least once annually.
2. Announce the lockdown drill through the public address system **“This is a Code RED Lockdown drill”** three times.
3. Teachers are to move to their classroom doors, look out in hallway to check for staff and/or students, close the door and lock it.
4. Teachers are to turn off the room lights and cover windows.
5. Teachers are to ask students to quietly move to a sitting position on the floor out of sight of windows and doors, to remain calm and quiet, to turn off all cell phone ringers and to maintain quiet for the designated time agreed upon for the drill.
6. Wait for the “Code Green” announcement and prepare for evacuation possibilities:
 - After a “Code Green” announcement by an administrator; and/or
 - After the door of your classroom is unlocked by a uniformed police officer – prepare to evacuate.
7. Conduct evaluations of drill through debriefing of staff (include students and/or parents as appropriate).
8. Update the Earthquake/Fire/Lockdown Drill log sheet and send copy via facsimile (604-952-5375) or via e-mail to the Facilities Branch Office).

CODE YELLOW LOCKDOWN DRILL PROCEDURES

1. Code Yellow Lockdown Drills should be conducted at least once annually.
2. Announce the lockdown drill through the public address system **“This is a Code YELLOW Lockdown drill”** three times.
3. Staff and students return to their home classrooms. Non-enrolling staff to go to the nearest classroom.
4. Administration and/or assign staff to close and lock all exterior doors to the building.
5. Teachers are to move to their classroom doors, look out in hallway to check for staff and/or students, close the door and lock it.
6. Teachers are to cover windows.
7. Teachers are to ask students to do quiet seatwork, to turn off all cell phone ringers and to maintain quiet for the designated time agreed upon for the drill.
8. Wait for the “Code Green” announcement and prepare for evacuation possibilities:
 - After a “Code Green” announcement by an administrator; and/or
 - After the door of your classroom is unlocked by a uniformed police officer – prepare to evacuate.
9. Conduct evaluations of drill through debriefing of staff (include students and/or parents as appropriate).
10. Update the Earthquake/Fire/Lockdown Drill log sheet and send copy via facsimile (604-952-5375) or via e-mail to the Facilities Branch Office).

ANNUAL EARTHQUAKE/FIRE/LOCKDOWN DRILL LOG



To be maintained at the building office.

Building Name:					School Year:	
----------------	--	--	--	--	--------------	--

Date	Time of Day	Type of Drill (E/F/L)	Time to Complete Drill	Number of Students Moved	Comments	Sent to SBO

In accordance with the BC Fire Code, total evacuation drills in schools shall be held **at least 3 times** in each of the fall and spring school terms

Earthquake drills shall be held at least three times each year (“Drop, Cover, Hold” drill, no evacuation, in September and January; and complete drill, including evacuation, during Emergency Preparedness Week in May).

This drill log is to be filled out immediately following each drill and sent to the Facilities Branch office via e-mail (mpekarek@deltasd.bc.ca)

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APPENDIX H

SUGGESTED EMERGENCY SUPPLY LISTS

- H-1 CLASSROOM GRAB AND GO KIT
- H-2 SCHOOL FLOOR/POD FIRST AID KIT
- H-3 SCHOOL TRAUMA KIT
- H-4 EMERGENCY CONTAINER CONTENTS
- H-5 SUGGESTIONS FOR STUDENT COMFORT/SURVIVAL KITS
- H-6 SUGGESTIONS FOR VEHICLE OR OFFICE PACKS (STAFF COMFORT KITS)

NOTE: TO ORDER ANY OF THE SUPPLIES LISTED ON ANY OF THE FOLLOWING PAGES, PLEASE REFER TO THE CATALOGUE POSTED IN THE PURCHASING INFO CONFERENCE ON FIRSTCLASS (DESKTOP>ALL STAFF>PURCHASING INFO).

PACs WISHING TO PURCHASE SUPPLIES FROM THIS CATALOGUE NEED TO CONTACT THEIR SCHOOL'S SECRETARY FOR THE CATALOGUE AND ORDER FORM

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CLASSROOM GRAB AND GO KIT

<u>QUANTITY</u>	<u>DESCRIPTION</u>
1	<u>First Aid Kit:</u>
	<u>Quantity</u> <u>Description</u>
	Box of 100 ¾" x 3" plastic adhesive strip
	6 Crepe roller bandage
	2 rolls 2" x 5 yd cling gauze
	3 4" x 4" compress dressing
	3 4" x 4" gauze sponge – packages of 2
	4 5" x 9" abdominal pad
	4 Cotton triangular bandage c/w 2 safety pins each
	6 Sterile eye pad
	1 120ml bottle of eye rinse solution
	1 pair Surgical scissors
	1 roll 1" x 5 yd adhesive hospital tape
	1 Emergency foil blanket
	1 Aluminum splint
	3 pair Nitrile (non-latex) gloves
	1 Flashlight c/w batteries
	30 Dust masks
	30 Garbage bags (29 black, 1 clear)
	1 roll Toilet tissue
	1 Whistle
	1 First aid manual
	1 Clearly marked water-resistant nylon kit bag for storage
1	Up-to-date copy of class list
1	List of students and/or staff with disabilities and their special requirements, if any
20-30	Name tags (preferably already completed with student name, CareCard number and other key information) and either clips or lanyards
1	Orange safety vest for teacher
1	Copy of First Aid for Emergencies Guide (St. John's Ambulance)*
1	Copy of Basic Rescue Skills Guide (Government of Canada)*

* - available for download from the DeltaPrepared website and Emergency Preparedness conference in FirstClass

SCHOOL FLOOR/POD FIRST AID KIT

<u>QUANTITY</u>	<u>DESCRIPTION</u>
2 rolls	1" x 5 yd adhesive hospital tape
2 rolls	2" x 5 yd adhesive hospital tape
6	Crepe roller bandage
12	Cotton triangular bandage c/w 2 safety pins each
Box of 100	¾" x 3" plastic adhesive strip (Band-Aid)
6	6" x 6" sterile pressure dressing
10	4" x 4" sterile pressure dressing
4 rolls	3" x 5 yd cling gauze
100	4" x 4" non-sterile 8 ply gauze sponge
10	3" x 4" Telfa sterile gauze pad
12	12" x 16" non-sterile abdominal pad
12	Emergency foil blanket
1	Black marker
3	120ml bottle of eye rinse solution
2	Instant cold pack
1	Penlight c/w batteries
1 pair	Surgical scissors
1	3" x 5 yd non-sterile esmarch bandage
6 pair	Nitrile (non-latex) gloves
1	Pocket mask with one-way valve and O ₂ outlet
12	Aluminum splint
1	First aid manual
1	Clearly marked water-resistant nylon kit bag for storage

SCHOOL TRAUMA KIT

<u>QUANTITY</u>	<u>DESCRIPTION</u>
2	Reflective arm band
6	3" x 5 yd tensor bandage
12	Cotton triangular bandage c/w 2 safety pins each
20	4" x 6" sterile pressure dressing
30	4" x 4" sterile pressure dressing
30	3" x 5 yd conforming stretch bandage
600	4" x 4" non-sterile gauze sponge
30	3" x 4" Telfa sterile gauze pad
30	8" x 10" sterile abdominal pad
4	Instant cold pack
3 pair	Splinter forceps
3 pair	Surgical scissors
2 pair	Universal scissors
1	3" x 5 yd non-sterile esmarch bandage
100 pair	Nitrile (non-latex) gloves
2	Pocket mask with one-way valve and O ₂ outlet
2	Laerdal pocket mask
12	Aluminum splint
2 sets	Straps for spine board
36	Emergency foil blanket
2	Explosion/waterproof flashlight c/w batteries
4	12 hour emergency light-stick
2	Signal whistle
1	Clipboard
1	Ball point pen w/ flex grip
1	Dry erase marker (red)
1	Ruled paper pad
1	First aid manual
1	Grey Incident Command Vest with identification (Administration)
1	Clearly marked water-resistant nylon kit bag for storage

EMERGENCY CONTAINER CONTENTS

MINIMUM BASIC EQUIPMENT LIST

- Tarpaulins - 24' x 40'
- Nylon rope - 1/4" x 100'
- Nylon rope - 3/8" x 100'
- Tent pegs - 3 packs
- Tent poles (to hold up tarpaulins to form tents) - 3 packs
- Knife (heavy duty multi-blade) – 3 each
- Small sledge hammer - 2 each
- Handsaw
- School Trauma First aid kit (in case all kits not retrieved from building)
- Emergency blankets
- Two-way radios of sufficient number and range to suit school with batteries charged
- Battery-operated flashlights and spare batteries (stored separately) - at least 3
- Class B hardhat - 4 each
- Safety goggles - 4 sets
- Leather work gloves - 4 pairs
- Dust masks - 4 packs
- Double-end 36" crowbar
- Fire axe
- Pick
- Shovel
- Multi-bit screwdriver
- Crescent wrench
- Vise-grip
- Duct tape
- Garbage bags
- Basic office supply kit (pens, pencils, felt markers, scissors, stapler, paper, clip boards)
- Glow sticks
- Battery-operated portable radios and spare batteries (stored separately) - at least 3
- Waterproof matches - 3 packs
- Box of fire logs (i.e. "Duraflame")
- Water purification tablets - 3 packs of 30
- Food rations (sufficient amount for expected number of staff/students for 72 hours)
- Water rations (sufficient amount for expected number of staff/students for 72 hours)
- Min. of nine (9) Incident Command Vests with identification – 1 green (Command Centre), 2 red (First Aid Unit) and 6 orange (Various Operations)
- Set of Incident Command Station Signs (450x600mm double-sided coroplast supported by 2m steel rod that is pushed into the ground): "Command Centre", "First Aid", "Food & Water", "Restroom", "Search & Rescue", "Morgue"

BASIC SANITARY SUPPLIES

- Roll of black polyethylene (used to form privacy screen for latrines)
- Buckets - 4 each
- White kitchen plastic trash bags (to line buckets) and twist ties - 1 box
- Rolls of toilet paper - 2 x 24 packs
- Sanitary pads - 2 packs
- Disinfectant spray - 2 cans
- Pre-moistened towelettes - 2 boxes

SUGGESTIONS FOR STUDENT COMFORT/SURVIVAL KITS

ELEMENTARY STUDENTS

Food

- Choose from the suggested list those which are suitable for your child:
 - Peanut-free granola bars
 - 250ml juice tetra packs
 - Beef jerky
 - Vienna sausage
 - Tuna or other canned meat
 - Fruit leather or roll-ups
 - Sugarless chewing gum

Shelter

- One green garbage bag and one plastic grocery bag to make emergency raincoat and hat (see sources of supplies if you wish to purchase ready-made plastic raincoats)
- One solar blanket

Basic Physical Comforts

- Napkin or tissues (i.e. “Kleenex”)
- Moist towelettes (i.e. “Wet Wipes”)
- Band-aids (2 or 3)

Amusement and Emotional Comforts

- Choose those appropriate to your child:
 - Small stuffed animal
 - Family photo
 - Deck of playing cards
 - Pocket game
 - Paper and pencil
 - Letter of comfort from you to your child

Medications

- If your child requires special medications, please enclose with instructions

NOTE:

- 1) IT IS EXTREMELY IMPORTANT THE CONTENTS NOT BE OVERDONE:
 - a. THE KIT IS ONLY INTENDED FOR SHORT TERM NEEDS
 - b. STORAGE SPACE IS A PREMIUM AND TOO MUCH WEIGHT IS ALSO A CONCERN
- 2) EACH KIT MUST BE CLEARLY LABELLED WITH YOUR CHILD’S NAME
- 3) THE KIT WILL BE RETURNED TO PARENTS AT THE END OF THE SCHOOL YEAR

SUGGESTIONS FOR VEHICLE OR OFFICE PACKS (STAFF CONFORT KITS)

- Gas tank at least 1/4 full
- Booster cables, tools
- Bottled water - at least four litres
- Peanut-free granola bars, fruit bars and/or high energy food bars
- Canned food and manual can opener
- Outdoor clothing and a backpack
- Rubber boots and other comfortable footwear
- Sleeping bag, "space" blankets
- First aid kit, medications
- Waterproof matches, candles
- Toilet tissue, towelettes, "baggies", and hygiene products
- Multi-tool, scissors, duct tape and work gloves
- Garbage bags and twist ties
- Money, especially coins
- Map of the region in which you live
- Pen/pencil and paper
- Flashlight and spare bulb, radio and batteries (stored separately)
- Whistle
- Personal identification and medical information

APPENDIX I

EMERGENCY RECORD SHEETS

- I-1 STAFF ATTENDANCE
- I-2 CLASS ATTENDANCE
- I-3 INJURY LOG
- I-4 STUDENT RELEASE LOG

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STAFF ATTENDANCE

To be completed for Teaching and Support Staff and forwarded to the Command Centre



Recorded By:	
---------------------	--

<u>ATTENDANCE</u>			
Present:		Time Recorded:	
Absent:			AM/PM
Missing:			

<u>MISSING PERSON SEARCH REQUEST</u> (for Search and Rescue Unit)	
Name	Last Known Place of Missing Person

CLASS ATTENDANCE

To be completed by Class Teacher for both Students and Support Staff
and forwarded to the Command Centre with Master Class List



Division:		Recorded By:	
------------------	--	---------------------	--

<u>ATTENDANCE</u>				
Present:		Time Recorded:		AM/PM
Absent:				
Missing:				

<u>MISSING PERSON SEARCH REQUEST</u> (for Search and Rescue Unit)	
Name	Last Known Place of Missing Person

INJURY LOG

To be completed by First Aid Person(s) H = Transported to Hospital



Recorded By:		Date:	
---------------------	--	--------------	--

Injured's Name	Injury/Treatment	H

STUDENT RELEASE LOG

To be completed by Class Teacher



Division:		Recorded By:	
------------------	--	---------------------	--

Student Name	Released to (name)	Time/Date

APPENDIX J

STUDENT EMERGENCY RELEASE TEMPLATES

- J-1 SAMPLE ELEMENTARY SCHOOL LETTER TO PARENTS
- J-2 SAMPLE SECONDARY SCHOOL LETTER TO PARENTS
- J-3 26 WEEKS TO FAMILY EMERGENCY PREPAREDNESS

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ELEMENTARY SCHOOL STUDENT EMERGENCY RELEASE

ਇਹ ਇੱਕ ਜ਼ਰੂਰੀ ਸੂਚਨਾ ਹੈ। ਕ੍ਰਿਪਾ ਕਰਕੇ ਅੰਗਰੇਜ਼ੀ ਪੜ੍ਹਣ ਵਾਲੇ ਕਿਸੇ ਵਿਅਕਤੀ ਨੂੰ ਆਖੋ ਕਿ ਉਹ ਇਹ ਜਾਣਕਾਰੀ ਆਪ ਨੂੰ ਪੜ੍ਹਕੇ ਸੁਣਾਏ

這是一份重要的通知。請找一位懂英語的人士協助將以下內容翻譯給您。

Important Parent Notice: Please Read Carefully

In an ongoing effort to provide for our students' safety and well-being, in the event of an emergency, _____ Elementary is taking strong steps to ensure all students are kept as safe as possible and requires that parents and families understand the school's emergency procedures.

In the event of an earthquake, the school's emergency earthquake drill will be enacted. This will require students to follow all emergency procedures including drop, cover and hold, orderly evacuation, and remaining at the school under direct supervision of school staff.

Students will only be released to their parent, temporary guardian or older sibling (must be older than 19 years of age), who must first have reported to the school and signed out their child into their care. Students will be kept at the school under supervision of school staff until the child is signed out.

In order for the school to follow these procedures, parents must first provide the necessary information on **Parent Connect** as follows:

- In the "Basic" screen, click on the blue Emergency/Out of Province button (top right side of screen) and fill in the names, addresses and telephone numbers of temporary guardians (list no more than three) and out-of-province contact.
- In the event of an earthquake, school building fire or other serious occurrence resulting in school closure during the school day, and you are unable to collect your child(ren) from school, you authorize the release of your child(ren) into the custody of these temporary guardians. These names could be, but are not necessarily, the same as the Emergency Contacts on the Basic screen, and they should reside within walking distance to our school.
- The out-of-province contact would be used if normal telephone service is disrupted, only long distance calls to areas unaffected by the disaster are possible and it is necessary to leave a message regarding your children's condition or whereabouts. This person can be outside of Canada. If you do not have a contact out of province someone within B.C. but long distance could be used.
- Once you have reviewed/revised the information for this child please click on "Emergency Release information up to date - YES".

Parents can update all of the above information as it changes throughout the year on **Parent Connect**. Please notify the office IMMEDIATELY if there is any change to your child's medical alert information.

If you are unable to access Parent Connect through the internet, please complete the attached form and return it to the school office as soon as possible.

ELEMENTARY SCHOOL STUDENT EMERGENCY RELEASE FORM

**PLEASE COMPLETE AND RETURN THIS FORM TO YOUR SCHOOL
BY NO LATER THAN**

To be completed by parent – please print legibly:

SCHOOL: _____

SCHOOL YEAR: _____

In the event of an earthquake, school building fire or other serious occurrence resulting in school closure during the school day, and I am unable to collect my child(ren) from school,

I, _____, Parent/Legal Guardian of:

Name(s) of _____	Grade _____	Div. _____
Child(ren) _____	Grade _____	Div. _____
_____	Grade _____	Div. _____

request that my child(ren) remain at school, and authorize their release into the custody of the following temporary guardians: *(must be 19 years of age or older, please provide at least three names)*

	Name	Address	Telephone
1			
2			
3			

I fully realize that during a serious occurrence resulting in school closure, my child(ren) will not be released from school to another adult unless authorized by myself; and that on the release of my child(ren), a record shall be kept at the school of the name of their temporary guardian, time of release and expected destination.

Signature

Date

The following is the Out-of-Province contact name and telephone number to be used if normal telephone service is disrupted, only long distance calls to areas unaffected by the disaster are possible, and it is necessary to leave a message regarding your children's condition or whereabouts.

Name	City, Province	Telephone

MEDICAL ALERT

If your child requires medication or has a medical condition that requires special attention, please provide details below. It will be necessary for the school to have a 48-hour supply of any essential medication. Please note that a more detailed "Medical Alert Form should also be completed and filed with the school (per District Policy 1141).

SECONDARY SCHOOL STUDENT EMERGENCY RELEASE

ਇਹ ਇੱਕ ਜ਼ਰੂਰੀ ਸੂਚਨਾ ਹੈ। ਕ੍ਰਿਪਾ ਕਰਕੇ ਅੰਗਰੇਜ਼ੀ ਪੜ੍ਹਣ ਵਾਲੇ ਕਿਸੇ ਵਿਅਕਤੀ ਨੂੰ ਆਖੋ ਕਿ ਉਹ ਇਹ ਜਾਣਕਾਰੀ ਆਪ ਨੂੰ ਪੜ੍ਹਕੇ ਸੁਣਾਏ

這是一份重要的通知。請找一位懂英語的人士協助將以下內容翻譯給您。

Important Parent Notice: Please read carefully

In an ongoing effort to provide for our students' safety and well-being, in the event of an emergency, [school name] Secondary is taking strong steps to ensure all students are kept as safe as possible and requires that parents and families understand the school's emergency procedures.

In the event of an earthquake, the school's emergency earthquake drill will be enacted. This will require students to follow all emergency procedures including duck and cover, orderly evacuation and remaining at the school under direct supervision of school staff.

Local Emergency Services will then indicate the next steps ensuring the safety of all members of the community including students and staff at the school. As a result, in the early stages of such an event, all students will remain at the school under adult supervision.

Student Release

Only after local Emergency Services have indicated that the school may begin to release students, will students be allowed to leave the school site. Students will be released in the following order:

1. Parent or **Emergency Release Designate**, listed on [Parent Connect](#) must first have reported to the school and signed out their child into their care. Students in this category will be kept at the school under supervision of school staff until the child is signed out.
2. Students released under their own care only when Emergency Personnel are confident that such a level of release will not impact concurrent operations and response activity in the area and the surrounding community is safe to do so. Prior indication must be given by parents in order for students to be released under their own care (see below).

In other words, students are best looked after at the school until given the "all clear" by the community emergency services. Once sufficient numbers of students have been dispersed into the community under Priority 1 above, students under Priority 2 above will be released starting with senior students.

In order for the school to follow these procedures, parents must respond to the web form response section on Parent Connect and indicate ONE of the following responses:

- DO NOT RELEASE - If you request that your child be released into the custody of a designated emergency release person.**

By indicating this response on the web based form, you are requesting that your child remain at school, only to be released into the custody of the **emergency release designate** listed on Parent Connect. It should be noted that the emergency release listed should reside within walking distance to our school. You are acknowledging that the emergency release information has been verified and the emergency release is aware of their responsibility. You are confirming that you understand that the school district will make every effort to comply with the above request and that it will keep a record at the school of the name of the emergency release designate in whose custody your child is being released as well as the release time and expected destination.

OR

- RELEASE - If you authorize your child to be released on their own accord**

By indicating this response on the web based form, you are authorizing the release of your son/daughter on their own accord provided there is no local authority (e.g. fire/police) instructing otherwise. You are confirming that you realize that accidents can occur with or without any fault on either the part of the

student, or the school board or its employees or agents, or the facility where the emergency activity is taking place. By allowing your son/daughter to leave the school site, you are accepting the risk of an accident occurring.

The response indicated will remain in effect for the time period your child attends [school name] Secondary. If at any time you wish to change your response please contact the school office at 604-XXX-XXXX.

We also ask that you update the out of province contact section (should normal telephone service be disrupted; only long distance calls to areas unaffected by the disaster may be possible). Parents can update all of this information as it changes throughout the year on [Parent Connect](#). Please notify the office IMMEDIATELY if there is any change to your child's medical alert information.

26 WEEKS TO FAMILY EMERGENCY PREPAREDNESS

WEEK	ACTION TO TAKE
1	Get a portable container with a lid to use as an emergency kit. A plastic storage bin or garbage can works well, particularly one with wheels. Choose an accessible location for the container near an exit, and label the container. Make sure all family members know what it will be used for and where it is.
2	Stock your kit with a three-day supply of water , and don't forget to include water for your pets. You need four litres of water per person per day - two for drinking and two for food preparation and hygiene.
3	Arrange an out-of-area phone contact person, and keep this and other emergency phone numbers near each telephone. Teach each family member these numbers.
4	Stock your kit with several varieties of canned meat and dried fruit. Include a manual can opener.
5	Get a portable radio and extra batteries for your emergency kit.
6	Learn about hazards. Find out what the hazards are in your community, and do a home hazard hunt to make your home safer. Secure appliances and heavy furniture, and move beds away from heavy mirrors and windows.
7	Give every family member specific safety tasks to do in an emergency. For example, designate one person to be in charge of turning off electricity, one to collect the emergency container, one to take charge of any pets, etc. Add granola bars to your kit.
8	Identify safe places in your home and on your property. Plan and practise evacuation drills using two different escape routes from each room. Add containers of juice or juice crystals to your kit.
9	Stock your kit with both large and medium-sized plastic garbage bags (orange or yellow make good visible signals). Large bags can also be used as ponchos, ground covers or blankets. Add plastic or paper dishes .
10	Identify a family meeting place away from home but close to your regular spots (between work and home or school). Add some books, toys and cards to your kit.
11	Add a flashlight and extra batteries , along with candles and waterproof matches.
12	Add some dried soups and crackers to your emergency kit.
13	Check your insurance policies and make records of your possessions.
14	Prepare a first-aid kit that includes extra prescription medication, extra eyeglasses, bandages, sterile gauze pads, tape, scissors, tweezers, antibiotic ointment, hydrogen peroxide and over-the-counter pain pills.
15	Add a change of clothing for each family member to your kit. Be sure to include warm clothing, heavy work gloves and sturdy shoes.
16	Add some canned food like stews, baked beans and vegetables to your kit.
17	Enrol a family member in a first-aid course.
18	Add personal toiletry items like toilet paper, handi-wipes, soap, detergent, toothbrush, toothpaste, comb, sanitary supplies, etc. to your emergency kit.
19	Add evaporated canned or powdered milk and cereal to your kit.
20	If needed, include infant supplies including disposable diapers, disposable bottles, formula, etc. to your emergency kit.
21	Get a large bucket with a tight-fitting lid to use as a toilet, and put it with your emergency kit. Use the bucket to store other emergency tools like an axe, a folding shovel and rope.
22	Add some freeze-dried or foil pouch food products like meats, soups, vegetables and stews.
23	Add a pocket knife (Swiss army style), cutlery , a whistle and spare set of house and car keys to your container.
24	Keep a leash or pet carrier near your kit and add a three-day supply of pet food .
25	Add sleeping bags or blankets to your kit along with water purification tablets .
26	Assemble important documents like wills, insurance papers, medical records, inventory of possessions, identification, etc. in a fireproof/waterproof container. Add a family photo album to your emergency kit.

Now you and your family are personally prepared for any emergency.

Once your emergency kit is assembled and your emergency plan is in place, don't forget to rotate and replace items as they expire. And most important, practise your plan and update it as your family's needs change.

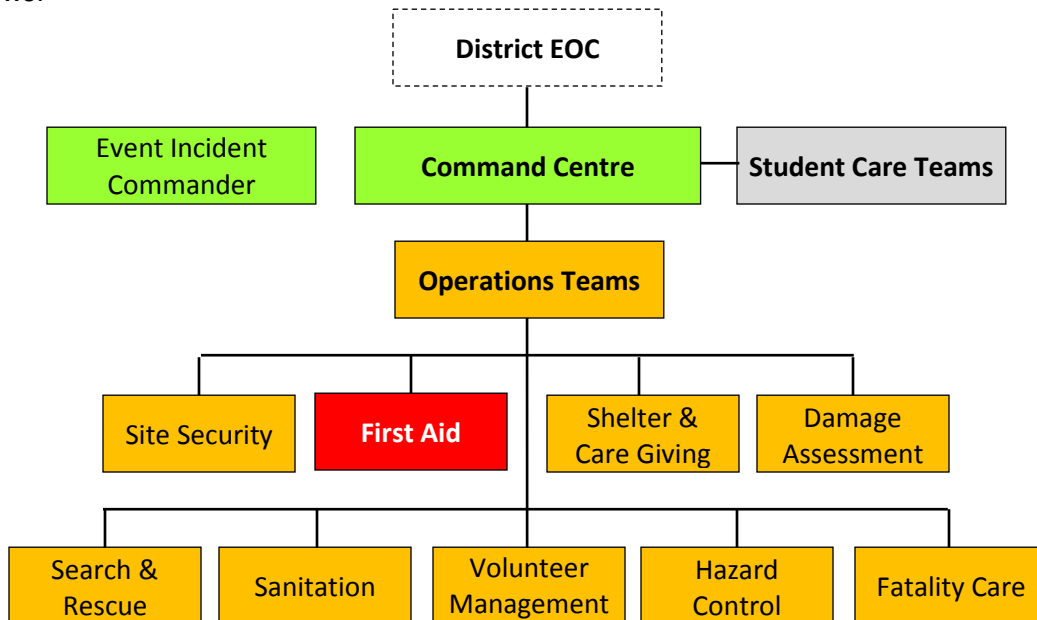
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APPENDIX K
RESPONSE FUNCTION TEAMS

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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.

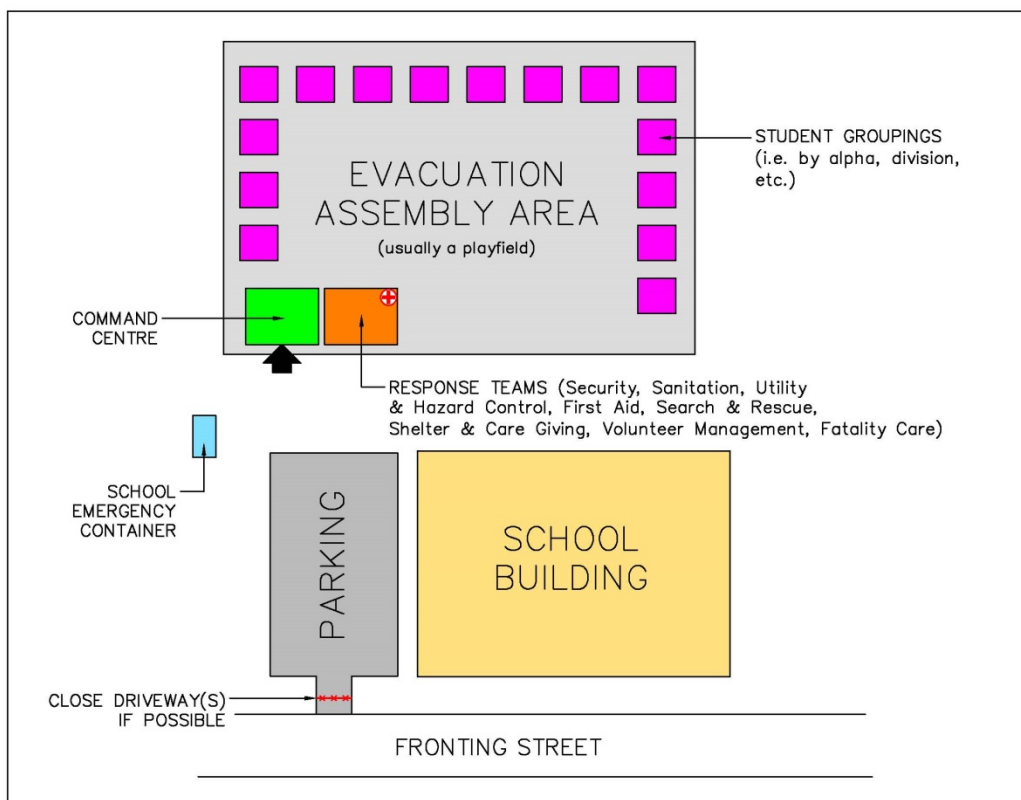
The Site Incident Commander effectively sets up and operates the Command Centre for the duration of the disaster, including communications, and oversees the setup of the various team stations.

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.

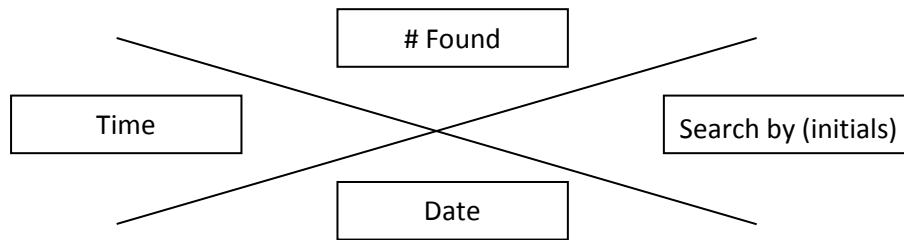
4.5 Search and Rescue

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.

APPENDIX L

DISTRICT EMERGENCY OPERATIONS CENTRE (DEOC) SETUP

**RESTRICTED INTERNAL DOCUMENT
AVAILABLE IN DISTRICT FIRSTCLASS
ALL STAFF\FACILITIES\EMERGENCY PREPAREDNESS\
DISTRICT EP MANUAL\APPENDICES FOLDER**

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APPENDIX M

DISTRICT FLOOD CONTINGENCY PLAN

**RESTRICTED INTERNAL DOCUMENT
AVAILABLE IN DISTRICT FIRSTCLASS
ALL STAFF\FACILITIES\EMERGENCY PREPAREDNESS\
DISTRICT EP MANUAL\APPENDICES FOLDER**

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**APPENDIX N
DISTRICT ACTION FOR EMERGENCIES
(SAFE) PLAN**

**RESTRICTED INTERNAL DOCUMENT
AVAILABLE IN DISTRICT FIRSTCLASS
ALL STAFF\FACILITIES\EMERGENCY PREPAREDNESS\
DISTRICT EP MANUAL\APPENDICES FOLDER**

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APPENDIX O

CRISIS RESPONSE PROTOCOL

**RESTRICTED INTERNAL DOCUMENT
AVAILABLE IN DISTRICT FIRSTCLASS
ALL STAFF\FACILITIES\EMERGENCY PREPAREDNESS\
DISTRICT EP MANUAL\APPENDICES FOLDER**

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