

# Peace River South School District

## Standardized Emergency Operations Plan

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## **Introduction**

The Peace River South School District (SD59) Emergency Operations Plan (EOP) is the result of a coordinated effort of community members, local law enforcement, local fire departments, local health agencies, the British Columbia Ministry of Education, the Provincial Emergency Program, and the British Columbia Emergency Response Management System.

A standardized “All Hazards” school emergency operations plan addressing the four phases of emergency management, (prevention/mitigation, preparedness, response, and recovery), is the recommended best practice by the British Columbia Emergency Response Management System. Standardized emergency management provides a clear, consistent, and integrated response structure which includes: the National Incident Management System, (NIMS), the Incident Command System (ICS), Multi-agency or Interagency Coordination, mutual aid agreements, and an Operational Area Concept.

Emergency management based on the concepts and principles of NIMS and ICS provides a consistent template to enable all government, private sector and nongovernmental organizations to work together during domestic incidents. NIMS is a comprehensive approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. Incorporating NIMS and ICS into school emergency operations will allow SD59 to work together with emergency responders in planning for and accepting response to emergency incidents. Coordinated planning and response efforts have proven to be best practices for ensuring optimal school safety.

## **Promulgation**

This emergency plan was written to provide a basis for emergency prevention and preparedness for the District and its schools. The plan includes response instructions, emergency information, and guidelines to protect the safety and well-being of students and staff during localized emergencies and across a wide array of potential disasters.

The SD59 Emergency Operations Plan is promulgated by the Superintendent and is implemented at the time of a disaster at the direction of the Superintendent or his/her designated alternate. School site emergency plans are implemented by school Principals upon the occurrence of an emergency under the direction of the Superintendent. In the absence of orders from the Superintendent, each school Principal is authorized and directed to implement their emergency plan, or take such other action as may, in his or her judgment, be necessary to save lives and mitigate the effects of disasters.

## Plan Purpose

This plan was developed for the District, its schools, students and parents, to standardize and coordinate the emergency preparedness measures taken, and to integrate each school's emergency response procedures within the District. The plan must be adapted by each school to address the requirements, specific needs, and capabilities of each site. The principal or his/her designee will be responsible for adding and updating site specific information to the master emergency operations plan.

This plan will be reviewed and updated if needed on an annual basis by the SD59 Emergency Preparedness Committee. The District plan will be approved by the Superintendent and each school plan will be approved by the respective school principal. This plan will be distributed to District and School personnel that have roles and responsibilities for planning and responding to emergencies and disasters.

## Plan Format

The plan is comprised of five major parts:

**Part I:** Focuses on preventative measures, including the legal requirements of emergency planning for schools and outlines the District's and school's emergency management policies and procedures.

**Part II:** Outlines the concept of emergency operations and includes the emergency organization and disaster-related roles and responsibilities.

**Part III:** Comprised of emergency procedures for specific incidents and checklists, forms, lists of trained personnel and other response specific information.

**Part IV:** Outlines recovery planning and reporting requirements.

**Part V:** Includes annexes addressing specific incident responses.

## Plan Requirements

The Plan meets the requirements of the British Columbia Emergency Response Management System (BCERMS), the Provincial Emergency Program (PEP), the National Incident Management System (NIMS), and the British Columbia Ministry of Education's policies on emergency planning and response. It also defines the primary and support roles of the individual schools in response to an emergency and post-incident damage assessment and reporting requirements.

To the maximum extent practical, the School and District plans present a standardized approach to emergency management, including an emergency response organization which is consistent with the BCERMS and NIMS. Use of these systems facilitates communication and coordination between the sites, the District, and local public safety agencies during disasters or emergency incidents. The plans also provide a means of Provincial support and communication through the Provincial Emergency Operations Centre (PREOC).

### **Plan Objectives**

- Protect the safety and welfare of students and staff.
- Provide for a safe and coordinated response to emergency situations.
- Protect the District's facilities and property.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites, the District Emergency Operations Centre, outside first responder agencies, and Provincial support if necessary.
- Standardized emergency operations planning incorporating NIMS and ICS will assist SD59 in a localized large scale emergency through participation with the City of Dawson Creek Emergency Operations Centre. SD59 holds two seats in the Dawson Creek EOC and the principles of NIMS and ICS are utilized there.

### **Plan Scope**

This plan encompasses all schools within SD59 and addresses a broad range of potential emergencies, such as earthquakes, hazardous materials spills, widespread power outages, crimes committed on school grounds, student/parental reunification, and similar events affecting more than one site.

Within the preparedness measures and incident response procedures are recommendations and strategies to prepare for and protect against the hazards that may threaten the District and school sites. Each specific school site may have greater or lesser risks therefore, the measures and recommendations included should be tailored to and implemented by each site.

### **District Profile**

The Peace River South School District (SD59) is located in the Northeast area of British Columbia near the Alberta border. The district is centered in Dawson Creek and also includes the communities of Chetwynd, Tumbler Ridge, and Pouce Coupe. The district offices, transportation



centre, and board offices are located in Dawson Creek. SD59 encompasses largely rural areas of the Peace River Country, an aspen parkland region around the Peace River. Dawson Creek is the largest city in the area covered by SD59.

SD59 is a K-12 school district comprised of 18 schools with an approximate total enrollment of 3,600 students. The schools in SD59 are as follows:

<b>Canalta Elementary (K-7)</b>	<b>Chetwynd Secondary (8-12)</b>
<b>Address:</b> 1901 110 Ave. Dawson Creek B.C.	<b>Address:</b> 5000 46 <sup>th</sup> St Chetwynd B.C.
<b>Office:</b> (250) 782-8403	<b>Office:</b> (250) 788-267
<b>Crescent Park Elementary (K-7)</b>	<b>Dawson Creek Secondary, South Peace</b>
<b>Address:</b> 9300 17 <sup>th</sup> St. Dawson Creek B.C.	<b>Address:</b> 10808 15 <sup>th</sup> St. Dawson Creek B.C.
<b>Office:</b> (250) 782-8412	<b>Office:</b> (250) 782-5585
<b>Dawson Creek Secondary, Central Campus</b>	<b>Devereaux Elementary (K-7)</b>
<b>Address:</b> 10701 19 <sup>th</sup> St. Dawson Creek B.C.	<b>Address:</b> 4584 208 Rd. Dawson Creek B.C.
<b>Office:</b> (250) 782-5585	<b>Office:</b> (250) 843-7300
<b>Don Titus elementary (K-7)</b>	<b>Ecole Frank Ross Elementary (K-7)</b>
<b>Address:</b> 5304 47 <sup>th</sup> Ave. Chetwynd B.C.	<b>Address:</b> 1000 92 <sup>nd</sup> Ave. Dawson Creek B.C.
<b>Office:</b> (250) 788-2532	<b>Office:</b> (250) 782-5206
<b>Little Prairie Elementary (K-7)</b>	<b>McLeod Elementary (K-7)</b>
<b>Address:</b> 4200 51 <sup>st</sup> Ave. Chetwynd	<b>Address:</b> 8025 265 Road Groundbirch B.C.
<b>Office:</b> (250) 788-1924	<b>Office:</b> (250) 843-7374
<b>Moberly Lake Elementary (K-7)</b>	<b>Parkland Elementary (K-7)</b>
<b>Address:</b> 6531 Lakeshore Dr. Moberly Lake B.C.	<b>Address:</b> 5104 Parkland Rd. Farmington B.C.
<b>Office:</b> (250) 788-2574	<b>Office:</b> (250) 843-777
<b>Peace View School (K-12)</b>	<b>Pouce Coupe Elementary (K-7)</b>
<b>Address:</b> 10105 12A St. Dawson Creek B.C.	<b>Address:</b> 5010 52 <sup>nd</sup> St. Pouce Coupe B.C.
<b>Office:</b> (250) 789-2280	<b>Office:</b> (250) 786-5314
<b>South Peace Elementary (K-12)</b>	<b>Tremblay Elementary (K-6)</b>
<b>Address:</b> 11600 7 <sup>th</sup> St. Dawson Creek B.C.	<b>Address:</b> 11311 13A St. Dawson Creek B.C.
<b>Office:</b> (250) 219-1095	<b>Office:</b> (250) 782-8147

<b>Tumbler Ridge Elementary (K-6)</b>		<b>Tumbler Ridge Secondary (7-12)</b>	
<b>Address:</b> 355 Monkman Way Tumbler Ridge B.C.	<b>Address:</b> 180 Southgate Tumbler ridge B.C.	<b>Office:</b> (250) 242-5281	<b>Office:</b> (250) 242-4228
<b>Windrem Elementary (K-7)</b>		<b>Gwillim Recreational Site</b>	
<b>Address:</b> 5004 46 <sup>th</sup> St. Chetwynd B.C.	<b>Address:</b> 11468 Hwy 29S Tumbler ridge B.C.	<b>Office:</b> (250) 788-2528	<b>Office:</b> (780) 833-5037
<b>Board Office/Facilities</b>		<b>Facilities-Chetwynd</b>	
<b>Address:</b> 11600 7 <sup>th</sup> St. Dawson Creek B.C.	<b>Address:</b> 4910 46 <sup>th</sup> St. Chetwynd B.C.	<b>Office:</b> (250) 782-8571/782-2106	<b>Office:</b> (250) 788-2943

### Lines of Succession

Lines of Succession is the designation of an individual to act for and exercise the powers of an official in the event of that official’s death, incapacity, or resignation and until that official is appointed by appropriate authority. Orders of succession enable an orderly and predefined transition of leadership within the organization.

Under normal circumstances, the school Principal would be in charge of making major decisions affecting the school. Immediately following an emergency or disaster the Principal may be displaced, incapacitated, or unavailable for other reasons, however, the school’s responsibilities and functions must continue without interruption regardless of the availability of any individual. It is important to appoint a successor to key positions at the school in the event something would happen. The individual who is appointed as the successor shall have the same powers and authority of the person they are succeeding, and will serve in the appointed position until that person is again able to serve or is replaced permanently. Individual school plans will reflect Lines of Succession for their respective campuses.

The Superintendent or designee will determine the lines of succession for the specific key positions and alternates at the SD59 District Education Centre. These will be reviewed yearly and updated as needed in order to standardize information released to school sites.

The lines of succession for the school sites will be determined by the principal and listed in the chart below. This information will be reviewed and updated as needed. Current lists of lines of succession at school sites will be forwarded to the SD59 Emergency Coordinator for inclusion in the master SD59 Emergency Operations Plan.

**Order of Succession**

<b>Superintendent Christy Fennell</b>	
Primary	Assistant Superintendent Mike Readman
First Alternate	Directors of Instruction Jan Proulx/Paul Chisholm
Second Alternate	Director of Operations Wade Simlik

<b>Principal of _____ School</b>	
Primary	
First Alternate	
Second Alternate	
Third Alternate	

The head of each individual SD59 department should also determine lines of succession for their department. These lines of succession should be noted and included in the SD59 master Emergency Operations Plan. Lines of succession at least three persons deep are recommended best practices.

## **Authorities and References**

The following are summaries of emergency crisis related Education Codes and Government Codes that pertain to schools. Refer to the entire citation for specific requirements.

### ***British Columbia School Act***

#### ***Section 8.3 subsections (1) and (2)***

The B.C. School Act states in part that every school year by a set date, the school board must approve a school plan for every school in the school district. The safety and/or emergency plan is a portion of the school plan. The school planning council must prepare and submit the school plan to the school board.

#### ***The B.C. Emergency Program Act (RSBC 1966) Chapter 111, sections 6(1&2) and 8(1)***

Defines school districts as “Local Authorities.” States that a local authority is at all times responsible for the direction and control of the local authority’s emergency response. Further states a local authority must prepare or cause to be prepared local emergency plans in respect to preparation for, response to, and recovery from emergencies and disasters.

The Emergency Program Act also addresses implementation of the emergency plan. It states a local authority or a person designated in the local authority’s emergency plan may, whether or not a state of local emergency has been declared, cause the emergency plan to be activated if an emergency or disaster occurs in their jurisdictional area.

#### ***Emergency Management B.C. and the Provincial Emergency Program (PEP)***

Requires cities and local authorities (i.e. School districts) to have a Comprehensive Emergency Management Plan (CEMP), consisting of an All Hazards Emergency Operations Plan, Support Annexes, and Hazard Specific Annexes. PEP states plans must address the “Four Pillars” of emergency management, which are:

- Prevention/Mitigation
- Preparedness
- Response
- Recovery

#### ***British Columbia Emergency Response Management System (BCERMS)***

Makes recommendations regarding Emergency Operations Plans. One of the recommendations is that Emergency Operations Plans are compliant with the National Incident Management System (NIMS). The components of NIMS that schools need to implement are:

- Command and Management; use of the Incident Command System (ICS), Multiagency Coordination Systems and Public Information Systems.

- Preparedness; actions to establish and sustain prescribed levels of capability necessary to execute a full range of incident management operations.
- Resource Management; coordinating and overseeing the application of tools, processes, and systems which provide incident managers with timely and appropriate resources during an incident. Resources include personnel, teams, facilities, equipment, and supplies.
- Communication and Information Management; the means to develop a common operating picture for communications and systems interoperability.

The NIMS places requirements for standardized training in courses on the NIMS and Incident Command System. School staff should be trained according to their responsibilities during an emergency or disaster.

BCERMS additionally offers the following guidelines specific to school emergency planning and management. It states schools should:

- Conduct hazard, risk, and vulnerability assessment and analysis.
- Develop emergency plans and procedures.
- Link plans to Local, Provincial, and Federal plans and programs.
- Organize staff awareness and preparation.
- Arrange for emergency supplies and provisions.
- Maintain and protect vital information.
- Develop business continuity and recovery plans.

### ***British Columbia Good Samaritan Act***

It provides “Good Samaritan Liability Protection” for those providing emergency care at the scene of an emergency. “No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered, unless that person is grossly negligent.

### **Vital Records Protection**

School records are considered vital records and need to be protected. Each SD59 student has a permanent file that is kept at the individual school site. The Permanent Record (PR) card is on the SD59 student information system and is stored electronically. Once a student has graduated, the student file is kept at the school for at least one year. The PR card is kept for 55 years and is scanned at the District’s Board office. It is ultimately the responsibility of the principal to see this data is properly entered and stored, but this responsibility is normally delegated to the school secretary.

## **The British Columbia Disabilities Act and Persons With Access and Functional Needs**

The District and Schools must ensure that disaster planning, response, and recovery takes into consideration the students and employees protected by the B.C Disabilities Act. For people with disabilities, the problems of evacuating a building during an emergency are a major concern. Many people with mobility impairments cannot use stairs and people with hearing and vision impairments may not receive emergency notification and directions unless they are provided in both audible and visual forms. In addition, people with learning, emotional or cognitive disabilities may need to have safety and emergency procedures taught in a language or terms they understand.

Because schools may, at one time or another, have staff, students or visitors who need evacuation assistance, each school will make every effort in an emergency to deal with the needs of individuals with disabilities. In the initial hours of a disaster there may be a shortage of resources, and priorities will be on lifesaving operations, not care & sheltering. It may therefore, take additional time to deal with the needs of individuals with disabilities. District and School sites should attempt to pre-identify employees or students with special needs that may need additional assistance in the event of an emergency.

## **District Emergency Policies**

The District has established certain policies governing emergency preparedness and response within the District which relate directly to this plan. These include:

- The safety of the students is of primary concern. All actions taken shall bear in mind the safety and well-being of both students and District employees.
- In the event of a major disaster during school hours, school will not be dismissed without the express approval of the Superintendent or his/her designee. Until released to parents or their pre-authorized representative, students will remain under the supervision of school authorities.
- If parents or guardians come to the school and properly identify themselves, their students will be released.
- Because the District is expected to assist in post-disaster care of students, District employees should prearrange for their families care in order to permit discharge of this emergency responsibility.
- Each school site will have a designated Emergency Supervisor (the principal or his/her designee) who shall supervise the planning, and implementation of the School Emergency Plan. An alternate person shall be assigned to serve in this position in the absence of the Emergency Supervisor.

- The Emergency Supervisor shall prepare a list of staff to be assigned specific emergency response roles as outlined in this plan.
- Each principal shall conduct a survey of staff to determine each employee's status in terms of disaster preparedness training, medical training and emergency experience. Records of the status will be kept current as changes of personnel occur. Copies of records will be kept on file in the principal's office.
- Students may be included in the planning and implementation of the School plan. Student organizations should be encouraged to become a source of leadership among students in first aid and disaster preparedness and response training.
- Parent groups should be involved in organizing disaster response activities and assignments.
- In preparation for the possibility of a long stay at schools, the Emergency Supervisor shall prepare a list of students and staff who have special conditions requiring medications or special attention, and forward a copy to the District Director of Instruction.

***British Columbia Fire Code Section 2.8***

Requires that schools develop fire emergency procedures, the development of a fire safety plan prepared in cooperation with the fire department, and the holding of fire drills at least 3 times in each of the fall and spring terms. One of the elements to be included in the fire safety plan is the control of fire hazards in the building (Mitigation and Hazard Assessment).

## Situations and Assumptions

Situations that have some probability of occurring include:

Aircraft Crash	Fire
Air Pollution	Hazardous Materials
Animal Disturbance	Intruder on Campus
Bomb Threat	Medical Emergency
Bus Accident	Pandemic Influenza
Criminal Activity	Poisoning/Contamination
Earthquake	Shooting
Explosion	Terrorist Attack/War Utility Failure

Assumptions inherent in the District's response to any disaster include:

1. All District emergencies are reported to the Superintendent's Office and to the immediate supervisor.
2. District sites may implement their respective Emergency Plans independent of the District plan.
3. Depending on the severity and scope of the incident, and the impact on the individual sites, the School plan and its Emergency Response Team (ERT) may or may not be activated.
4. The School ERT will be partially or fully activated, and will fulfill the roles of the emergency organization, as deemed necessary by the School Emergency Supervisor.

When a local disaster is declared by the respective city the school is located within, the District's policies and procedures outlined in this plan become effective.

## Phases of Emergencies

There are four phases of emergency management described by the British Columbia Emergency Response Management System, Emergency Management B.C., and the Federal Emergency Management Agency. These four phases or “pillars” are:

- **Phase I – Mitigation/Prevention** addresses what schools can do to reduce exposure to risks and hazards and lessen the potential impact of an emergency situation. Mitigation efforts can occur both before and after emergencies or disasters.
- **Phase II – Preparedness** focuses on the roles and responsibilities of the school emergency response teams and the actions, exercises and supplies needed for various emergency scenarios. These activities develop readiness and response capabilities.



- **Phase III – Response** presents detailed procedures for implementing appropriate actions for most types of emergencies that may be encountered in a school setting. In this phase, schools mobilize resources needed to address the emergency at hand. Emphasis is placed on minimizing the effects of the emergency or disaster.
- **Phase IV – Recovery** focuses on general strategies to follow after the emergency and restoring affected areas to pre-emergency conditions in order to return to the normal learning environment as quickly as possible. Recovery activities may be both short-term and long-term; ranging from restoration of essential utilities such as water and power, to mitigation measures designed to prevent future occurrences of a specific threat.

### **Integration with Other Plans**

This plan is based on NIMS and supports all District school plans. It therefore should integrate with the British Columbia Ministry of Education’s Emergency Operations Plan. The plan will also be coordinated with local and provincial emergency response agencies to coordinate and collaborate for needed resources for the care of students and employees.

Schools in SD59 are faced with a wide range of emergency concerns, from natural disasters to rare criminal incidents. The focus of the emergency management program is the safety and security of students and staff in SD59 schools. This is accomplished through the Safe Schools Plan and emergency operations programs. Upon request, outside agency emergency management teams may respond to school districts to perform mutual aid emergency management functions if needed.

### **Mitigation Procedures**

#### ***Hazard Assessment***

Annually, a hazard assessment will be conducted to identify any potential hazards within SD59 facilities. Any such conditions will be reported to the appropriate office for correction. Inspections will be conducted at all schools and the District administrative buildings. For administrative buildings, the building custodian will conduct the inspection. At schools the Principal or his/her designee and the Joint Occupational Health and Safety Committee will conduct the inspection. The purpose of the hazard assessment is to prevent any potential dangers for occupants of the SD59 facilities, and mitigate any damages to SD59 facilities that may occur resulting from an emergency or disaster (Attachment A).

Additional mitigation procedures are required by Work Safe B.C. for hazardous materials safety, including the proper storage of chemicals, posting requirements, and correct labeling of all containers. This is primarily to lessen the chance of secondary hazards created by chemical spills resulting from an earthquake or fire. Each school will need to adapt the recommendations

according to the level of risk at their site. Documentation of training and inventory are kept at each individual site.

### ***Facility Map***

Each school emergency plan shall have a map of the site's buildings and grounds, indicating the location of all exits, utility shut-offs, fire extinguishers, emergency equipment and supplies, and designated evacuation areas. These maps shall also be posted in each room adjacent to the evacuation procedures (Attachment B).

### ***Employee Skills***

At the beginning of each school year, all instructional and non-instructional staff will complete an Employee Skills Form (Attachment C) to identify those with special skills or experience that may be helpful during an emergency or disaster. The Emergency Supervisor may ask employees with specific skills and/or certifications to fulfill certain pre-designated emergency response roles (i.e., first aid, CPR, search & rescue, fire suppression, etc). Each school Principal will retain and update a list of trained/certified personnel annually (Attachment D).

### ***Message to Parents***

At the beginning of each school year the Principal will communicate the pertinent components of this plan to parents, in writing. All parents will be asked to sign an emergency medical release form for the child and to designate other persons who are authorized to pick-up their child in the event of a disaster (Attachment E).

### ***Posting of Procedures***

Room specific evacuation routes and emergency procedures are posted by the doorway in every room on the school site. A master copy of each room's route and procedures will be kept in the Main Office of each school.

### ***Assembly Areas***

The Emergency Supervisor will designate an outdoor Assembly Area(s) where students and staff will gather whenever the building is evacuated. The Assembly Areas shall be listed on the Facility Map in this plan; see Attachment B. Unless instructed otherwise by public safety officials, students and staff will gather by class and roll will be taken immediately to ensure all students have been evacuated and are present in the safety area. Any student missing should be immediately reported to the Emergency Supervisor.

### ***Classroom Disaster Kit***

At the beginning of each school year, instructional staff may prepare a portable classroom disaster kit, containing supplies from a standardized list (Attachment F). Whenever the building is evacuated, the teacher will take this kit and the current attendance sheet with them to the designated safety area.

### ***Portable Disaster File***

A portable disaster file, containing student emergency contact and other disaster information, will be maintained and will be removed by the Emergency Supervisor whenever the building is evacuated.

### ***Bus Driver Procedures***

The District has adopted emergency procedures for bus drivers which are posted in all District buses. All bus drivers maintain current certification in basic first aid and CPR and are trained annually in emergency procedures by the Director of the Transportation Department. First aid kits, bus route maps, and other pertinent references are maintained on each bus.

Students riding buses will receive annual instruction from the bus drivers on safe riding practices and bus evacuation procedures. A notice is sent to all parents or guardians of students informing them that if students are on a school bus when a disaster occurs, they will continue to their designated school or to the nearest District school if the primary location is not accessible.

### ***Disaster Supplies***

The District has established minimum standards for emergency supplies and equipment to be maintained at each site (Attachment G). Additional first aid supplies are maintained at the school sites (Attachment H) and each classroom has a portable disaster kit. Employees of the District trained in first aid may be available to respond to a situation at any of the school sites requiring medical attention. Any medical emergency will be handled by the local emergency medical services responder by calling 9-1-1.

### ***Training and Drills***

In accordance with laws and fire codes, fire drills will be conducted three times in each of the fall and spring semesters. In addition, it is recommended earthquake drop and cover drills are recommended once per quarter in elementary schools and once per semester in secondary schools. All students and staff are required to participate in these mandated drills. A record of the drills will be maintained by the principal and a schedule will be done on an annual basis.

Staff assigned to the School Emergency Response Team (ERT) will receive additional training related to their assigned emergency response function. This training will be provided or arranged for by the SD59 Emergency Preparedness Committee. Updated training is recommended at least every two years.

## **Concept of Operations**

The District has developed an emergency management program comprised of activities within the components of the emergency management cycle. These components, and their respective elements, are addressed in both District and School Emergency Plans. The District has designated a safety committee to oversee the District's program and to assist sites with the activities of the emergency management program, individual site plan development and implementation, and training and exercises.

Each school is required to establish an Emergency Response Team to provide ongoing oversight, coordination and evaluation of the emergency management program at the school site and fulfill the roles and responsibilities of the emergency organization during an emergency or disaster.

## **Plan Activation**

When an emergency situation occurs, school staff must quickly determine what initial response actions are required. This is done by identifying the type of emergency; identifying the level of emergency; and determining the immediate actions that are required. This plan will be activated under conditions where support and involvement from resources outside of the school are necessary to ensure the safety and security of the students and staff. The principal, or designee, has the responsibility and authority to activate this emergency plan.

## **School Emergency Response Team**

Each school will establish an Emergency Response Team (ERT) that will collaborate on issues pertaining to emergency preparedness, response, and recovery. The school Principal, or Emergency Service Supervisor, will assign staff to the ERT as appropriate, including the designation of specific positions for the school emergency organization. The ERT may make recommendations for school emergency preparedness and response planning; assist in the planning, conduct and evaluation of required drills; review the School plan at least annually, and assist in the revision as necessary; conduct a review and critique of the school's response to disasters; and recommend improvements in the school's emergency management program.

## Levels of Emergencies

Emergencies are described in terms of the following three levels:

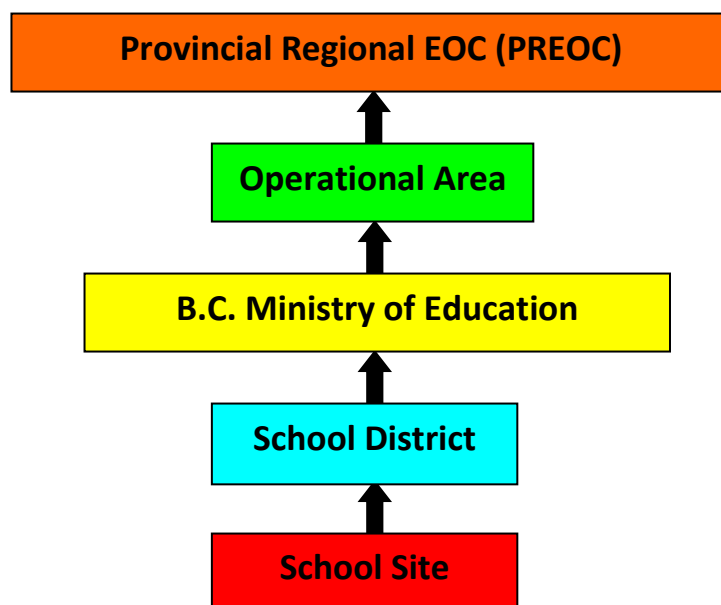
**Level 1** - A situation in which the scope is limited to school settings and school-based personnel, and no outside assistance is needed.

**Level 2** - A situation at the school where the scope of the emergency necessitates assistance from City emergency response agencies. These events require help from outside resources, but do not reach the scope and gravity of provincial emergencies requiring regional support.

**Level 3** - These include large-scale events where coordination of services from local and regional response agencies is warranted. In many of these situations the school's role is to implement protocols until appropriate community agencies (e.g., police, fire and rescue) respond and assume responsibility. Schools must be prepared to rely on their own resources until help arrives.

## Standardized Emergency Management Ladder

Standardized Emergency Management consists of five emergency management levels. The levels represent the hierarchy of government that is followed for reporting, notifications, and resource requests. This graphic shows the reporting ladder for public schools and should be used anytime one or more schools activates their emergency organization and throughout the course of the incident.

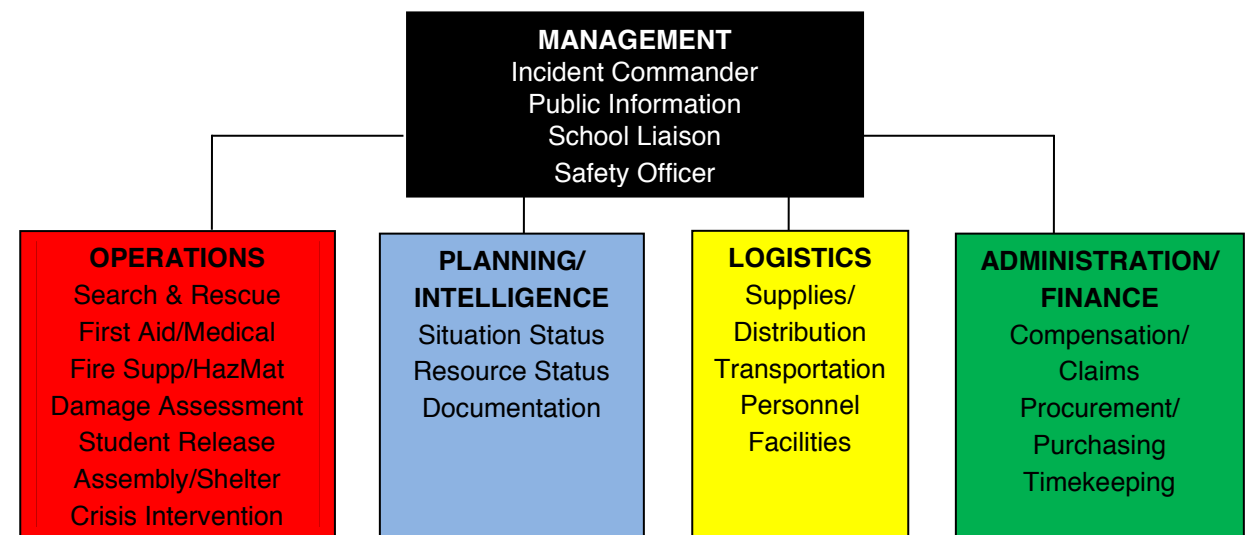


## School Emergency Organization

Public schools are not traditional response organizations and more typically are recipients of first responder services provided by fire and rescue, emergency medical and law enforcement agencies. Individual school participation in local government's emergency preparedness programs is essential to ensure that first responder services are delivered to schools in a timely and effective manner. In case of an emergency that is beyond the capabilities of the school to handle, it is recommended that school personnel coordinate with local emergency response agencies. This may include having a member or members act as liaison with the responding agencies.

The control of and response to campus emergencies is the sole responsibility of the school site emergency teams until professional first responders arrive. Once they are on scene, incident command transitions to a Unified Command, wherein representatives from each of the agencies present work together to coordinate resources and give direction. The school's Principal/Incident Commander will begin to work closely with the professional Incident Commander to plan and carry out response activities. Other school employees may be asked to participate as well, depending upon the incident at hand and the available staffing of emergency responders. All staff should be prepared to participate if necessary.

Within the ICS, an emergency response organization consisting of five Sections can be activated, depending on the needs established. The following ICS organizational chart shows an ICS organization, adapted for a typical school site. Each one of the five sections has specific functions that typically occur or need to be conducted during the course of an emergency or disaster. If activated, each functional position has a person or a team tasked with carrying out the responsibilities associated with the position. These positions and their affiliate Sections are outlined as follows:



**Management:** Provides overall emergency policy and coordination. This function is directed by the Incident Commander (IC) who is typically the principal. The IC is assisted in carrying out this function by a Management Team which consists of a Public Information Officer, Safety Officer, and School Liaison.

**Operations:** Provides for all tactical operations of an incident including implementation of response activities according to the emergency procedures including care of students, first aid, crisis intervention, search and rescue, damage assessment, evacuations, and the release of students to parents.

**Planning/Intelligence:** Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan an appropriate response. Also documents information about the emergency response and plans for recovery operations.

**Logistics:** Supports emergency operations by acquiring and providing needed personnel, equipment, facilities, resources and services required for the response including coordinating personnel; assembling and deploying volunteers; and facilitating communications among emergency responders.

**Finance/Administration:** Oversees all financial activities including purchasing of necessary materials, tracking incident costs, arranging contracts for services, timekeeping, submitting documentation to governmental agencies for reimbursement and recovering school records following an emergency.

### **Incident Command System Organization**

ICS is the standardized management tool for command, control, and coordination of the response to an emergency. ICS provides a means to coordinate the efforts of individual agencies as they work toward the common goal of stabilizing the incident and protecting life, property, and the environment. ICS uses principles that have been proven to improve efficiency and effectiveness and applies those principles to emergency response for any type of situation.

The five major components of ICS, Management, Operations, Planning, Logistics, and Finance, are the foundation upon which the ICS organization develops. They apply during a routine emergency, when preparing for a major non-emergency event, or when managing a response to a major disaster. In small-scale incidents, all of the components may be managed by one person, the Incident Commander. Large-scale incidents usually require that each component, or section, is set up separately. Each of the primary ICS sections may be divided into smaller functions as needed and customized for the needs that occur in a school environment.



## ***The Management Section***

**Incident Commander:** the person in charge at the incident and responsible for the overall response to the emergency. The IC may conduct all of the functions of the sections, or activate positions and units as the incident grows, and de-activate them as the incident stabilizes.

**Public Information Officer:** handles all media inquiries, writes press releases and coordinates the release of information to the media through the Incident Commander.

**Safety Officer:** monitors safety conditions and develops measures for ensuring the safety of all assigned staff.

**School Liaison:** is the on-scene contact for other agencies responding to the incident.

## ***The Operations Section***

**Search and Rescue Unit:** conducts search of every room on campus for victims that may be trapped or injured and evacuates them from the building to a triage or safe location.

**First Aid/Medical Unit:** establishes a medical triage area and provides/oversees care given to the injured.

**Fire Suppression/Hazmat Unit:** locates and extinguishes small fires as appropriate and evaluates the area for release of any chemicals.

**Damage Assessment Unit:** performs initial assessment of damage to buildings and structures looking for structural damage, and shuts down utility systems if necessary.

**Student Release/Reunion Unit:** manages the assembly area for students and ensures proper identification procedures to reunite students with parents or authorized persons.

**Assembly Area/Shelter Unit:** establishes and sets-up shelter facilities for staff and students required to stay at the site.

**Crisis Intervention Unit:** provides the immediate mental health assistance needed by staff and students, and assesses long-term mental health requirements.

## ***The Planning Section***

**Situation/Resource Status Unit:** the collection, evaluation, dissemination, and use of information about the status of the incident and the resources assigned to it.

**Documentation Unit:** maintains a log of all emergency developments and response actions and other necessary documentation.

## ***The Logistics Section***

**Supplies/Distribution Unit:** acquires and distributes the necessary resources, supplies, equipment and materials for the response to the emergency.

**Transportation Unit:** provides for the transportation of students and staff to evacuation sites and for trucks/vehicles to deliver equipment.

**Personnel Unit:** coordinates the assignment of staff and volunteers to fill positions as needed and requested by the Incident Commander.

**Facilities Unit:** designates facilities for the ICS organization as necessary and ensures that the accommodations fit the requirements of the function.

## ***The Finance Section***

**Compensation/Claims Unit:** processes workers compensation claims and claims for damages related to the emergency response.

**Purchasing/Procurement Unit:** arranges for purchases of needed equipment, supplies and materials with vendors or pre-designated contractors.

**Timekeeping Unit:** maintains a log of all and response actions, including financial expenditures, timekeeping, and other necessary documentation.

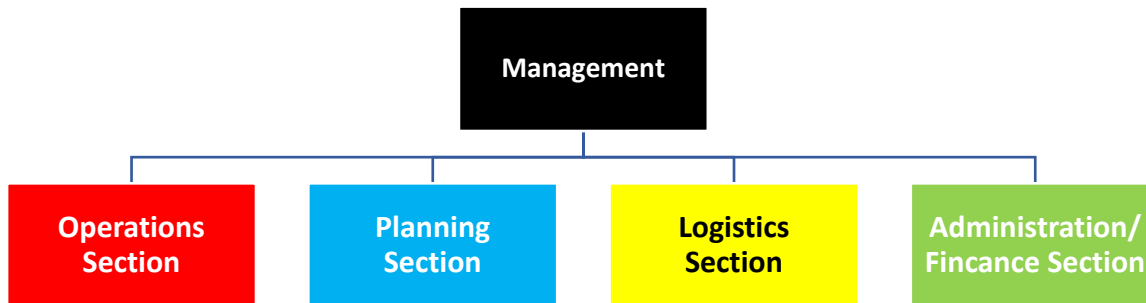
Inevitably, at some point in an emergency or large scale disaster, all of these functions will need to be conducted. Within the ICS, you can expand the response organization on an as needed basis, activating a functional position when needed, and deactivating positions that are no longer necessary. Typically the school principal assumes the Incident Commander responsibilities and activates the other positions as needed. Staff may be assigned to perform more than one role, depending on the number of school personnel available to respond.

It should be noted that this ICS Organization has been adapted for application at a typical school site. Due to limited staffing issues, some of these positions, if activated, could be combined and performed by the same individual(s). (Refer to the sample organizational chart on the next page.)

At the District EOC level, all of these positions may be activated as well as additional positions designed for specific needs of the District. Additionally, the Operations, Planning, Logistics and Finance Sections would all have a “Section Chief” assigned to oversee and manage each section.

### SAMPLE SCHOOL ICS ORGANIZATIONAL CHART

The following ICS chart shows what an ICS organization could look like at a typical school incident. Note that some staff members perform more than one role.



## ICS Position Checklists

### MANAGEMENT SECTION – INCIDENT COMMANDER

#### Primary Responsibilities

- Confirm Event
- Overall management of the response to the incident
- Assess the severity of the incident
- Make notification to professional/outside emergency responders of the incident
- Confirm appropriate notifications have been made (911, District Office, others)
- Establish the Incident Command Post (ICP)
- Give appropriate command e.g. (lockdown, evacuation, containment, shelter in place)
- Set up check-in procedures at the ICP
- Activate ICS organization positions as necessary
- Establish objectives for the incident action plan
- Ensure the safety of students, staff, volunteers and campus visitors
- Deactivate ICS positions as needed

#### Start-up Actions

- Put on personal safety equipment
- Ensure district telephone tree has been activated
- Read position description
- Assess nature and scope of emergency/disaster
- Determine level of threat to people and facilities
- Implement emergency/disaster plan appropriate to situation
- Meet with activated Management Staff and Unit Leaders
- Make sure you assign an alternate Incident Commander

#### Operational Duties

- Assist law enforcement or fire department if the event calls for the establishment of a Unified Command Post
- Monitor overall response activities by staying in communication with assigned staff in ICS positions
- Work with assigned staff to write overall response objectives and revise as needed
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Initiate Student Release when appropriate (be sure Student Release Unit is set up)

- Approve media releases for Public Information Officer (PIO) to release information to the appropriate agencies
- Supervise Section activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

### **Deactivation**

- Terminate all response activities after determining the incident has been resolved
- Ensure that all pending actions will be completed after deactivation
- Initiate recovery operations
- Direct the return of all equipment and reusable supplies to Logistics
- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit.
- Check-out at ICP and leave contact information in case you need to be reached
- Complete an After Action Report of the incident

## **MANAGEMENT SECTION – PUBLIC INFORMATION OFFICER**

### **Primary Responsibilities**

- Liaison between the school, the media and the public
- Obtain information about the incident to write press releases
- Get press releases approved by the Incident Commander
- Deliver press releases to media and public

### **Start-Up Actions**

- Check-in at ICP
- Put on personal safety equipment
- Read position description
- Meet with Incident Commander, Management Staff and Unit Leaders
- Designate a media reception area (*with Incident Commander approval*)
- Advise on-site media of time of first press release or press conference

### **Operational Duties**

- Keep updated on response activities
- Schedule regular press conferences, if appropriate
- Get approval of Incident Commander for all press releases/statements
- Remind staff/volunteers to refer all questions from parents or the media to the PIO
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being made on the Position Activity Log

- Arrange for the translation of announcements and response-related information
- Monitor news broadcasts and correct any misinformation as soon as possible
- Make sure that the Incident Commander is aware of all media-related incidents
- Supervise activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

### **Deactivation**

- Release PIO staff and volunteers when directed by Incident Commander
- Return all equipment and reusable supplies to Logistics
- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached

### **Guidelines for Speaking to the Media**

When speaking to the media about campus emergencies, it is extremely important to adhere to the following guidelines:

- **READ** all press statements
- **Re-state** the nature of the incident; its cause and time of origin
- **Describe** the size and scope of the incident
- **Report on the *current*** situation
- **Speak about the resources** being utilized in response activities
- **Reassure** the public that everything possible is being done
- **DO NOT release any names**
- **When answering questions** be truthful; but consider the emotional impact the information could have upon listeners
- **Avoid speculation**; do not talk “off the record”
- **Do not use** the phrase “no comment”
- **Set up** press times for updates
- **Control** media location

**\*\*SAMPLE PRESS RELEASE\*\***

Event: EARTHQUAKE

Date: \_\_\_\_\_

Release #: 001

Time: \_\_\_\_\_

TITLE: EARTHQUAKE CAUSES MODERATE DAMAGE TO ABC SCHOOL

FOR IMMEDIATE RELEASE

EXAMPLE.....At 5:25 a.m. on April 7, 2014 an earthquake measuring 7.2 on the Richter Scale caused moderate damage to the ABC SCHOOL located at 1234 Anywhere Blvd. in Dawson Creek B.C. There are no reports of injuries available. Search and Rescue crews are searching the buildings at this time. Roadways leading to the school site have been damaged and an overpass on Hwy. 10 leading to the school is closed. Parents are asked NOT to go to the school as this will hamper rescue efforts to allow emergency responders to access the site.

School Districts throughout the province are instructed to call in to the B.C. Ministry of Education at -(XXX) XXX-XXXX - to report any damage or injuries to their own buildings or their school sites following established school closure procedures.

Further details will be provided when available. Next Scheduled Release: At ### hours

## **MANAGEMENT SECTION – SAFETY OFFICER**

### **Primary Responsibilities**

- Monitor all response operations to ensure the safety of staff, students and others on campus
- Stop any response activity that would create an unsafe situation or put anyone at risk

### **Start-Up Actions**

- Check-in at ICP
- Put on personal safety equipment
- Read position description
- Meet with Incident Commander, Management Staff and Unit Leaders

### **Operational Duties**

- Maintain incident records and track response activities
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Monitor emergency response activities for safe practices
- Identify and mitigate on-site hazards and unsafe situations whenever possible
- Stop or modify any unsafe activities/operations
- Ensure that school response units are using appropriate safety equipment
- Anticipate situation/problems before they occur
- Consider probable situation changes (aftershocks, etc.) and how they will affect response activities
- Work with Maintenance/Fire/Site Security Team Leader to determine if buildings are safe to search
- Supervise activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

### **Deactivation**

- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- Release Safety staff and volunteers when directed by Incident Commander
- Return all equipment and reusable supplies to Logistics
- Check-out at ICP and leave contact information in case you need to be reached



## **MANAGEMENT SECTION – LIAISON OFFICER**

### **Primary Responsibilities**

- Meet with response agencies and organizations such as law enforcement, fire services, the Canadian Red Cross, etc. on behalf of the Incident Commander
- Maintain the check-in log for all staff and volunteers responding to the incident

### **Start-Up Actions**

- If already initiated, take over check-in/check-out procedures. If not, implement these procedures
- Put on personal safety equipment
- Read position description
- Meet with the Incident Commander, Management Staff and Unit Leaders for initial briefing

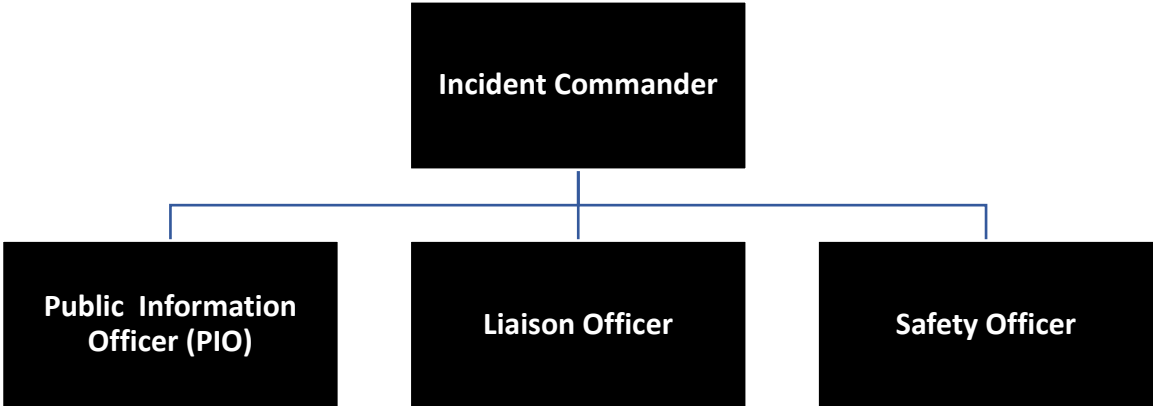
### **Operational Duties**

- Brief agency representatives on the status of the situation, response priorities, and the incident action plan
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Ensure the coordination of efforts by keeping the Incident Commander informed of agency action plans
- Provide periodic updates to agency representatives as necessary
- Supervise activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

### **Deactivation**

- Release Liaison staff and volunteers when directed by the Incident Commander
- Return all equipment and reusable supplies to Logistics
- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- Complete Check-in/Check-out Log and provide to Documentation Team. Make sure to leave contact information in case you need to be reached

SAMPLE SCHOOL MANAGEMENT



I  
ORGANIZATIONAL CHART

CS

## OPERATIONS SECTION – SECTION CHIEF

### Primary Responsibilities

- Ensure ICS is maintained throughout all operational periods, that all staff are accounted for with a proper supervisory structure, and that everybody knows who to report to.
- Supervise and direct all Operational Teams and report frequently to the Incident Commander on operational progress.
- Record progress made by all Operational Teams and transfer documentation to the Planning Section

## OPERATIONS SECTION – SEARCH AND RESCUE UNIT LEADER

### Primary Responsibilities

- Conduct visual search of every classroom, office, storage area, auditorium, bathroom, outdoor area, etc. for trapped or injured victims
- Evacuate trapped or injured victims from their location to a safe place
- Cordon off buildings or locations that are unsafe to enter
- Mark buildings that have been searched with a sign or caution tape
- Ensure that Search and Rescue is conducted with a two-person team

### Start-Up Actions

- Check-in at ICP
- Put on personal safety equipment
- Meet with IC for briefing and assignments
- Gather and inspect all equipment and supplies
- Check flashlight and radio batteries; perform radio check
- Make sure you and your partner have school site maps

### Operational Duties

- Report all gas leaks, fires, and structural damage to the Utilities Unit.
- Inspect the exterior of each building for structural integrity *before* entering.
- Identify unsafe areas with caution tape (**DO NOT** enter unsafe buildings)
- Search **ONLY** structurally sound buildings
- Search assigned areas using established search protocols
- As searched rooms have been cleared, call in report to the IC ("*Room B-2 is clear*")
- Perform emergency first aid on severely injured victims first
- Rescue lightly trapped victims afterward

- Transport injured victims to triage area *\*Remember to use proper lifting techniques to avoid back strain*
- Provide any medical treatment given for injured victims to Medical Unit
- Provide IC with regular updates on numbers and condition of victims (*Use proper protocol, i.e., no names are broadcast over the radio.*)
- Note damage on your team map and relay information to the IC
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

### **Deactivation**

- Return all equipment and reusable supplies to Logistics
- Complete/close-out all logs, paperwork and other documents and turn them over to the Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached

## **OPERATIONS SECTION – FIRST AID/MEDICAL UNIT LEADER**

### **Primary Responsibilities**

- Establish a medical triage area with CPR/first aid trained staff or volunteers
- Provide care and oversee status of injured people
- Request advanced medical care when necessary
- Provide personal protective equipment (latex gloves, bandages, etc.) when needed
- Document any and all care given to injured and pass information on to professional medical responders

### **Start-Up Actions**

- Check-in at ICP
- Put on personal safety equipment
- Attend a briefing with the IC
- Gather all supplies and personal safety equipment and transport to site of medical triage area
- Set-up medical triage area away from public view. Area should be accessible to emergency vehicles
- Set-up morgue (*if needed and if long response time from Coroner*)
- Assess need to set-up intervention/counseling area with Crisis Intervention Unit

### **Operational Duties**

- Maintain accurate treatment records using the Medical Treatment Log

- Monitor/assess patients at regular intervals
- Report deaths immediately to IC (*by runner, NOT over the radio*)
- When transportation becomes available, facilitate patient evacuation and note status on Medical Treatment Form (*maintain original Medical Treatment Forms*)
- If injured student is transported off campus, send a copy of student emergency contact card with him/her (*request copies from Documentation Unit*)

#### **If sufficient staffing for Medical Team - Set Up Treatment Areas “Immediate” and “Delayed”**

- Have team members check-in at the ICP
- Assign one team member to do intake:
  - Greet injured student/staff, reassess and/or confirm triage category
  - Direct victim or transport of victim to appropriate treatment area.
- Assign one team member to conduct “head to toe” assessment
- Provide appropriate first aid
- Fill out Medical Treatment Form. If triage category changes, attach any previous tags to current tag
- Monitor condition of “delayed” victims and watch for any changes in condition
- Maintain Medical Treatment Forms for all victims

#### **Deactivation**

- Oversee the closing of the first aid station
- Direct the proper disposal of hazardous waste
- Release Medical Team per direction of the IC
- Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- Return all equipment and reusable supplies to Logistics
- Ensure that all team members have checked-out at the ICP
- Check-out at the ICP and leave contact information in case you need to be reached

### **OPERATIONS SECTION – FIRE SUPPRESSION/HAZMAT UNIT LEADER**

#### **Primary Responsibilities**

- Locate and extinguish small fires as appropriate
- Shut off utilities that could be hazardous or fire danger and report to IC
- Evaluate areas for any release or potential release of chemicals
- Cordon off hazardous areas with caution tape
- Ensure Fire Suppression/Hazmat is conducted with a two-person team
- This position could be assigned in conjunction with the Damage Assessment/Utilities Unit

### **Start-Up Actions**

- Check-in at the ICP
- Put on personal safety equipment
- Attend a briefing with the IC
- Locate all needed supplies
- Assess available personnel, make appropriate assignments and provide a briefing
- Survey on-campus hazards and prioritize team response
- Work with Safety Officer to determine if buildings are safe to begin search and coordinate with Search and Rescue Unit
- Make sure you have a school site map

### **Operational Duties**

- Control and/or suppress small fires
- Check for gas leaks or any other potential hazard that could start a fire
- Determine building damage levels before entering and inform IC if buildings are not safe to enter for a search
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

### **Deactivation**

- Release Team members per direction of IC
- Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- Return all equipment and reusable supplies to Logistics
- Ensure that all team members have checked-out at the ICP
- Check-out at the ICP and leave contact information in case you need to be reached

## **OPERATIONS SECTION – DAMAGE ASSESSMENT/UTILITIES UNIT LEADER**

### **Primary Responsibilities**

- Perform initial assessment of buildings and structures looking for structural damage
- Check gas meters, electrical outlets and wires, water pipes, filters, systems for damage
- Turn off utility if damaged and poses a hazard
- Cordon off the areas of hazard with caution tape
- This position could be assigned in conjunction with the Fire Suppression/Hazmat Unit

### **Start-Up Actions**

- Check-in at the ICP
- Put on personal safety equipment

- Attend a briefing with the IC
- Locate all needed supplies
- Assess available personnel, make appropriate assignments and provide a briefing
- Utilize Damage Assessment Checklist to survey buildings
- Survey on-campus hazards and prioritize team response
- Work with Damage Assessment Unit and Safety Officer to determine if buildings are safe to begin search
- Coordinate with Search and Rescue Unit and Fire Suppression/Utilities Unit
- Make sure you have a school site map

### **Operational Duties**

- Check gas meter and shut it off **ONLY IF IT IS LEAKING**
- Secure on-campus water system
- Survey buildings for potential hazards and post warnings with signs and caution tape
- If possible, determine damage levels and inform IC if buildings are not safe to enter for a search
- Provide clear routes for campus access for emergency response vehicles
- Maintain security for campus and ensure facility is inaccessible to public
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

### **Deactivation**

- Release staff and volunteers per direction of IC
- Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- Return all equipment and reusable supplies to Logistics
- Ensure that all team members have checked-out at the ICP
- Check-out at the ICP and leave contact information in case you need to be reached

## **OPERATIONS SECTION – STUDENT RELEASE/REUNION LEADER**

### **Primary Responsibilities**

- Account for students in the Assembly Area by conducting roll call
- Track missing students and staff
- Ensure proper identification procedures to reunite students with parent or authorized person for student release
- Supervise student Assembly Area
- Maintain accurate account of students

## **Start-Up Actions**

- Check-in at ICP
- Put on personal safety equipment
- Gather all equipment and supplies
- Attend a briefing with the IC
- Set-up secure Request and Release Gates
- Post alphabetized signage on Request Table (i.e., A-F, G-L, M-R, S-V, W-Z)
- Get Student Emergency Contact Cards from Documentation Unit

## **Operational Duties**

- Check with school secretary to account for staff absences, substitutes or visitors
- Determine if there are any staff/visitors unaccounted for and refer to Safety Officer
- Gather classroom rosters from teachers to account for all enrolled students

### ***Request Gate Staff***

- Divide Student Emergency Cards that correspond with table signage
- Verify ID of adult requesting to pick up student
- Have adult fill out Student Request Form
- Send runner to assembly area for requested student(s)
- Direct requestor to Release Gate to wait for their student(s)

### ***Runners***

- Retrieve student(s) from Assembly Area Unit
- If student is absent, missing, or receiving first aid, direct parent/guardian to proper location, i.e., First Aid area, Crisis Intervention area, etc.
- Release student(s) to parent/authorized adult when directed by Release Gate Staff and return to Request Gate

### ***Release Gate Staff***

- Match adult requester to student(s)
- Verify adult ID and have them sign Student Release Log
- Release Student(s)
- Release Runner to return to Request Gate
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled.



## Deactivation

- Close down tables and return all equipment and reusable supplies to Logistics.
- Make sure all confidential information (i.e., student emergency contact cards) is returned to Documentation Unit for secure storage
- Complete/close-out all logs and turn them over to Documentation Unit
- Check-out and leave contact information in case you need to be reached

## OPERATIONS SECTION – ASSEMBLY AREA/SHELTER UNIT

### Primary Responsibilities

- Lead students to temporary Assembly Area
- Oversee the care and needs of students in the Assembly Area
- Establish a shelter for students/staff required to stay at the school site
- Manage and staff the shelter in accordance with Shelter Procedures

### Start-Up Actions

- Check-in at ICP
- Attend a briefing with the IC
- Put on personal safety equipment
- Locate all needed supplies
- Assess available personnel, make appropriate assignments and provide a briefing
- If designated assembly/shelter site is destroyed or inaccessible, consult with IC to determine alternate location(s)
- Initiate shelter set-up or, *if evacuating*:
  - Confirm that assembly area and routes to it are safe
  - Count/observe classroom evacuations (make sure all exit)

### Operational Duties

- Ensure initial record of all students and staff in shelter/assembly area is made and that it is updated regularly during the incident
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Monitor safety/well being of students and staff in shelter or assembly area
- Oversee the procurement and distribution of food and water
- Direct set-up of sanitary facilities when necessary
- Coordinate Student Release with Student Release Unit when directed by IC
- Administer *minor* first aid, as needed
- Supervise team activities, schedule breaks and re-assign staff, as needed

- Remember shift changes and establish a process for briefing incoming staff

### **Deactivation**

- Close shelter per direction of IC, release staff and volunteers
- Collect all logs, documentation and paperwork and provide to Documentation Unit
- Return all equipment and reusable supplies to Logistics
- Ensure that all team members have checked-out at the ICP
- Check-out at the ICP and leave contact information in case you need to be reached

## **OPERATIONS SECTION – CRISIS INTERVENTION UNIT**

### **Primary Responsibilities**

- Assess the immediate crisis intervention required by students and staff involved
- Consider the long-term mental health support needs of students and staff
- Provide counseling/crisis intervention by contracting with licensed provider

### **Start-Up Actions**

- Check-in at ICP
- Meet with IC for a briefing
- Put on personal safety equipment
- Establish a quiet location to conduct crisis intervention/counseling
- Gather all supplies and transport to intervention/counseling site

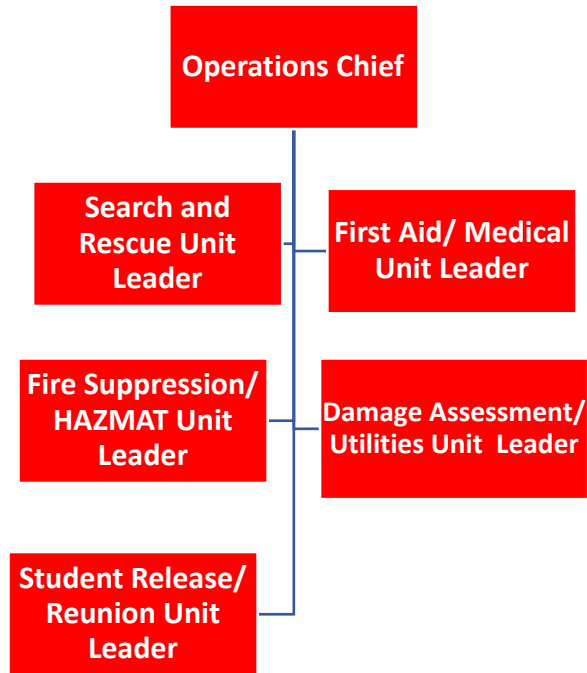
### **Operational Duties**

- Set-up campus intervention/counseling site
- Provide for and monitor well being of staff, students, and volunteers
- Maintain log of all assistance given and nature of that assistance
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Communicate need for outside assistance to IC
- Cooperate with outside agency crisis intervention teams
- When necessary, request student emergency contact cards from Documentation Unit

### **Deactivation**

- Return all equipment and reusable supplies to Logistics
- Complete/close-out all logs and turn them over to Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached.

**SAMPLE SCHOOL OPERATIONS SECTION ICS ORGANIZATIONAL CHART**



## PLANNING/INTELLIGENCE SECTION – SECTION CHIEF

### Primary Responsibilities

- Ensure ICS is maintained throughout all operational periods, that all staff are accounted for with a proper supervisorial structure, and that everybody knows who to report to.
- Develops in coordination with the Incident Commander and the Operations Section Chief the **Incident Action Plan**.
- Supervise and/or ensure that the work of the Planning Section is performed as needed.

## PLANNING/INTELLIGENCE SECTION – SITUATION ANALYSIS

### Primary Responsibilities

- Collect, organize and analyze information about the emergency
- Provide current situation analysis by visual displays for IC and Management Staff
- Give periodic updates of the emergency situation to the IC

### Start-Up Actions

- Check-in at ICP
- Put on personal safety equipment
- Meet with the IC for a briefing
- Gather all supplies and set up work area

### Operational Duties

- Record appropriate response-related information on site map (and keep it current)
- Facilitate the updating of the site map throughout the response
- Access and analyze situation-relevant information
- Anticipate situations and potential problems and develop contingency plans
- Keep IC informed by relaying information gathered from field units
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

### Deactivation

- Return all equipment and reusable supplies to Logistics
- Complete/close-out all logs, paperwork and documentation and turn them over to Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached

## PLANNING/INTELLIGENCE SECTION - DOCUMENTATION

### Primary Responsibilities

- Maintain a log of all emergency developments and response actions
- Keep Student Emergency Contact Cards for use at the Medical Unit and Student Release/Reunion Unit
- Assess the severity of the incident

### Start-Up Actions

- Check-in at ICP
- Put on personal safety equipment
- Meet with IC for a briefing
- Check communications equipment to monitor verbal communications orders
- Gather all supplies and set up work area

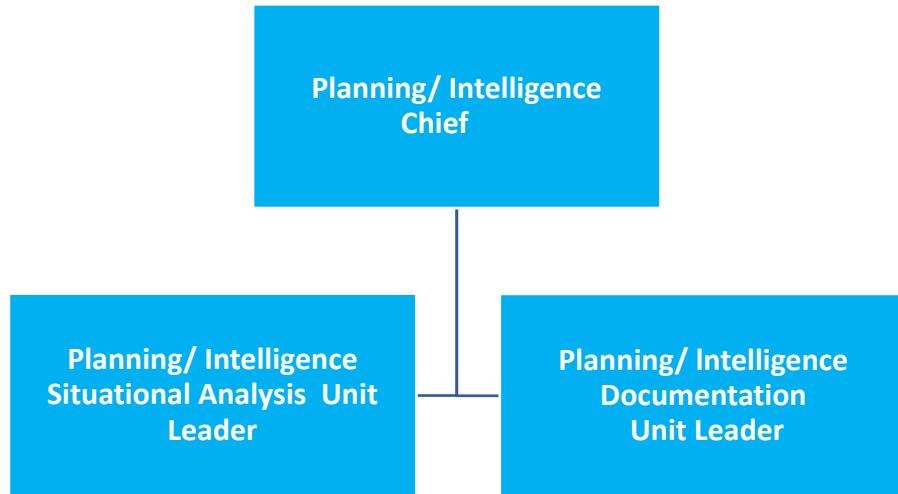
### Operational Duties

- Maintain Student Emergency Contact Cards, making copies for staff when necessary
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Dispatch runners to relay messages to Incident Commander, Management Staff, Unit Leaders, as needed
- Ensure all radio and verbal communications are recorded on Position Activity Log
- Refer all media requests to the PIO
- File all reports as they are turned in. *Although a permanent log may be typed up at a later date; all original notes and records MUST be kept—they are legal documents.*

### Deactivation

- Collect all Student Emergency Contact Cards and secure them
- Close out all logs and pending messages, and turn over to Documentation Unit
- Return all equipment and reusable supplies to Logistics
- Check-out at ICP and leave contact information in case you need to be reached
- Assist the IC in the development of an After Action Report

SAMPLE SCHOOL PLANNING SECTION ICS ORGANIZATIONAL CHART



## **LOGISTICS SECTION – SECTION CHIEF**

### **Primary Responsibilities**

- Ensure ICS is maintained throughout all operational periods, that all staff are accounted for with a proper supervisory structure, and that everybody knows who to report to.
- Acquire, store, **maintain**, and disburse during an incident on campus supplies.

## **LOGISTICS SECTION – SUPPLIES AND DISTRIBUTION UNIT**

### **Primary Responsibilities**

- Acquire supplies, equipment and materials as requested and distribute
- Obtain necessary food, water, sanitary items for immediate use
- Request purchases of supplies as needed to the Purchasing Unit

### **Start-Up Actions**

- Check-in at ICP
- Meet with the IC for a briefing
- Put on personal safety equipment
- Gather all necessary supplies and equipment

### **Operational Duties**

- Distribute supplies and equipment as requested
- Track all supplies, equipment, materials, sundry items that are distributed
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Make requests for purchases of supplies as needed to the Purchasing Unit
- Stay in contact with IC

### **Deactivation**

- Receive and store all returned equipment and unused supplies
- Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- Complete/close-out all logs and turn them over to Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached

## **LOGISTICS SECTION – TRANSPORTATION UNIT**

### **Primary Responsibilities**

- Procure transportation vehicles to evacuate students and staff
- Use trucks/vehicles to deliver equipment to and from campus
- Assist in providing traffic routes for emergency vehicles on and off campus

### **Start-Up Actions**

- Check-in at ICP
- Meet with the IC for a briefing
- Put on personal safety equipment
- Gather all supplies and equipment needed

### **Operational Duties**

- Provide for transportation needs as assigned by IC and various Unit Leaders
- Assess the need for and use of vehicles on campus
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

### **Deactivation**

- Facilitate the return of vehicles to pre-incident locations
- Complete/close-out all logs and other paperwork and turn them over to Documentation Unit
- Return all equipment and reusable supplies to Logistics
- Check-out at ICP and leave contact information in case you need to be reached

## **LOGISTICS SECTION – PERSONNEL UNIT**

### **Primary Responsibilities**

- Track assigned staff to the emergency and re-assign when Unit is de-activated
- Assess skills of volunteers and assign people as requested by Units
- Assignments are based on a person's experience and training, not by their daily job assignment.

### **Start-Up Actions**

- Check-in at ICP
- Meet with the IC for a briefing
- Put on personal safety equipment
- Gather necessary supplies and set up work station



### **Operational Duties**

- Survey skills and experience of staff/volunteers to make assignments to Units
- Track assigned staff and notify IC when staff is available for assignment
- Issue needed equipment and supplies to personnel being assigned
- Coordinate with the Timekeeping Unit for accurate records of personnel
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Stay in contact with IC

### **Deactivation**

- Receive and store all returned equipment and unused supplies
- Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- Complete/close-out all logs and turn them over to Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached

## **LOGISTICS SECTION – FACILITIES UNIT**

### **Primary Responsibilities**

- Assess and locate facilities that could be used during the emergency response
- Ensure the facility fits the accommodations necessary to conduct the operations
- Assess the severity of the incident

### **Start-Up Actions**

- Check-in at ICP
- Meet with the IC for a briefing
- Put on personal safety equipment
- Gather necessary supplies and equipment

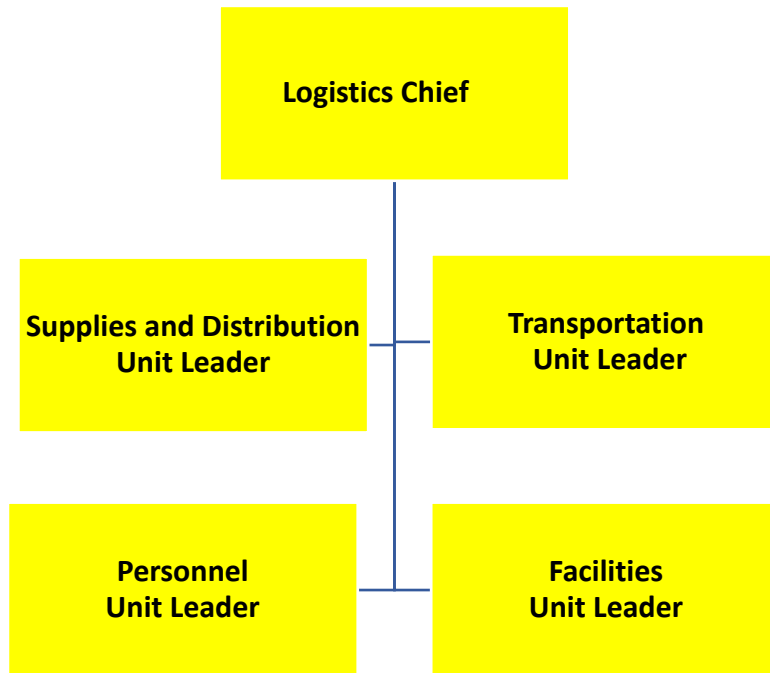
### **Operational Duties**

- Assess facility for listed accommodations as needed
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Secure and restore facilities when no longer needed for the incident
- Stay in contact with IC

**Deactivation**

- Receive and store all returned equipment and unused supplies
- Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- Complete/close-out all logs and turn them over to Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached

**SAMPLE SCHOOL LOGISTICS SECTION ICS ORGANIZATIONAL CHART**



## ADMINISTRATION/FINANCE SECTION –SECTION CHIEF

### Primary Responsibilities

- Ensure ICS is maintained throughout all operational periods, that all staff are accounted for with a proper supervisory structure, and that everybody knows who to report to.
- Be prepared to handle/process any and all **immediate** financial needs that are related to the emergency/disaster

### Start-Up Actions

- Report to the assigned location at the commencement of the emergency/disaster

### Operational Duties

- Overtime staff considerations
- Billing for procurement performed by the Logistics Section
- Be prepared to handle/process any and all **long term** financial needs that are related to the emergency/disaster
- Financial consequences of damage assessment
- Potential relocation costs
- Financial consequences of diminished attendance and/or enrollment
- Financial issues with public agencies (BCERMS), documentation is crucial for all of these issues
- Potential acquisition of temporary, portable classrooms
- Process all financial documents needed by the school district.

## ADMINISTRATION/FINANCE SECTION – COMPENSATION/CLAIMS UNIT

### Primary Responsibilities

- Process workers compensation claims for injured employees
- Receive claims for damages related to the emergency response
- Maintain accurate records of all claims related to the emergency response

### Start-Up Actions

- Check-in at ICP
- Meet with the IC for a briefing
- Put on personal safety equipment
- Gather all supplies and equipment as necessary

### **Operational Duties**

- Track staff and volunteer hours
- Track response-related purchases
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Process purchase requests from Logistics Section Chief

### **Deactivation**

- Return all equipment and reusable supplies to Logistics
- Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Unit and turn them over to the IC
- Check-out at ICP and leave contact information in case you need to be reached

## **ADMINISTRATION/FINANCE SECTION – PURCHASING/PROCUREMENT UNIT**

### **Primary Responsibilities**

- Arrange for purchases of necessary equipment, supplies and materials
- Utilize pre-designated vendor contracts for purchases
- Seek vendors for materials or services that are not pre-designated
- Track all expenditures related to the incident

### **Start-Up Actions**

- Check-in at ICP
- Meet with the IC for a briefing
- Put on personal safety equipment
- Gather all supplies and equipment as needed

### **Operational Duties**

- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Get approval from the IC for purchases requested
- Process purchase requests from Logistics
- Utilize pre-designated vendor contracts for purchases
- Seek vendors for materials or services that are not pre-designated
- Track all purchases and item requests

## **Deactivation**

- Return all equipment and reusable supplies to Logistics
- Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Unit and turn them over to the IC
- Check-out at ICP and leave contact information in case you need to be reached

## **ADMINISTRATION/FINANCE SECTION – TIMEKEEPING UNIT**

### **Primary Responsibilities**

- Maintain a log of all personnel hours working at the emergency
- Track all equipment hours related to the incident
- Set up a timekeeping system to ensure accurate records of the incident

### **Start-Up Actions**

- Check-in at ICP
- Meet with the Documentation Unit for a briefing
- Put on any necessary personal safety equipment
- Gather all supplies and equipment as needed

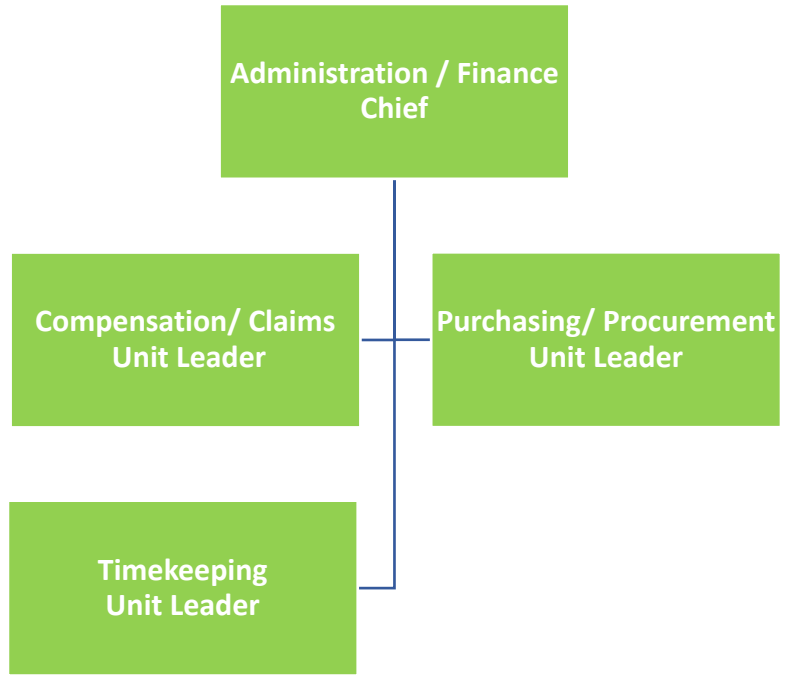
### **Operational Duties**

- Track staff and volunteer hours
- Track response-related purchases
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

## **Deactivation**

- Return all equipment and reusable supplies to Logistics
- Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Team and turn them over to the IC
- Check-out at ICP and leave contact information in case you need to be reached.

**SAMPLE SCHOOL ADMINISTRATION/FINANCE SECTION ICS ORGANIZATIONAL CHART**



## Emergency Action Checklists

The following checklists are specific Emergency Action Procedures for staff to follow in the event staff members need to take immediate steps to protect themselves and others.

All staff members should familiarize themselves with these procedures and all students should be trained in what to do when any of the common emergency actions are implemented.

### EMERGENCY ACTION – DROP, COVER AND HOLD ON

**DROP, COVER AND HOLD ON** is the action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for:

- Earthquake
- Explosion

#### ANNOUNCEMENT:

The following announcement will be made over the public address system and by teachers in classrooms:

**Example:** “Attention please. We are experiencing seismic activity. For your protection, follow **DROP, COVER AND HOLD ON** procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions.”

#### STAFF AND STUDENT ACTIONS:

##### Inside

- Prior to an Earthquake or Explosion, arrange desks so that they do not face windows.
- Instruct students to move away from windows.
- Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- Remain in place until shaking stops. When quake is over, leave building. Do not run. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.



## Outside

- ❑ Instruct students to move away from buildings, trees, overhanging wires and **DROP, COVER and HOLD ON (if anything is nearby to hold onto)**.
- ❑ Upon the command **DROP, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- ❑ Remain in place until shaking stops.

See Earthquake Response Annex for further information.

## EMERGENCY ACTION – EVACUATION

**EVACUATION** is implemented when conditions make it unsafe to remain in the building. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. **EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

### **ANNOUNCEMENT:**

1. Fire alarm (bell, horn signal, PA system, bullhorn, etc.).
2. Provided time is available, make an announcement over the public address system:

Example:      **"Attention please. We need to institute an EVACUATION of all buildings. Teachers are to take their students to their designated Assembly Area. Students please remain with your teacher."**

3. Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

### **PRINCIPAL/SITE ADMINISTRATOR:**

- ❑ The Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area.

- When clearance to return to the buildings is determined or received from appropriate agencies, announce an **ALL CLEAR** to return to classrooms and resume school activities.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

**STAFF ACTIONS:**

- Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.
- Take the emergency backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
- Remain in the Assembly Area until further instructions are given.
- Wait for another ACTION or announce an **ALL CLEAR** instruction to return to school buildings and normal class routine.

**HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION**

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

**To alert visually-impaired individuals**

- Announce the type of emergency.
- Offer your arm for guidance.
- Tell person where you are going, obstacles you encounter.
- When you reach safety, ask if further help is needed.

**To alert individuals with hearing limitations**

- Turn lights on/off to gain person’s attention -OR-
- Indicate directions with gestures -OR-
- Write a note with evacuation directions.

**To evacuate individuals using crutches, canes or walkers**

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-

- Help carry individual to safety.

### To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators.
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

## EMERGENCY ACTION – LOCKDOWN

**LOCKDOWN** is used to prevent intruders from entering occupied areas of the building, or when it is necessary to isolate students and school staff from danger on the school grounds or from within a building. During **LOCKDOWN**, all exterior doors are locked, and students and staff are to remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area.

**LOCKDOWN** is not normally preceded with any warning. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Rabid animal at large
- Extreme violence outside the classroom

**LOCKDOWN** differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems to provide protection from outside air and does not allow for the free movement of staff and students within the building.

A full lockdown requires all movement outside locked and secured rooms to cease. A lockdown can best be described as **LOCKS-LIGHTS-OUT OF SIGHT**. Exterior doors are locked, window coverings if present are drawn, students and staff are moved away from windows, and no one enters or exits until the “All Clear” signal is given. A lockdown is used when there is a direct and imminent threat to the school, such as in an Active Assailant incident.

### ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example:      **"Attention please. We have a dangerous intruder. Teachers, close and lock your doors." (This is an example only. Any announcement which communicates the need for an immediate lockdown may be used)**  
***This announcement will be repeated three times.***

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secure area until instructions are provided.
- Call 911. Provide location; status of campus; all available details of situation.
- Communicate information and updates to staff during the lockdown. Use of email, telephones, or P.A. system may be required for communication during the incident.
- Set up Area Command with appropriate agencies for information sharing.
- When clearance is received from appropriate agencies, announce an **ALL CLEAR** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

### **STAFF ACTIONS:**

- Quickly glance outside the room to direct and students or staff members in the hall into your room immediately.
- Immediately lock doors and instruct students to lie down on the floor.
- Close any shades and/or blinds if it appears safe to do so.
- Remain in the classroom or secure area until instructions are provided

A less intrusive method of securing a campus from a threat that is not immediate is a system called **“LOCK OUT.”** This is a modified lockdown and is used when the threat is off campus but close enough to the school to be a safety concern. An example of when to use a lock out would be police activity in the area of the school, but is not a direct or imminent threat to the school. During a lock out, classrooms are still locked as are all points of entry. Visitors are typically not allowed to enter the school, but that decision is made by the principal or designee running the incident. During a lock out, students should still remain inside and outside activities are generally moved indoors. Students may be escorted to washrooms and class change may take place dependent upon the location of the threat.

In all cases, it is the decision of the principal or designee whether to remain in the lockdown mode or move into the less intrusive lock out mode. This decision should be made after

consultation with the appropriate emergency services agency handling the incident and the Superintendent should be advised.

Lockdown *ALTERNATIVES* and *ENHANCEMENTS* should also be considered in the planning and response stages of a lockdown incident. Running away from the threat to a more secure location if there is time is a viable alternative to locking down in a non-secure room. Likewise, the alternative of fighting back or taking action against an intruder as a last resort is a consideration. Enhancements such as additional door and window security or creating Safe Rooms for the purpose of lockdowns are items of consideration in the Prevention/Mitigation phase of lockdown planning.

## EMERGENCY ACTION – SHELTER IN PLACE

**SHELTER IN PLACE** is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. It is appropriate for gas leaks, external chemical release, dirty bombs and hazardous material spills.

### ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

**Example:** "Attention please. We have a hazard in the community and are instituting **SHELTER IN PLACE** procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- Update staff with information as the incident progresses.
- When clearance is received from appropriate agencies, announce an **ALL CLEAR** instruction to indicate that the normal school routine can resume.
- Make arrangements for central HVAC shutdown, as necessary.
- Set up Area Command with the District offices for information sharing and updates.

- Decide if the incident might result in school closure and communicate this with the Superintendent.

**TEACHER and STAFF ACTIONS:**

- Immediately clear students from the halls. Stay away from all doors/windows.
- Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, e.g. pilot lights.
- Take attendance and call report in to school secretary. Wait for further instructions.

**STUDENT ACTIONS:**

- Proceed to the classroom, if it is safe to do so, or to a nearby classroom or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

## Emergency Response – Aircraft Crash

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

### Aircraft crashes into the school

#### **STAFF ACTIONS:**

1. Notify Principal.
2. Move students away from immediate vicinity of the crash.
3. EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
4. Check school site to assure that all students have evacuated.
5. Take attendance at the assembly area.
6. Report missing students to the Principal /designee and emergency response personnel.
7. Maintain control of the students a safe distance from the crash site.
8. Care for the injured, if any.
9. Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.
10. Determine if parental reunification or controlled release is needed.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

1. Notify police and fire department (call 911).
2. Determine immediate response procedures, which may include **EVACUATION, OFF-SITE EVACUATION** or **DIRECTED TRANSPORTATION**.
3. Notify District Superintendent, who will contact the B.C. Ministry of Education.
4. Set up incident Command at site and initiate Unified Command with responding agencies.
5. Arrange for first aid treatment and removal of injured occupants from building.

6. Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
7. Account for all building occupants and determine extent of injuries.
8. Do not re-enter building until the authorities provide clearance to do so.

### **Aircraft crashes near school**

#### **STAFF ACTIONS:**

1. Notify Principal.
2. Move students away from immediate vicinity of the crash.
3. Remain inside with students unless subsequent explosions or fire endanger the building.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

1. Notify police and fire department (call 911).
2. Set up Incident Command and initiate Unified Command with responding agencies if needed.
3. Initiate **SHELTER IN PLACE**, if warranted.
4. Ensure students and staff outside are directed to designated areas until further instructions are received.
5. Ensure that students and staff remain at a safe distance from the crash.
6. Notify District Superintendent.
7. Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do. This may affect student pick up, so prepare for parental communication.
8. Determine if parental reunification or early release is needed.



## Emergency Response – Air Pollution

Severe air pollution may affect students and staff who are susceptible to respiratory problems.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

1. Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
2. Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
3. When notified by the district office or news media of a smog advisory, inform all staff to stay indoors and minimize physical activity.
4. Cancel all athletic competitions and practices and any other activities that require strenuous physical activity.
5. Instruct employees to minimize strenuous physical activity.
6. Cancel any events that require the use of vehicles.
7. Urge staff and high school students to minimize use of vehicles.

### **STAFF ACTIONS:**

1. Remain indoors with students.
2. Minimize physical activity.
3. Keep windows and doors closed.
4. Resume normal activities after the All Clear signal is given.

## Emergency Response – Animal Disturbance

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

1. Isolate the students from the animal. Close doors and keep students inside as a means to isolating the animal.
2. If the animal is outside, keep students inside and institute a LOCK OUT.
3. If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal.
4. Contact the local Conservation Office or law enforcement for assistance in removing the animal.
5. If the animal injures anyone, seek medical assistance.
6. Notify parent/guardian and recommended health advisor.

### **STAFF/TEACHER ACTIONS:**

1. If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
2. If the animal is inside, EVACUATE students to a sheltered area away from the animal.
3. Notify the principal if there are any injuries.

## Emergency Response – Bomb Threat

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

### **PERSON RECEIVING THREAT BY TELEPHONE:**

1. Listen. Do not interrupt caller.
2. Keep the caller on the line with statements such as, *"I am sorry, I did not understand you. What did you say?"*
3. Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line. Check for caller I.D.
4. Notify site administrator immediately after completing the call.
5. Complete the Bomb Threat Checklist.

### **PERSON RECEIVING THREAT BY MAIL:**

1. Note the manner in which the threat was delivered, where it was found and who found it.
2. Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
3. Caution students against picking up or touching any strange objects or packages.
4. Notify principal or site administrator.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

1. Call 911.
2. If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
3. Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.

4. Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
5. Not all bomb threats result in evacuation. An unauthored threat with no specific information and no accompanying suspicious circumstances could be a hoax. The principal should examine the totality of the threat before deciding on evacuation.
6. Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
7. If it is necessary to evacuate the entire school, use the fire alarm.
8. Notify the District Superintendent of the situation. Only the Superintendent can order the school to be closed.
9. Set up Incident Command and establish communications with responding emergency agencies. Unified Command should be utilized. Set up the Incident Command Post a safe distance from the area of threat and fill I.C.S. positions as needed.
10. Direct a search team to look for suspicious packages, boxes or foreign objects.
11. Do not return to the school building until it has been inspected and determined safe by proper authorities.
12. Avoid publicizing the threat any more than necessary.

**SEARCH TEAM ACTIONS:**

1. Use a systematic, rapid and thorough approach to search the building and surrounding areas.
2. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
3. If suspicious item is found, make no attempt to investigate or examine object.

**STAFF ACTIONS:**

1. If evacuation is ordered, evacuate students as quickly as possible, using primary or alternate routes.
2. Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
3. Do not return to the building until emergency response officials determine it is safe.

## Emergency Response – Bomb Threat Checklist

To be completed by person receiving the call

CALL RECEIVED BY: \_\_\_\_\_ DATE \_\_\_\_\_ TIME \_\_\_\_\_

REMAIN CALM! Notify other staff by prearranged signal while caller is on the line. Listen.

Do not interrupt the caller except to ask:

1. *What time is the bomb set for?* \_\_\_\_\_
2. *Where has it been placed?* \_\_\_\_\_
3. *What does it look like?* \_\_\_\_\_
4. *Why are you doing this?* \_\_\_\_\_
5. *Who are you?* \_\_\_\_\_

Words used by caller: \_\_\_\_\_  
\_\_\_\_\_

Description of caller:     Male                       Female                       Adult                       Juvenile

Estimate age of caller: \_\_\_\_\_                      Other notes: \_\_\_\_\_

Voice characteristics:     Loud                       Soft                       Deep                       High Pitched  
 Raspy                       Pleasant                       Intoxicated                       Nasal  
Other: \_\_\_\_\_

Speech:                       Rapid                       Slow                       Disguised                       Normal  
 Laughing                       Slurred                       Lisp                       Stutter  
Other: \_\_\_\_\_

**Manner:**

- |                                    |                                     |                                     |                                  |
|------------------------------------|-------------------------------------|-------------------------------------|----------------------------------|
| <input type="checkbox"/> Calm      | <input type="checkbox"/> Angry      | <input type="checkbox"/> Irrational | <input type="checkbox"/> Excited |
| <input type="checkbox"/> Coherent  | <input type="checkbox"/> Incoherent | <input type="checkbox"/> Deliberate | <input type="checkbox"/> Crying  |
| <input type="checkbox"/> Emotional | <input type="checkbox"/> Righteous  | <input type="checkbox"/> Laughing   | <input type="checkbox"/> Foul    |

**Language:**

- |                                    |                               |                               |                               |
|------------------------------------|-------------------------------|-------------------------------|-------------------------------|
| <input type="checkbox"/> Excellent | <input type="checkbox"/> Good | <input type="checkbox"/> Fair | <input type="checkbox"/> Poor |
|------------------------------------|-------------------------------|-------------------------------|-------------------------------|

Use of certain phrases: \_\_\_\_\_

**Accent:**

- |                                |                                  |                                   |
|--------------------------------|----------------------------------|-----------------------------------|
| <input type="checkbox"/> Local | <input type="checkbox"/> Foreign | <input type="checkbox"/> Regional |
|--------------------------------|----------------------------------|-----------------------------------|

Other: \_\_\_\_\_

**Background Noises:**

- |   |                                  |  |
|---|----------------------------------|--|
| <input type="checkbox"/> Airplane       | <input type="checkbox"/> Animals | <input type="checkbox"/> Industrial Machines |
| <input type="checkbox"/> Static         | <input type="checkbox"/> Motors  | <input type="checkbox"/> Office Machines     |
| <input type="checkbox"/> Quiet          | <input type="checkbox"/> Music   | <input type="checkbox"/> Party Scene         |
| <input type="checkbox"/> Street Traffic | <input type="checkbox"/> Trains  | <input type="checkbox"/> PA System           |
| <input type="checkbox"/> TV             | <input type="checkbox"/> Voices  | <input type="checkbox"/> Other: _____        |

## Emergency Response – Bus Accident

Each school should maintain a folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

### **BUS DRIVER:**

1. Turn off power, ignition and headlights. Use safety lights, as appropriate.
2. Evaluate the need for evacuation.
3. Remain with the vehicle. Notify law enforcement per procedure.

### **STAFF ACTIONS:**

1. Call 911, if warranted.
2. Notify principal.
3. Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
4. Move all uninjured students to a safe distance from the accident.
5. Document the names of all injured students and their first aid needs.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

1. Notify law enforcement.
2. Notify parents/guardians of all students on the bus as soon as accurate information is available.
3. Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
4. Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

### **Earthquake During A Bus Trip**

#### **BUS DRIVER ACTIONS:**

1. Issue DUCK, COVER and HOLD ON instruction.
2. Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
3. Set brake, turn off ignition and wait for shaking to stop.
4. Check for injuries and provide first aid, as appropriate.
5. Contact the school administrator and bus dispatch to report location and condition of students and the bus.
6. Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
7. If instructed to continue route,
8. En-route to school, continue to pick up students.
9. Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
10. If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.
11. Remain with students until further instructions are received from site administrator.
12. Account for all students and staff throughout the emergency

### **Flood During A Bus Trip**

#### **BUS DRIVER ACTIONS:**

1. Do not drive through flooded streets and/or roads.
2. Take an alternate route or wait for public safety personnel to determine safe route.
3. If the bus is disabled, stay in place until help arrives
4. Contact the school administrator and bus dispatch to report location and condition of students and the bus.
5. Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
6. Account for all students and staff throughout the emergency.



## Emergency Response – Criminal Act

Criminal acts on campus may vary from theft to rape. Sexual assaults should be immediately reported to the police and the victim should be interviewed by trained professionals.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

1. Notify police via 911 if emergency response is needed.
2. Identify all parties involved (if possible). Identify witnesses, if any.
3. Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive. Police officials will coordinate activities within the crime scene and release the area to the school administrator when finished.
4. If an individual is armed with a weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from his/her possession. Allow police to do so.
5. If the incident involves a student, notify the parents or guardians.
6. Question the victim with another staff member present. Focus on the information necessary to pursue disciplinary action against the perpetrators.
7. Let trained police obtain specific details about the crime, following student interview protocols.
8. Follow mandatory police reporting protocols.

### **STAFF ACTIONS:**

1. Care for the victim. Provide any medical attention needed.
2. Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive.
3. If a suspect is in custody, do not interview until police arrive unless there is a threat to life safety.
4. Make sure the incident is documented.

## Emergency Response – Earthquake

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

### Inside Building

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

1. Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
2. Evacuation may not be necessary in a minor earthquake. If evacuation is ordered, follow procedure and check accountability of students and staff.
3. Send search and rescue team to look for missing or trapped students and staff.
4. Post guards a safe distance away from building entrances to assure no one re-enters.
5. Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.
6. Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.
7. Contact superintendent to determine whether to close school. If school must be closed, notify staff members, students and parents.

#### **STAFF ACTIONS:**

1. Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.
2. Check for injuries, and render First Aid.
3. After shaking stops, evacuate the building if ordered. If there is structural damage, staff may initiate evacuation without an order being given. The principal should be advised.

4. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
5. Check attendance at the assembly area. Report any missing students to principal/site administrator.
6. Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
7. Stay alert for aftershocks
8. Do NOT re-enter building until it is determined to be safe.

### **Outside Building**

#### **STAFF ACTIONS:**

1. Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
2. After shaking stops, check for injuries, and render first aid.
3. Check attendance. Report any missing students to principal/site administrator.
4. Stay alert for aftershocks.
5. Keep a safe distance from any downed power lines
6. Do NOT re-enter building until it is determined to be safe.
7. Follow instructions of principal/site administrator.

### **During Non-School hours**

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

1. Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
2. Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.
3. Notify fire department and utility company of suspected breaks in utility lines or pipes.

4. If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
5. Notify District Office, who will inform public information media as appropriate.

Refer to the earthquake response annex for further information.

## Emergency Response – Explosion

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

### PRINCIPAL/SITE ADMINISTRATOR:

1. Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the building. **EVACUATION** may be warranted in some buildings but others may be used for **SHELTER IN PLACE**.
2. Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
3. Secure area to prevent unauthorized access until the Fire Department arrives. Activate Incident Command and set up the Incident Command Post a safe distance from the area of threat. Institute Unified Command when Emergency Services arrive.
4. Advise the District Superintendent of school status.
5. Notify emergency response personnel of any missing students.
6. Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
7. Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
8. Determine if Student Release should be implemented and coordinate with the Superintendent. If so, notify staff, students and parents.
9. If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

### STAFF ACTIONS:

1. Initiate **DROP, COVER AND HOLD ON**.
2. If explosion occurred inside the school building, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.

3. Check to be sure all students have left the school site. Remain with students throughout evacuation process.
4. Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
5. Render first aid as necessary.
6. Do not return to the building until the emergency response personnel determine it is safe to do so.
7. If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

## Emergency Response – Fire

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the “fire is out”.

### Within School Building

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

1. Sound the fire alarm to implement **EVACUATION** of the building.
2. Immediately **EVACUATE** the school using the primary or alternate fire routes.
3. Notify the Fire Department (call 911).
4. Direct search and rescue team to be sure all students and personnel have left the building.
5. Ensure that access roads are kept open for emergency vehicles.
6. Notify District Office of situation.
7. Initiate the Incident Command System and prepare to accept emergency response.
8. Notify appropriate utility company of suspected breaks in utility lines or pipes.
9. If needed, notify bus dispatch for **OFF-SITE EVACUATION** by **DIRECTED TRANSPORTATION**.
10. Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

#### **STAFF ACTIONS:**

1. **EVACUATE** students from the building using primary or alternate fire routes and take any necessary emergency equipment. Maintain control of the students a safe distance from the fire and firefighting equipment.
2. Take attendance. Report missing students to the Principal/designee and emergency response personnel.

3. Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

### Near the School

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

1. Notify the Fire Department (call 911). Fire Department personnel will direct operations once on site.
2. Determine the need to implement an **EVACUATION**. If the fire threatens the school, execute the actions above. If not, continue with school routine.
3. If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for **OFF-SITE EVACUATION** and **DIRECTED TRANSPORTATION** by bus.
4. Initiate the Incident Command System and fill positions as needed while monitoring the situation.



## Emergency Response – Hazardous Materials

The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. It may be determined that **SHELTER IN PLACE** is a better option than evacuation for the initial response. This procedure also applies to **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENTS**.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. Call 911, if necessary.
2. If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
3. Initiate EVACUATION if this is the determined course of action. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
4. Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
5. If time is available, initiate DIRECTED TRANSPORTATION. Move students and staff away from the path of the hazardous materials.
6. Notify District Superintendent. Initiate the Incident Command System and set up Unified Command with emergency responders.
7. Wait for instructions from emergency responders-- Health or Fire Department.
8. Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
9. Upon return to school, ensure that all classrooms are adequately aired.

### TEACHER ACTIONS:

1. Follow standard student assembly, accounting and reporting procedures.
2. Report names of missing students to office.
3. Do not take unsafe actions such as returning to the building before it has been declared safe.

Refer to the SD59 **SAFETY GUIDELINES AND PRACTICES** procedure for hazardous material incidents related to natural gas or oil incidents.

## Emergency Response – Intruder Campus

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

**All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office.**

To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS (in situations not involving Active Assailant):**

1. Initiate **LOCKDOWN**. Refer to LOCKDOWN procedures on p.54.
2. Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her the opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
  - “What can we do to make this better?”*
  - “I understand the problem, and I am concerned.”*
  - “We need to work together on this problem.”*
3. As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
4. Keep subject in view until police or law enforcement arrives.
5. Take measures to keep subject away from students and building.
6. Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
7. When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or a law enforcement officer to be present.
8. Be available to deal with the media and bystanders and keep site clear of visitors.

### **STAFF ACTIONS:**

1. Notify the principal/site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.

2. Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
3. Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

## Emergency Response – Medical Emergency

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911. All staff members should have the authority to call 911 if they determine the need for immediate medical assistance. Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator. REMEMBER TO USE UNIVERSAL PRECAUTIONS FOR POTENTIAL EXPOSURE TO ANY BODILY FLUIDS.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. Assess the victim (ABC – Airway, Breathing, and Circulation. Call 911, if appropriate. Provide:
  - a. School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
  - b. Exact location within the building
  - c. Nature of the emergency and how it occurred
  - d. Approximate age of injured person
  - e. Caller's name and phone number
2. Do not hang up until advised to do so by dispatcher.
3. Assign staff member to meet rescue service and show medical responder where the injured person is.
4. Assemble emergency care and contact information of victim
5. Monitor medical status of victim, even if he or she is transported to the hospital.
6. Assign a staff member to remain with individual, even if he or she is transported to the hospital.
7. Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.
8. Advise staff of situation (when appropriate). Follow-up with parents.

### STAFF ACTIONS:

1. Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
2. Notify Principal/Site Administrator.

3. Stay calm. Keep individual warm with a coat or blanket.
4. Ask trained first aid personnel to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
5. Do not give the individual anything to eat or drink.

## Emergency Response – Pandemic Influenza

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and World Health Organization will take the lead in mobilizing a local response to pandemic influenza. Individual schools may be closed temporarily to contain spread of the virus. **REFER TO SD59 PANDEMIC RESPONSE PLAN FOR** further details.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

1. Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff that are sick at home.
2. Insure that students and staff members who are ill stay home.
3. Send sick students and staff home from school immediately.
4. Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
5. Monitor bulletins and alerts from the Ministry of Public Health.
6. Keep staff informed of developing issues.
7. Assist the Ministry of Public Health in monitoring outbreaks.
8. Respond to media inquiries regarding school attendance status.
9. Implement online education, if necessary, so that students can stay home.

### **STAFF and STUDENT ACTIONS:**

1. Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
2. Practice “respiratory hygiene etiquette”.
3. Disinfect surfaces contaminated with infected respiratory secretions with products approved by public health or school district standards.
4. Implement online homework assignments so that students can stay home.

## Emergency Response – Poisoning/Contamination

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

1. Call 911.
2. Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
3. Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated the quantity and character of products consumed and other pertinent information.
4. Provide list of potentially affected students and staff to responding authorities.
5. Provide staff with information on possible poisonous materials in the building.
6. Notify District Superintendent of situation and number of students and staff affected.
7. Confer with Ministry of Public Health before the resumption of normal school activities.
8. Prepare communication for families advising them of situation and actions taken.

### **STAFF ACTIONS:**

1. Notify principal/site administrator.
2. Call the Poison Control Centre or local hospital emergency number.
3. Administer first aid as directed by poison information center.
4. Seek additional medical attention as needed.

### **PREVENTATIVE MEASURES:**

1. Keep poisonous materials in a locked and secure location.
2. Post the Poison Control Centre and local hospital emergency number in the front office, school clinic and on all phones that can call outside.
3. Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

## Emergency Response – Shooting and Active Assailant Incidents

Immediate response to a rapidly changing incident is critical. In most cases, initiate **LOCKDOWN** procedures to isolate students from danger or send them to a secure area. Safety must always be the foremost consideration.

### **ACTIVE ASSAILANT INCIDENTS:**

An Active Assailant incident is described as an immediate and imminent threat to safety posed by person(s) on or near the campus who are armed with weapons and intent on causing death or injury to students or staff. In these incidents, anyone witnessing the threat may order a lockdown by whatever means available. 911 should immediately be called, preferably by someone with knowledge of the incident. The caller should remain on the phone with police if possible in order to give updated information.

Safely locking down students and staff to keep the threat away is the first course of action, but alternatives such as running away from the danger to a safe area or enhancing door and window security by any method available are an option to be considered while waiting for the arrival of law enforcement. The obligation and primary concern for school staff in an Active Assailant situation is to keep as many students and staff members as possible safe during the time it takes for law enforcement to arrive on scene and address the problem.

Once the situation is deemed safe by law enforcement, the principal again takes control of the school in the position of school Incident Commander. Unified Command is established and communications are set up with the Superintendent to address issues such as student/parental reunification, relocation of students, school closure, and other issues related to the continuity of school operations.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

1. Remain calm. Do not confront the assailant(s).
2. Assess the situation:
  - a) Is the assailant in the school?
  - b) Has assailant been identified?
  - c) Has the weapon been found and/or secured?
3. Depending on the situation, initiate **LOCKDOWN** or **EVACUATION**, as appropriate.
4. Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, injuries/casualties, actions taken by the school (e.g. **LOCKDOWN**).



5. Initiate Incident Command and fill positions as needed.
6. Identify command post for police to respond. Assist police in entering the school; provide officers with critical information.
7. Ensure injured students and staff members receive medical attention.
8. If assailant has left, secure all exterior doors to prevent re-entry.
9. If a firearm is known to exist, do not touch it. Allow a law enforcement officer to take possession of the weapon.
10. Keep crime scene secure.
11. Confer with Superintendent to organize **OFF-SITE EVACUATION** or school closure if necessary. (Refer to Student/Parental Reunification Annex).
12. Isolate and separate witnesses.
13. Gather information for police about the incident and everyone involved with it:
  - a) Name of suspect(s)
  - b) Location of shooting
  - c) Number and identification of casualties and injured
  - d) Current location of the shooter(s)
14. Prepare written statements for telephone callers and media. Refer media inquiries to designated Public Information Officer (District Media Contact).
15. Prepare letter for students to take home to their families.
16. Arrange for immediate crisis counseling for students and staff.
17. Provide liaison for family members of injured students and staff members.
18. Debrief with staff and law enforcement officers.
19. Provide informational updates to staff, students and their families during the following few days.

**STAFF ACTIONS:**

1. Remain calm.
2. Alert the principal/site administrator.
3. Take immediate action to prevent casualties. Isolate the suspect and/or area. Move others to a safe area to protect them from danger. Institute **LOCKDOWN** or **EVACUATION**, as appropriate.

4. Provide first aid for victims, if needed.
5. Account for all students. Maintain order in assembly area or shelter and await arrival of law enforcement.
6. Assist police officers – provide identity, location and description of individual and weapons.

## Emergency Response – Terrorist Attack/War

Thorough crisis planning will carry the school and district a long way in responding to a terrorist incident during school hours. A terrorist attack may result in the following:

- Damage beyond school boundaries;
- Victims who are contaminated or seriously injured;
- Widespread fear and panic;
- A crime scene to protect.

### Department of Defense Warning of Possible Enemy Attack

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

1. Move students to closest suitable shelter.
2. If the above is not advisable, remain in school building as place of shelter.

#### **STAFF ACTIONS:**

1. Keep students calm.
2. Close all curtains and blinds.

### Enemy Attack Without Warning

#### **STAFF ACTIONS:**

1. Keep students calm.
2. Close all curtains and blinds.
3. Instruct students to DUCK AND COVER.

## Emergency Response – Utility Failure

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

### **PRINCIPAL/SITE ADMINISTRATOR:**

1. Notify utility company and District Maintenance. Provide the following information:
  - a. Affected areas of the school site
  - b. Type of problem or outage
  - c. Expected duration of the outage, if known
2. Determine length of time service will be interrupted.
3. Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
4. If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
5. Use messengers with oral or written word as an alternate means of faculty notification.
6. Notify District Office of loss of service.
7. Implement plan to provide services without utilities or with alternate utilities.
8. During a large scale power outage the District Emergency Operations Centre may be activated. Principals should coordinate actions through the EOC Director to ensure effective communications and response efforts.

### **A. Plan for Loss of Water**

Toilets: \_\_\_\_\_

Drinking Water: \_\_\_\_\_

Food Service: \_\_\_\_\_

Fire Suppression: \_\_\_\_\_

**B. Plan for Loss of Electricity**

Ventilation: \_\_\_\_\_

Emergency Light: \_\_\_\_\_

Computers: \_\_\_\_\_

**C. Plan for Loss of Natural Gas**

Heat: \_\_\_\_\_

Food Service: \_\_\_\_\_

## Recovery Process

Recovery refers to the follow-up measures taken after a disaster to return the affected site back to normal operating conditions. Recovery focuses on restoring the infrastructure of the school (utilities, phones, water) to service, re-establishing a sense of emotional safety and returning to the learning environment as quickly as possible after a crisis. Recovery actions are generally begun as response activities diminish, but some activities (e.g., keeping track of personnel time) must be started simultaneously with response. Recovery measures are designed to assist students and staff impacted by physical, psychological and emotional trauma following sudden tragic events. Students and their families, administrators, teachers and staff will benefit from recovery support at two levels: immediate and ongoing.

**Immediate (short-term) support** is needed from the first moments of a traumatic event through the first few days following it. Frequently, recent victims of the trauma are in a state of shock, and basic human needs of medical attention, shelter and food are the primary focus. Emergencies affecting a small number of people, or certain district-level emergencies, may be well served by crisis counseling and recovery assistance from other district employees, local community mental health providers, employee assistance programs and similar services.

**Ongoing (long-term) recovery** refers to support provided to some individuals for weeks, months, or years following a tragic event. Such long-term recovery needs may only become apparent over time.

## Recovery Organization

Recovery actions follow the same five NIMS functions as Response, but during the Recovery phase, there will be more work for those performing in the functions of Administration/Finance and less for those in Operations. Below are typical recovery tasks by NIMS function:

### Management

- Make policy decisions, e.g., who coordinates returning staff.
- Continue public information activities.
- Manage safety considerations, e.g., assure facility is safe for re-entry.
- Re-establish a sense of safety.
- Support immediate emotional recovery—staff and students.

## **Operations**

- Coordinate damage assessment and debris removal.
- Restore utilities.
- Arrange for building and safety inspections prior to re-entry.
- Arrange for repairs.

## **Planning/Intelligence**

- Document BCERMS compliance for use in applying for disaster relief.
- Write recovery after-action reports.
- Develop a post-incident mitigation plan to reduce future hazards.

## **Logistics**

- Provide recovery-related supplies and replenish disaster cache at each site
- Coordinate availability of personnel, equipment and vehicles needed for recovery efforts

## **Administration/Finance**

- Prepare and maintain budget.
- Develop and maintain contracts.
- Apply for financial relief grants.
- Process staff injury claims.
- Handle insurance settlements.
- Document employee time to assure continuity of payroll.

## **Documenting Emergency Outcomes**

Once the safety and status of staff and students have been assured, and emergency conditions have abated, assemble staff to support the restoration of the schools educational programs. Defining district mission-critical operations and staffing will be a starting point for the recovery process.

- Conduct a comprehensive assessment of the emergency's physical and operational effects. Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).

- Perform an impact analysis. Examine critical information technology assets and personnel resources, and determine the impact on the school for each asset and resource that is unavailable.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance and assistance claims.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Administer Workers' Compensation that claims may arise if there are on-the-job injuries.
- Arrange for ongoing status reports during the emergency to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will speed resumption of classes.
- Apprise the B.C. Ministry of Education of recovery status.

### **District-level Responsibilities**

**(Individual school site should check with the District to determine the procedures that will be followed)**

- Identify record keeping requirements and sources of financial aid for disaster relief.
- Establish absentee policies for teachers/students after a disaster.
- Establish an agreement with the Ministry of Children and Family Development and Child Youth Mental Health to provide counseling to students and their families.
- Develop alternative teaching methods for students unable to return immediately to classes.
- Create a plan for conducting classes when facilities are damaged, e.g., alternative sites, half-day sessions, portable classrooms.

### **Recovery Reporting**

#### **After-Event Critique**

The SD59 Emergency Preparedness Committee will conduct a formal critique following Level II and III emergencies to review the individual school or overall District response to the event. The purpose of the critiques is to identify deficiencies in current plans, procedures, and the emergency management organization. Any deficiencies noted in the District's Emergency



Management Program will be referred to the District's Emergency Planning Committee for review and recommendation.

### **After-Action Report**

The SD59 Emergency Preparedness Committee, with input from the school administration and emergency operations coordinators, will compile an After-Action Report following Level II and III Emergencies to submit to the Superintendent's office and appropriate government agencies. The report will summarize the effects of the emergency event on District operations and the District's response to the event. The report will recommend mitigation activities, improved response actions, and short/long term recovery considerations. The report may also be used for submission to governmental agencies for possible financial recovery assistance.

### **Recovery Strategies for Emergencies**

The following information may be useful in the days and weeks after an emergency.

- Convene a District Crisis Response Team to assist with debriefing.
  - Assess system-wide support needs, and develop planned intervention strategies;
  - Schedule and provide student, family and staff Critical Incident Stress Management services;
  - Discuss successes and problems;
  - Discuss things to do differently next time.
- Convene the staff to provide updates on additional information and procedures.
- Identify students and staff in need of follow-up support and assign staff members to monitor vulnerable students:
  - Coordinate counseling opportunities for students;
  - Announce ongoing support for students with place, time, and staff facilitator;
  - Provide parents with a list of community resources available to students and their families.
- In case of death, provide funeral/visitation information.
- Allow staff opportunity to discuss feelings and reactions and provide list of suggested readings to teachers, parents and students.

## Resumption of Classes

- ❑ **Re-entry into the facility.** The principal/site administrator is the individual responsible for authorizing re-entry into the school facility. A damage assessment team should:
  - Survey the school after a disaster;
  - Report findings to the principal/site administrator; and
  - Ensure that timely and accurate data is received. **Only after the principal/site administrator has been assured by public safety officials and/or local contractors that the safety of the school has been restored should re-entry occur.**
- ❑ **Relocation.** In the event the school is damaged to the extent that all or a portion of it is uninhabitable until repairs are made, plans must be developed to address the relocation of educational services and staff to alternate facilities until repairs are made or the school is rebuilt.

## Repairs or Construction on Disaster Sites

Any repairs and rebuilding of damage wrought by school violence or natural disaster must carefully consider the input and feelings of the victims and their families. There is a strong and significant psychological connection to death sites that must run its full course and should never be discounted or ignored. Making changes and reconstruction in and around death and injury sites requires a delicate balance with the need to resume normal activities. The construction must be the result of careful and deliberate consultation with students, parents and school staff. Action should never be rushed. Families may not be ready for change and pressure may only delay or impair healing.

## Post-Disaster Mitigation

To break the repetitive loss cycle and create a higher level of disaster resistance, a recovery plan should specify mitigation projects that could be completed in the process of incident recovery, repair and restoration. This may mean adapting the facility for seismic retrofitting (e.g., bolting shelves and TVs to walls, file cabinets to each other, security light fixtures, etc). It also may mean changes to the social, economic and environmental factors that can affect a school's vulnerability to the impact of hazards. Damages and injuries that occurred during the most recent crisis should be reviewed to identify preventive measures that could be taken now to mitigate the recurrence of similar damage or injuries in future incidents. Prioritize mitigation measures by degree of life safety, cost, frequency of identified potential hazard and potential number of people exposed.

## Post Traumatic Stress

A disaster is a devastating, catastrophic event that can be life threatening and produce injuries and deaths. Post Traumatic Stress is an anxiety disorder that can develop in children, adolescents or adults when individuals survive disaster-related experiences. The range of human responses to a catastrophic event may include physical, cognitive and emotional symptoms such as nausea, sleep disturbance, slowed thinking, troubled memories, regressed behavior, anxiety, guilt, depression, anger and a host of other responses.

**Retraumatization:** Anniversary dates, media coverage, the filing of lawsuits, or similar events in other regions can “retraumatize” a community, contributing to further depression. Some people also have feelings of inadequacy about dealing with the ongoing tragedy. For some trauma victims, these adverse effects fade with emotional support and the passage of time. Others are more deeply affected and experience long-term consequences. These reactions are normal responses to an abnormal event. Although no one can predict who will experience the most severe reaction to trauma, the more direct the exposure to the event, the higher the risk for emotional harm.

Trauma is an acute stress response that an individual experiences when confronted with sudden, unexpected, unusual human experience. Here are some common signals of a stress reaction to trauma:

PHYSICAL	MENTAL	EMOTIONAL	BEHAVIORAL
Chest pain*	Confusion/blaming	Anxiety	Alcohol/drug use
Chills	Disturbed thinking	Depression	Change in speech
Difficulty breathing*	Indecision	Fear	Helplessness
Dizziness	Insomnia	Grief	Increased appetite
Fainting	Loss of time/place	Guilt	Intense startle reflex
Grinding Teeth	Nightmares	Intense anger	Isolation
Headaches	Poor concentration	Irritability	Loss of appetite
Heart races	Poor memory	Mood swings	Misbehavior
Muscle shakes	Poor problem-solving	Nervousness	Outbursts
Nausea	Poor/hyper alertness	Overwhelmed	Pacing
Prolonged staring	Strange images	Panic	Restlessness
Severe sweating	Unable to identify familiar people or things	Shock	Suspicious
Thirst		Uncertainty	Withdrawal
Twitches			
Vomiting			
Weakness			

## **Effects of Trauma on Children**

Emergencies hit children hard. It is difficult for them to understand and accept that there are events in their lives that cannot be predicted or controlled. They learn that adults cannot fix a disaster and cannot keep it from happening again.

As a result of traumatic experiences some children will show a variety of symptoms of distress. The teacher must first know a child's baseline ("usual") behavior and cultural/ethnic responses before he/she can identify "unusual" or problem behavior in a child.

- Unusual complaints of illness, stomach cramps, chest pain
- Difficulty concentrating, cannot focus
- "Feisty" or hyperactive, silly, giddy
- Any emotional display; crying, "regressed" behavior (less than age appropriate)
- Lethargic, apathetic
- Easily startled, jumpy; sense of fear or worry
- Lack of emotional expression
- Cannot tolerate change; cannot move to next task
- Staying isolated from the group
- Child seems so pressured, anxious that he/she somehow dominates, has to distract others, or is otherwise "needy"
- No eye contact (Note: In some cultures, making eye contact with adults is "defiant behavior")
- Resistance to talking and opening up (however, child might just be shy, may have language or cultural barrier)

## **Effects of Trauma on Adults**

### **First Reactions May Include:**

- Numbness, shock, difficulty believing what has occurred or is in the process of occurring
- Slow or confused physical and mental reactions
- Difficulty in decision making; uncertainty about things; it may be difficult to choose a course of action or to make even small judgment calls

**Ongoing Reactions May Include:**

- Loss of appetite, difficulty sleeping, loss of interest or pleasure in everyday activities
- Desire to get away from everyone - even family/friends
- Emotional liability; becoming irritable or upset more quickly than usual
- Feelings of fatigue, hopelessness, helplessness
- Digestive problems; headaches or backaches
- Difficulty accepting that the emergency has had an impact or difficulty accepting support from friends and the community

**Tips for distressed adults:**

- Take time to relax and do things that are pleasant; positive change such as getting away for a few hours with close friends can be helpful
- Get regular exercise or participate in a sport; activity soothes anxiety and helps with relaxation
- Keep days as simple as possible; avoid taking on any additional responsibilities or new projects
- Tap sources of assistance with the workload - ask students, instructional assistants, or volunteers to help grade papers, take care of copying, or help with other time-consuming tasks.

## Recovery Action Checklist

- Assemble a Crisis Intervention Team as needed.
- Strive to return to learning as quickly as possible.
- Restore the physical school site, as well as the school community.
- Restore communications systems.
- Institute data recovery procedures.
- Make arrangements for alternative housing for classes and offices, if necessary.
- Monitor how staff members are assessing students for emotional impact of the crisis.
- Identify what follow up interventions are available to students, staff and first responders.
- Conduct debriefings with staff and first responders.
- Assess curricular activities that address the crisis.
- Allocate appropriate time for recovery.
- Plan how anniversaries of events will be commemorated.
- Capture “lessons learned” and incorporate them into revisions and trainings.
- Complete all paperwork and reports for financial aid for disaster relief if available.
- Work with local or state emergency services professionals to maximize your cost-recovery efforts.

## ATTACHMENT A

### Hazard Assessment Procedures

Each school year, prior to the arrival of the teaching staff, the principal and/or designee should undertake a physical survey of all hazards likely to be encountered in the evacuation routes from classrooms and other activity rooms to safe, open-space areas. **During the first month of the school year, each teacher should conduct a classroom hazard assessment to be submitted to the principal.** The purpose of these hazards assessments is to identify and report for correction any existing conditions that pose potential risk to the occupants of school buildings and to the facilities.

The composition of the Hazard Assessment Team should be employees with knowledge of the physical layout of the site and each room; keys and access to every room at the school site, including storage and utility rooms; and knowledge of all utility systems and shut off valves. An ideal team might include:

- Custodian/Maintenance Supervisor
- School Principal
- Local Fire Official or Civil/Structural Engineer

**Action Checklist:** Prior to conducting a hazard assessment/school safety audit, the team members should review the School Emergency Management Plan, blueprints of the campus, school accident and incident data and prior assessment reports. A proactive process will help maintain a safe and secure learning environment.

- Determine what crisis plans exist in the district, school, and community.
- Identify all stakeholders involved in crisis planning.
- Gather information about the school facility, such as maps and the location of utility shutoffs.
- Connect with community emergency responders to identify local hazards.
- Review the prior safety audit to examine school buildings and grounds.
- Conduct an assessment to determine how these problems—as well as others—may impact school vulnerability to specific crises.
- Develop procedures for communicating with staff, students, families, and the media.
- Establish procedures to account for students during a crisis.
- Identify the necessary equipment that needs to be assembled to assist staff in an emergency.

**Building and Classroom Hazard Hunt:** The purpose of the hazard hunt is to identify any special circumstances which exist in the school or near the campus which present unique problems or potential risk to people or property. A walk-through inspection of each area of each building should be conducted using the Hazard Checklist (see following page).

The interior and exterior portions of all school buildings and school grounds should be assessed for potential hazards that may impact the site, the staff and the students, including the following:

- Classrooms
- Corridors
- Laboratory/Shop
- Offices
- Custodial Room
- Storage Room
- Yard (and Playground)
- Multipurpose Room
- Bathrooms
- Boiler Room
- Kitchen/Cafeteria
- Teacher's Lounge
- Computer Lab
- Parking Lot
- Outside structures and Fencing
- Gymnasium

The hazards may include:

- Proximity to toxic, flammable, corrosive, chemically reactive or other hazardous materials
- Proximity of high voltage power lines
- Proximity to earthquake fault lines
- Likelihood and possible effects of flooding, including proximity to creeks that may surge over their banks
- Likelihood of a wild land fire
- Likelihood of severe weather
- Hanging fixtures on ceilings, such as fluorescent lights.
- Locations of windows, particularly those near doorways.
- Stability of bookcases and shelving in classrooms as well as the objects on the shelves, cabinets and hanging on walls.
- Stability of water heaters.
- Security of AV equipment, computers, TV monitors, piano, aquariums, etc. from motion during an earthquake.
- Impediments to evacuation and transportation
- Inadequate storage of chemicals and labeling on containers.



### Hazard Assessment Checklist

NOTE: If using this checklist following a disaster such as an earthquake or flood, do not enter building unless the structural evaluation has been completed and the building is designated as safe to enter.

School/Site Name: \_\_\_\_\_ Location/Room: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_ Time: (24:00 Hours): \_\_\_:\_\_\_

Damage Category	No Damage	Slight Damage	Severe Damage	Hazardous Condition	Description of damage, location, severity, etc.
Electrical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Natural Gas Lines and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Water Heater/Boiler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Sewer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<b><u>Hazardous Materials</u></b> Custodial chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Type/Quantity spilled or leaking:</u> _____ _____
Lab chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Type/Quantity spilled or leaking:</u> _____ _____
Asbestos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ —
Lead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ —
<b><u>Physical Hazards</u></b> Sink Holes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ —
Construction Areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

					—
Damaged Bld. Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	— —
Broken Glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	— —

Building or room safe for reoccupancy  Building or room closed due to hazardous condition

The following corrective measures need to be completed prior to reoccupancy:

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## **ATTACHMENT B**

### **Facility Site Map (Insert Site Map Here)**

**AT MINIMUM INCLUDE THE FOLLOWING INFORMATION ON THE MAP:**

**(Primary and Alternate evacuation route maps shall be placed in each room)**

#### **NOTE:**

Develop a diagram of the entire school site and surrounding area and identify the locations and staging areas. Blue prints of the site should be available in addition to the map or diagram. Blue prints may be necessary in certain fire or law enforcement situations.

#### **Include:**

Primary evacuation routes

Alternate evacuation routes

Handicap evacuation areas

Utility access/shut-off for

Gas

Water

Electricity

HVAC System

Telephone system

Site assignments and Staging Areas

HazMat storage areas

Heat plants/boilers

Room numbers

Door locations

## ATTACHMENT C

### Employee Emergency Skills Survey

Employee Name \_\_\_\_\_

Position \_\_\_\_\_

Work Location  
\_\_\_\_\_

During any emergency it is important to be able to draw from all available resources. The special skills, training, experience and capabilities of staff members will play a vital role in dealing with the effects of any type emergency or major disaster. The purpose of this survey is to pre-identify the skills of our employees to determine the area of emergency response they may best be suited for. Please indicate the areas that apply to you and return this survey to the Principal's Office.

Please check the boxes which indicate the skills or specific expertise or training you may have:

First Aid  CPR  AED  Triage (Received within past \_\_\_\_\_ years?)

Firefighting  Nurse  Doctor/Dentist  Other medical  
\_\_\_\_\_

Physical Fitness  Emergency/Management  Search & Rescue

Bi/Multi-lingual, what language(s)  
\_\_\_\_\_

Construction  Mechanical Ability  Structural Engineering

Electrician  Utilities  HVAC  Plumber

Heavy Equipment Operator - What type?  
\_\_\_\_\_

Truck/Bus Driver

Food Preparation  Cooking for Large Numbers of People

Shelter Management  Child Care  Counseling  Crisis Intervention

Survival Training and Techniques  Ham Radio  CB Radio Licensed  Yes  No

Camping Experience  Journalism  Shorthand  Clerical  Computer

Military  Reservist  Law Enforcement  Security  Community Emergency Response Team (CERT) training

Other special skills, training or experience that would be useful during an emergency:  
\_\_\_\_\_  
\_\_\_\_\_

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Do you keep any emergency equipment in your office or vehicle that would be beneficial in an emergency?

Yes  No

If yes, please list that which could be used in an emergency at the school:

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What would make you feel more prepared during a disaster while you were at the school?

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Additional Comments:

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**ATTACHMENT D**

**Staff Trained in CPR and First Aid**

<b>Name</b>	<b>Contact Info.</b>	<b>First Aid Certificate Expiration Date</b>	<b>CPR Certificate Expiration Date</b>

## ATTACHMENT E

### Sample School – Parent Letter

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the school has made preparations to respond effectively to such situations. In fact, public schools in British Columbia are built to meet stringent construction standards and they may be safer than your own home in the event of a disaster.

Should we have a major disaster during school hours, your student(s) will be cared for at the school. Our school has a detailed emergency plan which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

1. Do not telephone the school. Telephone lines may be needed for emergency communication.

2. In the event of a serious emergency, students will be kept at school until they are picked up by an identified, responsible adult who has been identified as such on the school emergency card which is required to be filled out by parents at the beginning of every school year. Please be sure to consider the following criteria when you authorize another person to pick up your child at school:

- He/she is 18 years of age or older.
- He/she is usually home during the day.
- He/she could walk to school if necessary.
- He/she is known to your child.
- He/she is both aware and able to assume this responsibility.

3. Turn your radio to local stations for emergency announcements. If students are to be kept at school, radio stations will be notified.

4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency.

Students will be released only to parents or persons identified on the School Emergency Card. During an extreme emergency, students will be released at designated reunion gates/entrances located on school campuses. Parents should become familiar with the Student/Parental Reunification Plan and be patient and understanding with the student release process.

The decision to keep students at school will be based upon whether or not streets in the area are open. If this occurs, radio stations will be notified. In the event that a natural disaster or crises at school takes place during the time that students are being transported, students will be kept on the bus and the driver will ask for assistance through radio contact with the school. Any child who is home waiting for the bus will not be picked up (if roads are impassable) and remains the responsibility of the parent or guardian. In the event a natural disaster occurs in the afternoon, the driver will make every attempt to continue delivering the students to their homes. Should road conditions prevent the driver from delivering students to home or to school in the morning, the students will be delivered to the nearest school site and that school will communicate with the home school to inform them of the students' whereabouts.

Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,

Principal



## **ATTACHMENT F**

### **Sample Classroom Disaster Kit (Recommendations only)**

This is an emergency survival and safety backpack, containing emergency supplies designed for a classroom, fieldtrip, or bus.

#### **Kit Contents:**

- (4) Food Bars - 5 Year Shelf-life.
- (12) Water Boxes w/ Straws - 5 Year Shelf-life.
- (5) Thermal Blankets – to retain body heat. Lightweight and compact.
- (5) Ponchos with hoods - One size fits all.
- (1) Solar / Hand-Crank Powered Light, Radio, & Cell Phone Charger.
- (50) Water Purification Tablets - One tablet purifies one liter of water.
- (1) Emergency flashlight - shake to charge; never needs batteries.
- (3) Light sticks - 12 hours of bright green light. 4 year shelf life formula.
- (1) Light sticks - 30 minute high intensity light sticks - 4 year shelf life formula.
- (5) Emergency Candles - Each candle lasts 5 hours. Provides light and warmth.
- (1) Box Waterproof Matches - 50 matches; non-toxic formula.
- (1) OSHA First Aid Kit - OSHA approved for up to 20 people.
- (5) Tissue Packs - Multi task sheets.
- (1) Safety Whistle - with lanyard.
- (5) Dust Masks - Prevents dust and germ inhalation. Reduces risk of inhaling toxins.
- (2) Pair Vinyl Gloves (in 1st aid kit) - Protects hands, maintains sanitary conditions.
- (1) Pair Work Gloves - Heavy duty with leather palm, for physical work.
- (1) Pry/Crow Bar 15 inch - search & rescue tool - various applications.
- (1) Survival Guide - Complete guide, comprehensive and easy to read.
- (1) Packaged in Durable Red Nylon Backpack.

## ATTACHMENT G

### Emergency Supply Checklist (Recommendations only)

*The following supply lists are suggested quantities are for 100 people for a period of 72 hours. The lists are broken down into the categories of food and water, assembly or shelter areas and first aid. Ensure the expiration date on all items is current. Select the foods that are best suited for your school, and also take note of any students or staff that may have food allergies.*

Emergency Supplies Inventory		Food/Water
<i>Food Item</i>	<i>Recommended Quantity</i>	
Dried fruits/snacks/ trail mix	20 lbs.	
Canned meats	60 cans	
Canned fruits	60 cans	
Canned vegetables	20 cans	
Crackers	2 cases	
Canned fruit juice	2 cases	
Coffee, tea, drink mixes – instant type	2 cases	
Energy bars – granola, protein, etc.	2 cases	
Freeze-dried meals	2 cases	
Peanut butter/jelly – large	20 jars each	
Ready to eat soups and meals	2 cases	
Staples – sugar, salt, pepper, etc.	10 packages	
Food for persons on special diets; allergies, diabetic, etc.	As needed	
<i>Water</i>	<i>Recommended Quantity</i>	
Drinking water – based on 2 quarts per person per day	150 gallons	

*Note: Commercially packaged water (Aqua Blocks or bottled water) may be substituted to maximize shelf life (5 years) and ease of storage.*

<b>Emergency Supplies</b>	<b>Assembly/Shelter</b>
<i>Item</i>	<i>Recommended Quantity</i>
Blankets	100
Battery operated radio; extra batteries or hand crank	1
Flashlights; extra batteries and bulbs or hand crank	4
Whistles (for communicating with staff and students)	4
Clipboards, paper and pens	6
Aluminum foil, matches, charcoal (for cooking)	3 sets
Medium garbage bags	4 packages of 40 count
Large 3-ply garbage bags	4 packages of 20 count
Plastic buckets – 5 gallon	6
Pads of paper	4
Tape; scotch and duct types	4 rolls each
Plastic cups, plates, utensils	6 packages of 100 count
Plastic storage containers	5 sets
Shut-off wrench (turn off gas and water if needed)	2
Manual can openers, utility knives	5 each
Portable toilet kit; toilet paper	2 kits, 50 rolls
Activities or games for children	10

<b>Personal Protective Equipment</b>	<b>First Aid Unit</b>
CPR pocket masks/disposable	10
Eye protection masks – goggles	10
Biohazard protective gloves – Nitrile or latex, disposable	10
N-95 biohazard disposable face masks – OSHA	10
Splash resistant clothing and shoe coverings	10
Spill clean-up kit – clean-up powder, clean-up scoop and scraper	5 kits

<b>Emergency Supplies</b>	<b>First Aid</b>
<i>Item</i>	<i>Recommended Quantity</i>
First Aid Handbook (current issue)	1
Ace bandages – 1” and 2” widths	4 boxes each
Adhesive tape – 1” width	20 rolls
Alcohol Swabs (for cleaning instruments)	4 boxes – 100 count
Band-Aids – assorted sizes	8 boxes
Blankets – Mylar or disposable type	150
Bleach (1:10 bleach to water ratio for cleaning)	1 gallon
Cold packs (compresses)	1 case
Cotton balls – unsterile	4 large packages
Disposable gloves (latex and non-latex)	4 boxes
Dressings – 2” and 4” disposable sterile	4 boxes each
Dressing pads – 5x9 and 8x10 sterile	4 boxes each
Dressings – eye pad, oval sterile	15 boxes
Facial tissues	10 boxes
Gauze bandage – 1” and 2” width	10 rolls each
Hydrogen Peroxide (50% solution of peroxide/water for disinfectant)	4 bottles
Liquid soap (hand washing)	5 bottles
Paper towels	4 cases
Q-tip swabs	6 packages
Safety pins – assorted sizes	6 packages
Scissors	8 pair
Splints – long and short; cardboard, boards, etc.	Several sets
Towelettes – pre-moistened hand wipes	15 boxes
Treatment log	1
Triage tags	50
Triangular bandage – for sling/safety pins	30

<b>Emergency Supplies</b>	<b>After School Emergency Crisis Response Box</b>
<i>Item</i>	<i>Recommended Quantity</i>
Current Copy of the School's EOP	1
Response Binder (school specific emergency resource documents)	1
Copy of School's MSDS Binder, if applicable	1
Copies of the School Maps for First Responders	25
Complete Set of Current After School Roster	1
Complete List of all Students, Emergency Contact Information	1
List of Students with Special Needs, if applicable	1
Complete List(s) of Students Bus Routes, if applicable	1
Complete List(s) of all Staff, by Name and Assignments	1
Complete List of all Staff's Contact Information	1
Copies of School's ICS forms	Multiple
Office Supplies (Pens, Pencils, Paper, etc....)	Assortment
Incident Command Job Action Sheets.	Multiple
Flash Light w/ Batteries	2
Emergency Light Sticks	2

<b>Emergency Supplies</b>	<b>School Site Mini Mobile Search &amp; Rescue Can</b>
<i>Item</i>	<i>Recommended Quantity</i>
<b>(2) Man Rescue Team</b>	
Safety Helmets	1
Gloves	1
Safety Goggles	1
Dust Masks	1
Flashlights w/batteries	1
Light sticks	1
<b>Entry &amp; Debris Removal</b>	
Sledge Hammer (3lb)	1
Bolt Cutters (18 inch)	1
Folding Shovel	1
Pry Bar	Multiple
<b>Emergency Hand Tools</b>	
Claw Hammer	1
Adjustable Crescent Wrench	1
Hand Axe	1
Hacksaw	1
Multi-Lock Channel Lock Pliers	1
Screw Driver (5 pc. set)	1

Emergency Supplies	School Site Mini Mobile Search & Rescue Can Cont.
<b>Other Emergency Gear</b>	
Medical Start I Kit	1
Burn Unit Kit	1
Disposable Water Bags	1
Duct Tape	1
EZ- Up Tent	1
Nylon Rope (50 ft)	1
Evacuation Stretcher (foldable)	1
Tarp 10x10	1
Megaphone w/Batteries	1

Emergency Supplies	Large Mobile Search & Rescue Can
<b>(4) Man Rescue Team</b>	
Hard Hats	4
Gloves (pairs)	12
Safety Goggles	4
Dust Masks	12
Safety Vests	4
Flashlights + Batteries	4
Whistles	4
Lumber Crayons	4

Emergency Supplies	Large Mobile Search & Rescue Can Cont.
<b>(4) Man Rescue Team Cont.</b>	
120 hour Green Light Sticks	8
Pair Knee Pads	2
<b>Entry &amp; Debris Removal Tools</b>	
Shovel, 27"	1
Fire Axe, 6lb	1
Hacksaw + Extra Blades	1
Bolt Cutter 18"	1
Wrecking Bars 30"	2
Jack, 4 Ton Hydraulic	1
Folding Shovel	1
Pick Mattox	1
Rope, Poly (50'x3/8")	1
55gal Trash Can on Wheels	1
<b>Emergency Hand Tools</b>	
Pipe Wrench 14"	1
Adjustable Wrench 10"	1
Screwdriver Set 8 pc	1
Claw Hammer with Wooden Handle	1
Chisel	1
Jab Saw	1
Camp Axe	1
Heavy Duty Sledge Hammer	1
Utility Knife	1
Nylon Duffle Bag	1



Emergency Supplies	Large Mobile Search & Rescue Can Cont.
<b>Other Emergency Gear</b>	
AM/FM Solar Crank Radio + Batteries	1
Heavy Duty Tarp 15'x19'	1
Rolls Duct Tape	2
120 hour Candle	1
Roll Barrier Tape (300 ft.)	1
Vinyl Bucket	1
Box Weatherproof Matches (50/box)	1
3-way Can Opener	1
Portable Toilet w/ Plastics Bags	1
Trash Bags	10

