



**St. John's Academy**  
*Shawnigan Lake Campus*

# Emergency Manual

For the 2022 - 23 school year

Guided by the Emergency Management Manual of St. John's Academy Shawnigan Lake

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# **SECTION A**

## **SCHOOL POLICY – EMERGENCY RESPONSE PLAN**

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**ST. JOHN'S ACADEMY**  
**Shawnigan Lake**  
**EMERGENCY RESPONSE PLAN**

**Background**

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

- Earthquakes,
- Floods,
- Fires,
- Hazardous material incidents,
- Transportation incidents, or
- Utility failures.

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

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

**Procedures**

1. The School must provide an Emergency Plan for staff and students.
2. The Head of School or designate is responsible for ensuring that emergency plans are developed for the school facility.
3. School
  - 3.1 The Head of School is required to develop site-specific emergency plans, undertake emergency and fire drills and maintain necessary emergency supplies and equipment, all in accordance with the School Emergency Preparedness Management Manual.
  - 3.2 An emergency container is to be located at the school, which is to be fully stocked by the school at all times as recommended in the Emergency Preparedness Manual.
  - 3.3 Kitchen Services will make bulk purchases of container contents at set times during the year.

#### 4. Emergency Situations

- 4.1 School staff having control of the students during school hours will act to safeguard the children under their care, until the School's Emergency Operations Centre (EOC) has been activated and advises that it is safe to release students.
- 4.2 In the event of an emergency during normal school hours, the Head of School/Site Manager or designate of an affected school/site is responsible for implementing the school/site "Emergency Plan."

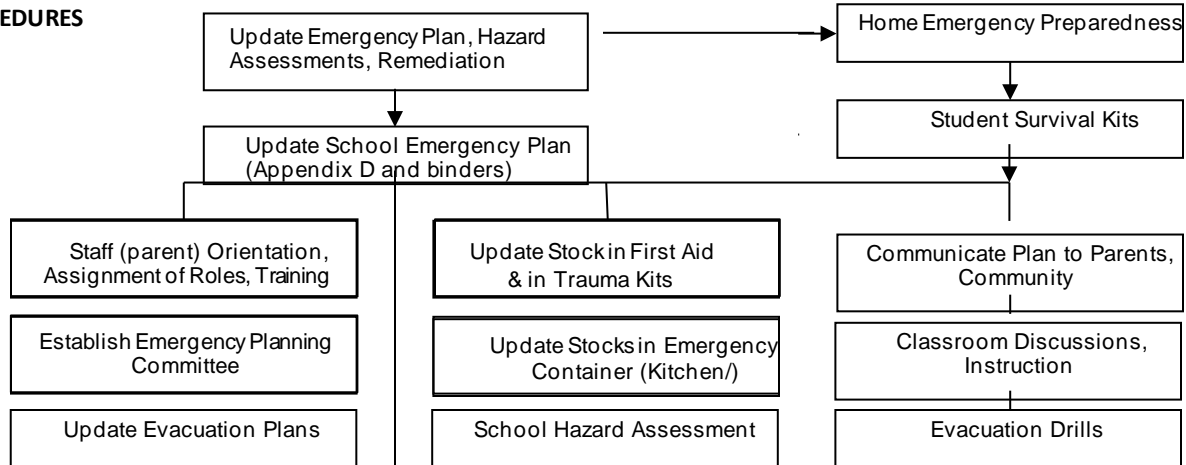
## **SECTION B -**

### **SCHOOL EMERGENCY PREPAREDNESS FLOW CHART**

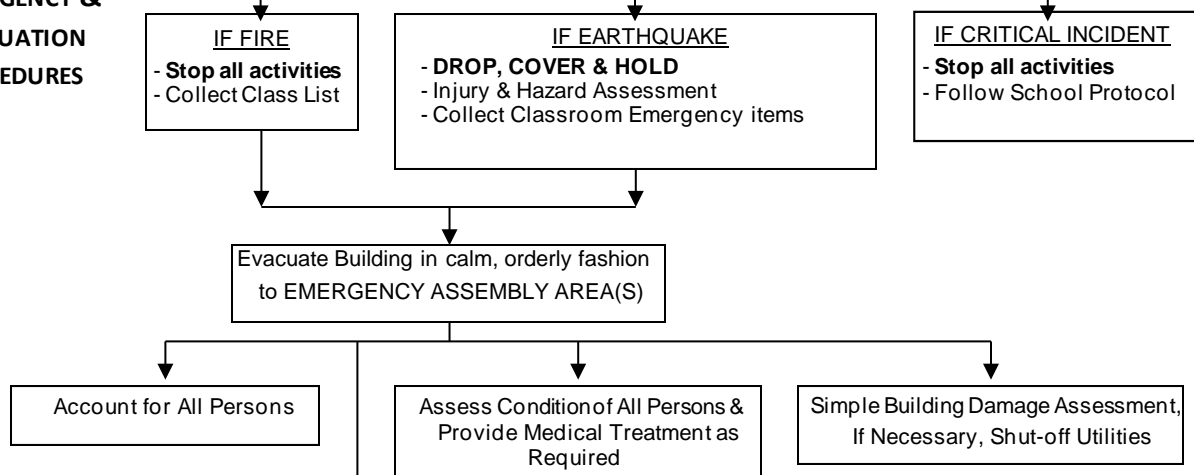
# ST. JOHN'S PREPARATORY ACADEMY SHAWNIGAN LAKE SCHOOL

## EMERGENCY PREPAREDNESS FLOW CHART

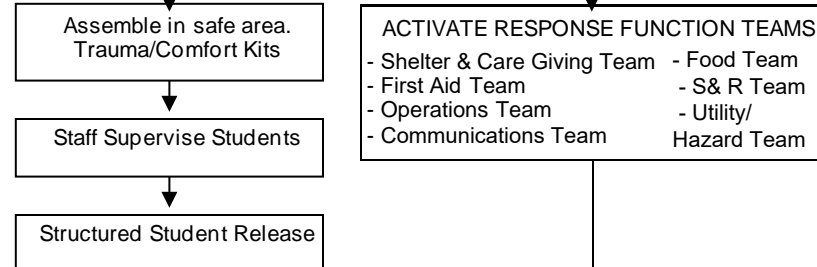
### PRE-EMERGENCY PROCEDURES



### EMERGENCY & EVACUATION PROCEDURES



### POST DISASTER PROCEDURES (FIRST 24 HOURS)



### POST DISASTER PROCEDURES (24 TO 72 HOURS)

Continued Care by Emergency Response Teams, Neighbourhood support



## **SECTION C -**

### **SCHOOL EMERGENCY PLANNING CALENDAR/ CHECKLIST**

# **ST. JOHN'S PREPARATORY ACADEMY SHAWNIGAN LAKE SCHOOL**

## **EMERGENCY PLANNING CALENDAR/CHECKLIST**

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

Admin – School Administration EPC – School EP Committee

TASKS	LEAD
<p><b><u>OCTOBER</u> (UPDATE CLASSROOM LISTS and DORM LISTS)</b></p> <p><input type="checkbox"/> Check supplies and Comfort/Survival Kits.</p> <p><input type="checkbox"/> Conduct Classroom Earthquake Drill # 1 (during ShakeOut BC, third Thursday of October).</p> <p><input type="checkbox"/> Response Function Teams: <ul style="list-style-type: none"> <li>• Conduct Tabletop exercise for one or more teams.</li> <li>• Plan a practice session for emergency student release.</li> </ul> </p> <p><input type="checkbox"/> Conduct Lockdown Drill #1.</p>	<p>EPC</p> <p>Admin</p> <p>Admin</p> <p>Admin</p>
<p><b><u>NOVEMBER</u> (UPDATE CLASSROOM LISTS and DORM LISTS)</b></p> <p><input type="checkbox"/> Conduct a practice session with staff for Emergency Student Release.</p> <p><input type="checkbox"/> Conduct total evacuation Fire Drill #2.</p>	<p>Admin</p> <p>Admin</p>
<p><b><u>DECEMBER</u> (UPDATE CLASSROOM LISTS and DORM LISTS)</b></p> <p><input type="checkbox"/> Conduct total evacuation Fire Drill #3.</p>	<p>Admin</p>
<p><b><u>JANUARY</u> (UPDATE CLASSROOM LISTS and DORM LISTS)</b></p> <p><input type="checkbox"/> Check, acquire and/or update supplies in classrooms such as Emergency binders, First Aid Kits, School Trauma Kits and Equipment/Supplies in Emergency Container.</p> <p><input type="checkbox"/> Conduct Classroom Earthquake Drill # 2 (by end of third week of school).</p>	<p>EPC</p> <p>Admin</p>
<p><b><u>FEBRUARY</u> (UPDATE CLASSROOM LISTS and DORM LISTS)</b></p> <p><input type="checkbox"/> Conduct total evacuation Fire Drill #4.</p>	<p>Admin</p>
<p><b><u>APRIL</u> (UPDATE CLASSROOM LISTS and DORM LISTS)</b></p> <p><input type="checkbox"/> Conduct total evacuation Fire Drill #5.</p> <p><input type="checkbox"/> Conduct Lockdown Drill #2.</p>	<p>Admin</p> <p>Admin</p>
<p><b><u>MAY</u> (UPDATE CLASSROOM LISTS and DORM LISTS)</b></p> <p><input type="checkbox"/> Conduct total evacuation Fire Drill #6.</p> <p><input type="checkbox"/> Conduct Total Evacuation Earthquake Drill # 3 (during Emergency Preparedness Week, first full week of May).</p> <p><input type="checkbox"/> <b>Update CLASSROOM LISTS and DORM LISTS</b> after IB Graduates have left campus</p>	<p>Admin</p> <p>Admin</p> <p>Admin</p>

Admin – School Administration EPC – School's Emergency Planning Committee

## **SECTION D -**

### **SCHOOL EMERGENCY MANAGEMENT PLAN (SEMP)TEMPLATE**

# **School Emergency Management Plan (SEMP)**

ST. JOHN'S ACADEMY - SHAWNIGAN LAKE  
2371 Shawnigan Lake Road,  
Shawnigan Lake BC V0R 2W5  
CANADA

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- **Site Information**
- **Emergency Contacts**
- **Definitions, Site Incident Commander**
- **Emergency Response, Academic Day (8:50 am to end of last class)**
  - In the Event of Fire
  - In the Event of an Earthquake or Explosion
  - In the Event of Lockdown
- **Emergency Response, Non-Academic Day (After last class)**
  - In the Event of Fire
  - In the Event of an Earthquake or Explosion
  - In the Event of Lockdown
- **Response Function Site Map**
- **Facility Plan**
- **Area Maps**
- **Class Lists**
- **Appendices**

# Site Information

## School Site Profile

<b>Name of School/Site:</b>	ST. JOHN'S ACADEMY Shawnigan Lake School		
<b>Address:</b>	2371 Shawnigan Lake, Shawnigan Lake BC		
<b>Phone No.:</b>	250.220.4888	<b>Facsimile No.:</b>	250.929.5996
<b>Business Hours:</b>	8:00 am to 5:00 pm	<b>Grades:</b>	4 to 12
<i>After Hours Emergency Contact Facilities Manager, below</i>			
<b>Students (Academic Day)</b>	184	<b>Floors:</b>	3 floors (see site map)
<b>Students (in Dorms)</b>	36	<b>Classrooms:</b>	17 spaces for classes
<b>Staff TOTALS (in Dorms)</b>	5 employed Dorm Staff/Youth coordinators	<b>Buildings:</b>	Eleven buildings (see site map)

## School and Residences Contact numbers

<b>Position</b>	<b>Name</b>	<b>Cellular No.</b>	<b>Home Phone No.</b>
Head of School	John D'Arcy	250.466.9329	
Student Coordinator (dorms)	Kim Edgson	672.974.1234	
Facilities Manager	Chris Jenkins	250.466.4706	
School Nurse	Heather Colaco	250.466.9332	

<b>Emergency Agencies Contact Numbers</b>	<b>Emergency</b>	<b>Non-Emergency</b>
<b>Fire &amp; Emergency Services</b>	<b>911</b>	Shawnigan Lake Fire: 250.743.2096 Cowichan fire: 250.743.7111
<b>RCMP Police</b>		250.748.5514
<b>BC Ambulance Service</b>		250.746.4233
<b>CVRD Emergency Program Office</b>		250.746.2561

## **Other Emergency Contacts**

<b>External Agencies:</b>	<b>Emergency</b>	<b>Non-Emergency</b>
Provincial Emergency Program: Earthquake, flood, dangerous goods/spills	1.800.663.3456	604.586.4390
Emergency Crisis & Info: 24 hr emotional support, suicide prevention, crisis intervention		250.386.6323
Vancouver Island Health Authority	604.587.4600	604.587.4600
Emergency Management BC	1.800.663.3456	604.586.4390
<b>Utility Contacts:</b>	<b>Number</b>	<b>Alternate Number</b>
BC Hydro	1.888.769.3766	1.800.224.9376
FortisBC Gas	1.800.663.9911	1.888.224.2710
Save-On Septic Services (Duncan, BC)	250.748.5676	
Terasen Gas Emergencies	1.800.663.9911	
<b>OTHER External Agencies:</b>		
<b>Cowichan Search and Rescue:</b> website: <a href="http://cowichansar.org/">http://cowichansar.org/</a> For more specific information, please <a href="mailto:info@cowichansar.org">email:info@cowichansar.org</a>		
BC Nurseline		1.866.215.4700
CHILD ABUSE, DUTY TO REPORT		1.800.663.9122
Cowichan Valley Youth Services Society		250.748.0232
Emergency Crisis Line: Mental Health (Suicide)		250.748.1133
Health Protection & Environmental Services, Duncan		250.737.2010
Poison Control		1.800.567.8911
Red Cross, medical equipment loan program, Duncan		250.748.2111
St. John First Aid Training, Duncan		250.746.4058
Wildlife Officer Call Centre (open 24 hours, 7 days a week)		1.800.663.9453
Youth Crisis Line (Victoria, 4pm to 10pm 7 days a week)		250.386.8255



## **Definitions**

**Academic Day:** from the start time of the first class at 8:50 until students are released for the day.

**Non-Academic Day:** When students are not in classes including weekends, evenings, early mornings, school non-instructional days.

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

**Emergency Response:** There are separate emergency response protocols in place for emergencies that occur during the *academic school day* and emergencies that occur *outside of the academic school day, non-academic day*.

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

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

## **Designation of the Site Incident Commander**

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

### **Team at Emergency Response Assembly Area:**

**Site Incident Commander:** Head of School (or designate)

**Assembly area assistants:** All Faculty

**Operation Centre Coordinator(s), when needed:** Administrative Staff

**Facilities Manager:** Chris Jenkins

**Communications Officer(s):** Administrative Staff

# Emergency Response (Academic Day)

*These procedures are for when responding to an emergency during the school day.  
(Mon-Fri 8:50 am until end of academic day 3:40 pm.)*

## Pre-Emergency Preparation:

Prior to the start of the school year, all staff need to:

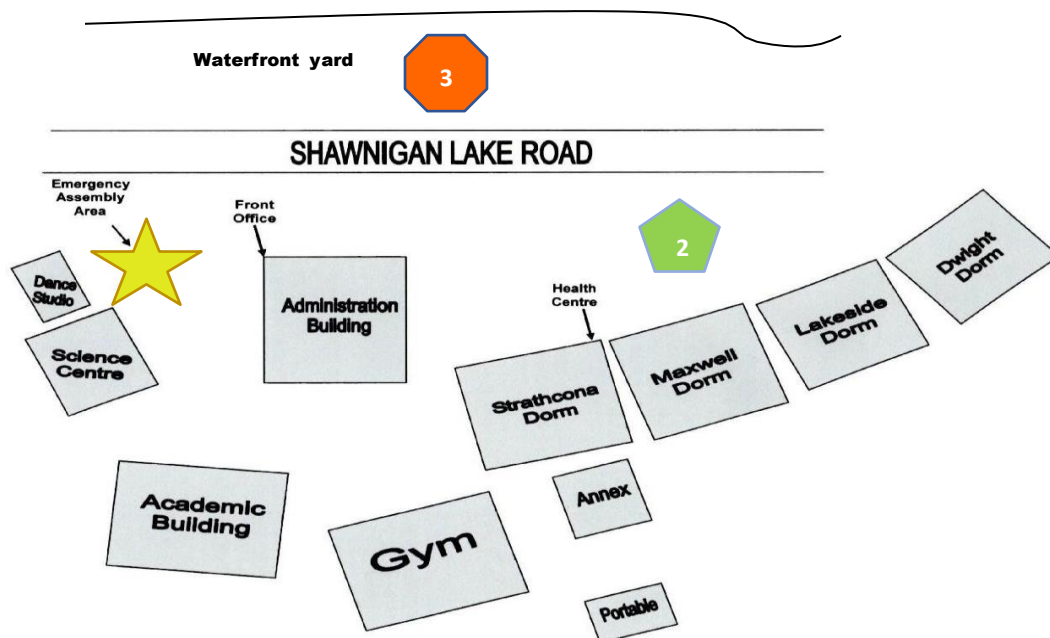
- Review the Emergency Planning Calendar/Checklist
- Read the School Emergency Management Plan
- Know the locations of fire alarm pull stations, fire extinguishers and fire exits on campus.

## Emergency Assembly Areas (Academic Day):

There are 3 **Emergency Assembly Areas** where all staff, students and visitors will assemble. All are to assemble at the first area unless it is unsafe to do so. Students line-up by the classroom that they were most recently or currently to take attendance.

The Assembly Areas are located at:

1. The lawn between the Dance Studio and the Front Admin Office
2. The yard in front of the dorms
3. The yard in front of the lake, other side of the road.



## **Emergency Response: TEACHERS**

### **Fire/Alarm - Academic Day**

#### **IF YOU DISCOVER A FIRE**

- **ASSIST OTHERS TO ENSURE NO PERSONS ARE IN DANGER IN THE IMMEDIATE AREA.**
- **ACTIVATE A FIRE ALARM PULL STATION**
- **CONTACT FRONT OFFICE DIRECTLY:**
  - **PHONE call the Front Office directly (250.220.4888) OR SEND 2 STUDENTS OR ONE ADULT.**
  - **ENSURE THAT YOU INFORM RUNNER(S) where the fire is located, that 9-1-1 MUST BE CALLED, and to state that there is a FIRE AT ST. JOHN'S PREPARATORY ACADEMY SHAWNIGAN LAKE SCHOOL, 2371 SHAWNIGAN LAKE ROAD. (DO NOT SEND AN EMAIL). Front Office will initiate Fire Protocols**
- **RETURN TO YOUR CLASS OR WORK AREA IF SAFE**
- **TAKE** Emergency items from classroom
- **CLOSE** DOORS AND WINDOWS IF SAFE TO DO SO
- **EVACUATE** THE BUILDING VIA THE NEAREST SAFE EXIT, CLOSING DOORS AS YOU LEAVE.
- **MEET** AT THE EMERGENCY ASSEMBLY AREA.
- **TAKE ATTENDANCE** FOR YOUR CLASS
- **DO NOT RE-ENTER** ANY BUILDINGS UNTIL THE FIRE DEPARTMENT GIVES PERMISSION TO THE SCHOOL EMERGENCY COORDINATOR TO DO SO.

## **Emergency Response: Fire/Alarm during Academic Day**

### **IF YOU HEAR THE FIRE ALARM (in any building)**

#### **Teachers:**

1. **CALM** your students and exit out of the building. LEAVE your things behind and *GET TO SAFETY*.
2. **EVACUATE** the building in a quiet, fast and orderly manner.
3. **PROCEED** to the Emergency Assembly Area #1 if safe to do so. Students are lined up by grade, from left to right from lower grade to upper grade level in the smaller grassy area in front of the Administration building. The order will be from left to right Grade 4, 5, 6, 7, 8, 9, 10, 11, 12.
4. **STAY** with your class:
  1. PICK-UP ATTENDANCE CLIPBOARD from Command Centre.
  2. REPORT the Attendance sheet to the Incident Coordinator.
  3. WAIT for next instructions from Incident Commander (Head of School or Designate). Do not release any students.

#### **All Other Staff**

1. PROCEED to the **Emergency Assembly Area** *unless assigned a specific responsibility*.
2. Admin Staff and/or School Nurse to bring medication such as an EpiPen to the Emergency Assembly Area.
3. REPORT to your supervisor first. If supervisor is not there, then report to the Assistant Emergency Coordinator (staff in the safety vests) to complete staff attendance.
4. REMAIN at the Emergency Assembly Area, available to assist Incident Commander (Head of School) if necessary.
5. WAIT for next instructions from Incident Commander (Head of School or Designate). An **ALL CLEAR** command is given by a senior school administrator.

#### **STAFF WITH SPECIFIC RESPONSIBILITIES, MAINTENANCE, building sweeps will:**

1. Check all rooms including bathrooms, change rooms and halls in the building or the floor they have been assigned. Call out "Is there anyone in here" to confirm the room is empty. **Staff must bring all students or staff they find to the Emergency Assembly area.**
2. Close doors of all rooms that have been checked.
3. Radio to INCIDENT **Coordinator** informing them that your assigned area is clear **and indicating if they have found any students or staff.**
4. Proceed to Emergency Assembly Area and report to Assistant Coordinator (i.e. staff attendance).

**STAFF WITH SPECIFIC RESPONSIBILITIES > Admin Staff and/or School Nurse** will bring medication such as an EpiPen to the Emergency Assembly Area.

## Emergency Response: Support Staff

### Fire/Alarm

#### **If you discover a fire OR after an earthquake**

- **ASSIST** others to ensure no one is in danger in that area
- **ACTIVATE** a FIRE ALARM PULL STATION
- **CONTACT FRONT OFFICE** by calling 250.220.4888 *OR send 2 students OR one adult*
  - **INFORM** office or runner(s)
    - Where the fire is located,
    - That 9-1-1 MUST BE CALLED, AND
    - That this fire is happening at:  
**ST. JOHN'S PREPARATORY ACADEMY SHAWNIGAN LAKE SCHOOL, 2371 SHAWNIGAN LAKE ROAD. (DO NOT SEND AN EMAIL). FRONT OFFICE WILL NOW INITIATE FIRE PROTOCOLS**
- **IF OFFICE IS CLOSED, CALL 9-1-1 and state:**
  - *The location of the fire on campus, and that you are at ST. JOHN'S PREPARATORY ACADEMY Shawnigan Lake School, 2371 SHAWNIGAN LAKE ROAD*
- **TAKE** Emergency Attendance clipboards (Bin by front counter)
- **CLOSE DOORS / WINDOWS** IF SAFE TO DO SO
- **EVACUATE** the building **VIA the NEAREST SAFE EXIT, CLOSING DOORS** as you leave.
- **MEET** AT THE EMERGENCY ASSEMBLY AREA.
- **TAKE ATTENDANCE**
  - **for your department**
  - **for other departments if AFTER SCHOOL HOURS**
- **DO NOT RE-ENTER** any buildings *until the Fire Department gives permission to the school Emergency Coordinator.*

## **Emergency Response: Earthquake during Academic Day**

### **IF YOU ARE INSIDE A SCHOOL BUILDING – ALL STAFF note**

AT THE FIRST INDICATION OF AN EARTHQUAKE, EXPLOSION OR OTHER EVENT THAT CAUSES THE BUILDING TO SHAKE, TAKE IMMEDIATE ACTION.

1. Immediately face away from windows and
  - **DROP** - drop to ground to lower a person's centre of gravity
  - **COVER** - take cover under a sturdy desk, table or counter.
  - **HOLD** - brace yourself and hold onto a table leg and cover back of neck and head area with one arm until the shaking has stopped. Count aloud as it is calming.

2. IF in hallway, stairwell, washroom or other areas where no cover is available,

#### **SQUAT AND COVER:**

- Move to an interior wall, turn away from windows,
- Kneel alongside the wall, bend over into a "crash" position
- Bring head close to knees, cover sides of head with elbows and clasp hands firmly behind neck.

Teachers must immediately take steps to protect themselves and prevent personal injury during an earthquake as they play an extremely important role in comforting and assisting students through the post disaster stages. If the teacher is injured, two students should have designated authority to give instructions.

3. After the SHAKING STOPS, start counting aloud again to sixty (60).
4. Before standing, instruct students to stay quiet, look and listen carefully for injuries and hazards. IF there is noticeable damage such as broken windows, fallen light fixtures, power failure, broken water lines, smell of gas, contents knocked off of shelving, or structural damage, the area should be evacuated
5. Check self for injuries by running your hands over your head, limbs, etc. then check other people around you and ask if they are okay. Apply lifesaving first aid only – do not delay the evacuation of uninjured occupants. The seriously injured must be left for the school's Search and Rescue Team to extract.
6. If the building or area of the building becomes unsafe, evacuation may be called for. Proceed to next steps.
7. Collect Classroom Emergency items such as First Aid Kits, any Comfort/ Survival Kits, teacher vest, and if possible gather coats.
8. Evacuate building in a CALM quiet orderly manner, following instructions by school teachers or monitors to designated assembly point.
9. LEAD students to Emergency Assembly Area. Be prepared to use alternate evacuation exits or routes if planned routes or exits are blocked.
10. If an aftershock occurs during evacuation, assume **SQUAT AND COVER** position as per Step 2 above. After shaking has stopped, resume procedures from Step 3 above on.
11. Go to the designated EMERGENCY ASSEMBLY AREA(S), steer clear of any overhead power lines, and line up classes so that they face away from the building.

## Arriving at Emergency Assembly Area Earthquake

### TEACHERS, **STAY** with your class:

1. TAKE ATTENDANCE Collect your Attendance clipboard from Incident Command Centre.
2. REPORT the Classroom Attendance Response sheet to the Incident Coordinator.
3. WAIT for next instructions from Incident Commander (Head of School or Designate). Do not release any students.
4. Give additional first aid as required
5. If there is a requirement to evacuate the school, the school should not be re-occupied until instructed by the Head of School or designate.

Prior to re-occupying the building, the “Simple Building Damage Assessment Inspection” checklist contained in the School’s Emergency Management Manual may be used as a guide for school staff if no noticeable damage was observed during the evacuation. If unsure as to the condition of the building, contact the Emergency Operations Centre.

### All Other Staff

1. PROCEED to the **Emergency Assembly Area** *unless assigned a specific responsibility*.
  2. REPORT to the Assistant Emergency Coordinator(s) (staff in the safety vests) to ensure that staff attendance is completed.
  3. REMAIN at the Emergency Assembly Area to assist Mission Control if necessary.
  4. WAIT for next instructions from Incident Commander (Head of School or Designate).
- An **ALL CLEAR** command is given by a senior school administrator.

### STAFF WITH SPECIFIC RESPONSIBILITIES > MAINTENANCE

In the case of earthquakes, staff will **NOT** do building sweeps unless they receive instruction to do so from Mission Control.

1. Proceed to Emergency Assembly Area.
2. Report to Assistant Coordinator (i.e. staff attendance).

**STAFF WITH SPECIFIC RESPONSIBILITIES > Admin Staff and/or School Nurse** will bring medication such as an EpiPen to the Emergency Assembly Area.

### OUTSIDE THE SCHOOL BUILDING

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

# In the Event of Lockdown

## **CODE RED**

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



## CODE YELLOW (Hold & Secure)

1. Lockout signal is given via P/A system:

**"This is a Code Yellow - Lockdown announcement..."** (repeated 3 times).

2. Office staff may call 911 and then call the School's Main Administrative Office 250.220.4888
3. Staff/Students return to home classrooms. Have students who are outside immediately return to school building by bell tone or bullhorn signal.
4. Administrators and/or assigned staff - check that all exterior doors and entrances are locked and secure. Non-enrolling teachers/staff report back to the nearest classroom.
5. Teachers/Staff secure classrooms, cover exterior windows, take attendance and record staff/students that are in the room, missing and extra students from the hall and await further instructions.
6. Teachers/Staff wait for updates.
7. Students do quiet seatwork. Do not open doors (no bathroom/drinks). Ignore fire alarms unless first-hand knowledge of fire or e-mailed information to respond. If exiting, go to rally point - not grounds.
8. Monitor main entrance and allow only AUTHORIZED personnel into building through this point.
9. **Code YELLOW may move to Code RED should threat become immediate and active.**
10. **"Code GREEN – All Clear"** (repeated 3 times) will be announced on the P/A system, called only after threat has been resolved.

## SHELTER IN PLACE

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

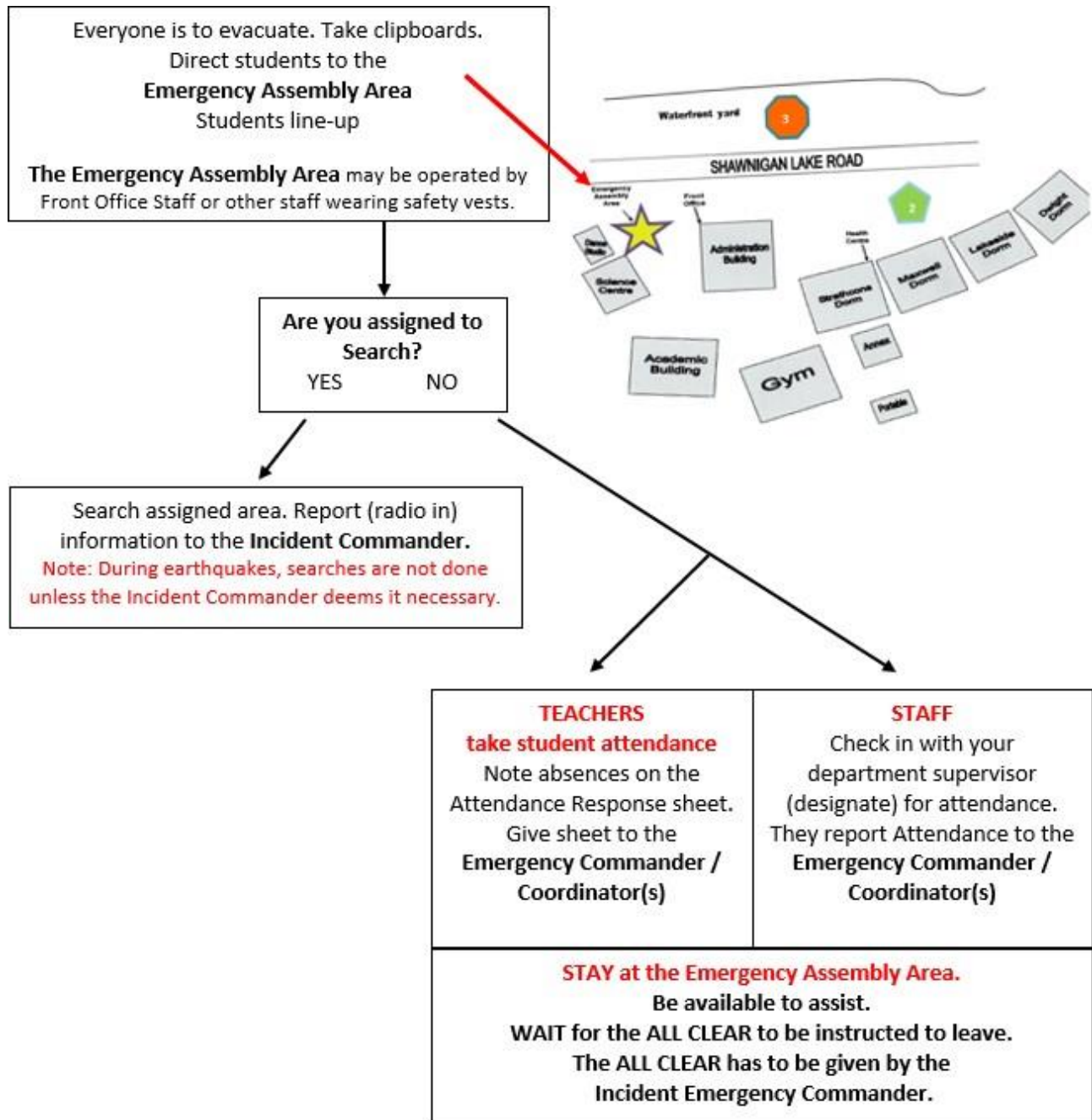
1. Shelter in place signal is given via P/A system - **"This is a Shelter in Place announcement..."** (repeated 3 times).
2. Office staff may call 911 and then call the School's Main Administrative Office 250.220.4888.
3. Staff and students are to immediately go indoors, and to close and lock windows and doors.
4. In the case of hazardous outside air, all ways in which outside materials may enter the building should be eliminated, including sealing openings in and around doors with masking tape and plastic.
5. Contact Maintenance (Chris: 250.466.4706) to request shutting off of ventilation or climate control systems.
6. **"Code GREEN – All Clear"** (repeated 3 times) will be announced on the P/A system only after threat has been resolved.

# Response Function Site Plans

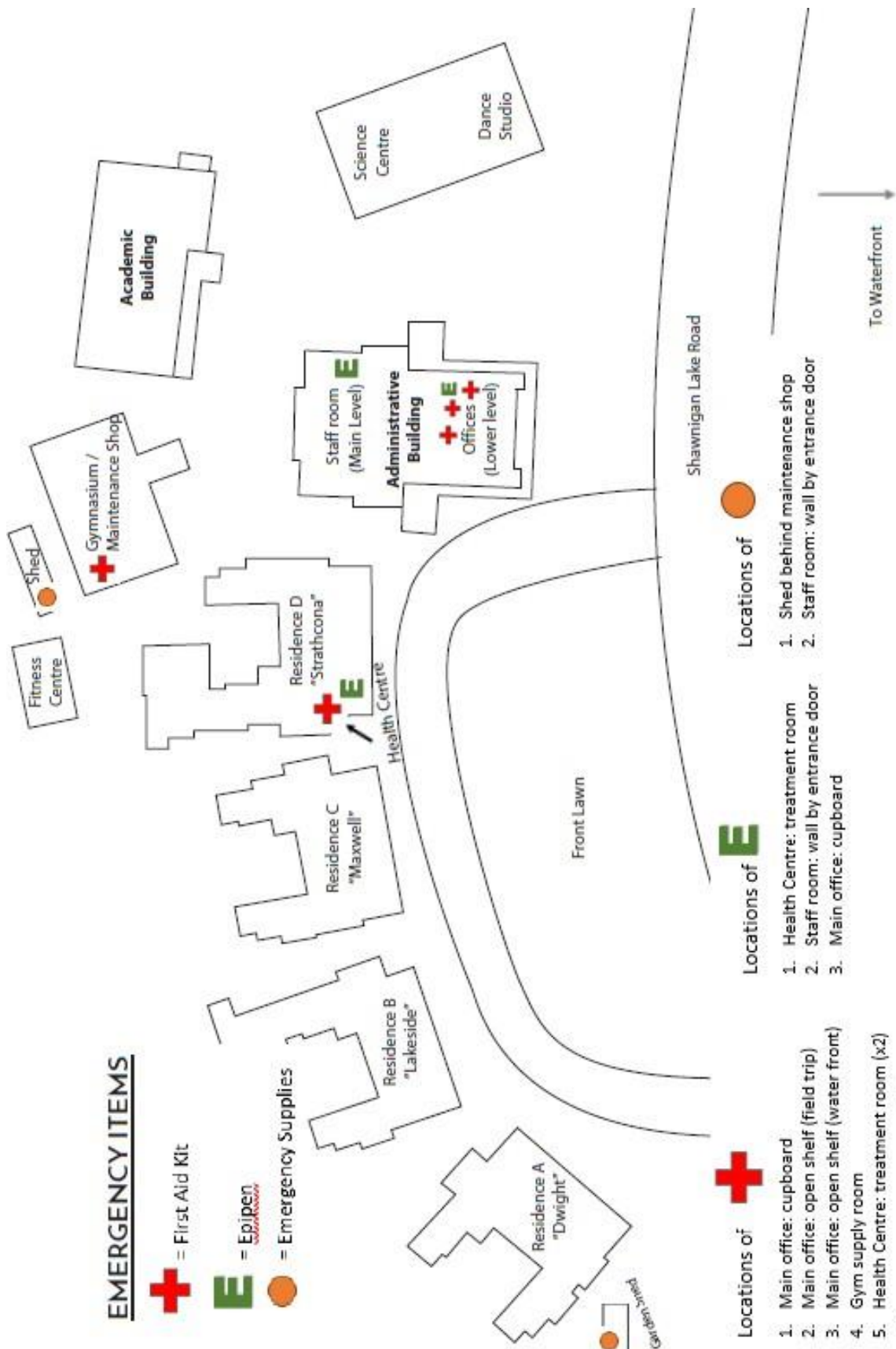
## INCIDENT COMMAND

### Emergency Response: Academic school day hours

#### QUICK RESPONSE GUIDE

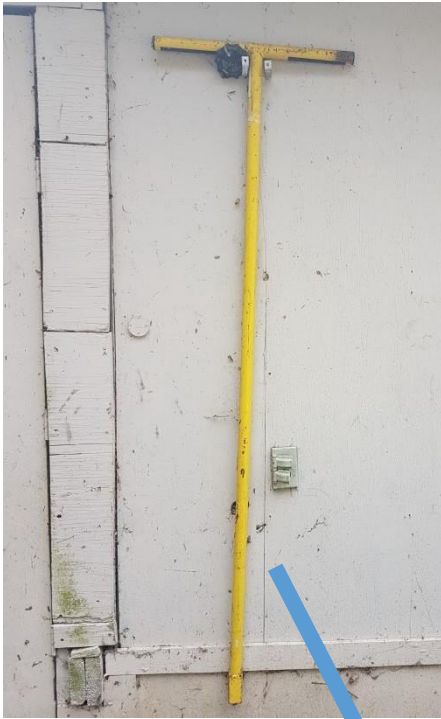


# Facility Plan





## WATER VALVE AND KEY



The image to the left is of the almost 4 ft tall 'key' for the water valve. This item is attached to the exterior back wall of the maintenance shed behind the gym.

The two images below are visuals of the location:

- On the Left: this is the location of the water valve, across the train tracks behind the school buildings
- On the Right: the water valve with the lid off.

BE SURE TO USE THE KEY OPPOSITE TO A NORMAL KEY. Going left will tighten it, **going right will loosen it.**





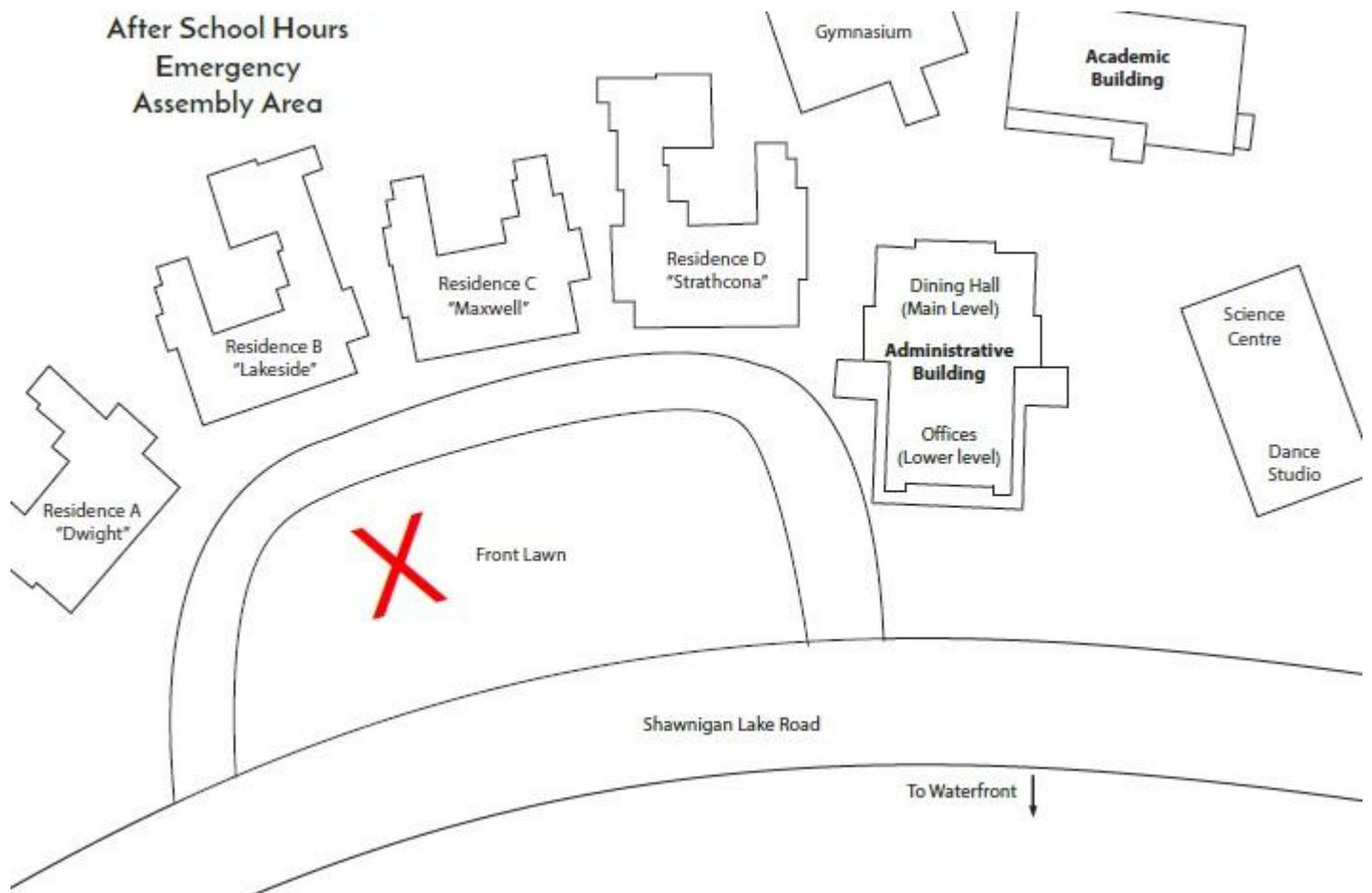
## Gas Valve and Key

The key is approximately 4 foot, and sits on the wall to the boiler room.



The valve is located at the top of the circular driveway, on the left side of it, in front of the dorm on the right, Strathcona, (A dorm)

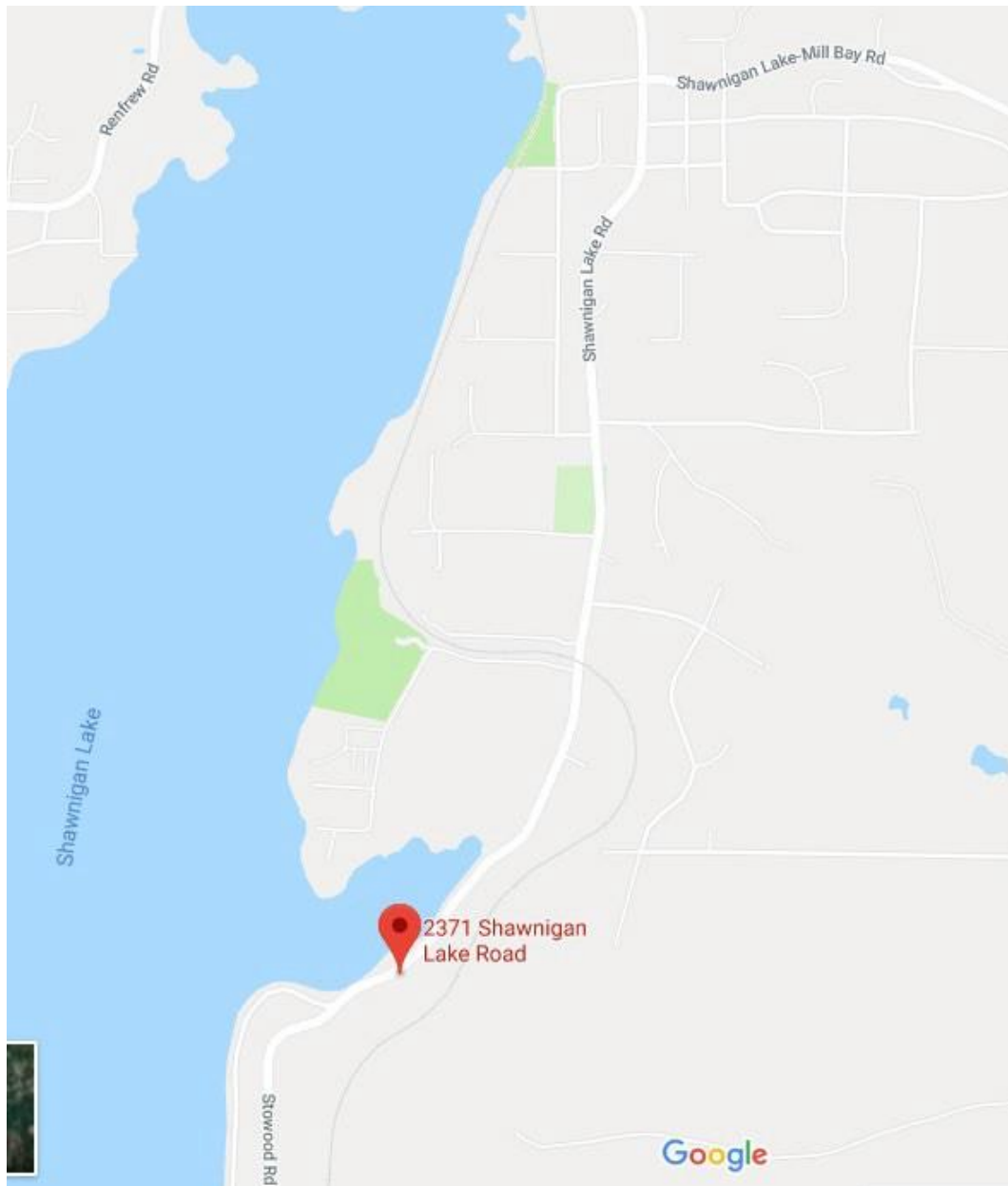




- Potential hazards: Facilities Manager has another map of overhead & underground power lines, gas mains, water mains, currently with the SHAWNIGAN LAKE FIRE DEPARTMENT
- Emergency supplies of water in the school (i.e. Hot water heaters)

## Area Maps







## **Class Lists and Staff lists**

*The following lists are CREATED when school year begins, and during school year in a separate file not included in this document.*

- *Class lists, grade lists and dorm student list*
- *All staff list by department and the EMP list*
- *Emergency Response Checklist: tracks attendance by teacher name and building sweeps*

*These lists are to be updated at the end of each month and (re)placed within the emergency clipboards and binders.*

*The location of Emergency binders and emergency information clipboards are noted below, and the lists required for each location:*

### *Main binders of emergency information locations*

- *Main Admin office, front counter drawer*
- *Head of School, campus house*
- *Septic shed*

### *Emergency Attendance Clipboards*

- *Each grade level with class lists*
- *Staff list with each department staff list: Kitchen, Maintenance and Housekeeping, Main office (all staff lists)*
- *All dorm staff that live on campus are to have an All dorm student list*

# **School Emergency Management Plan**

## **Checklists and Inventory Lists**

*These items are found in SECTION E*

- SCHOOL EARTHQUAKE HAZARD ASSESSMENT CHECKLIST AND CLASSROOM SAFETY AUDIT FORM
- ANNUAL SCHOOL EMERGENCY PREPAREDNESS REPORT
- SIMPLE BUILDING DAMAGE ASSESSMENT CHECKLIST
- EMERGENCY CONTAINER CONTENT INVENTORY
- PERSONS REQUIRING ASSISTANCE INFORMATION SHEET
- EMPLOYEE EMERGENCY PREPAREDNESS SKILL INVENTORY
- DUTY ROSTERS - RESPONSE FUNCTION TEAMS
- SCHOOL CRITICAL INCIDENT RESPONSE TEAM CONTACTS
- EMERGENCY CONTAINER, EQUIPMENT & RESOURCES INVENTORY
- SIMPLE BUILDING DAMAGE ASSESSMENT CHECKLIST
- RESIDENCES ITEM LIST FOR EMERGENCY RESPONSE SAFETY PACKET

## **SECTION E**

### **CHECKLISTS AND INVENTORY LISTS**

- E-1 SCHOOL EARTHQUAKE HAZARD ASSESSMENT CHECKLIST
- E-2 CLASSROOM SAFETY AUDIT FORM
- E-3 ANNUAL SCHOOL EMERGENCY PREPAREDNESS REPORT
- E-4 SIMPLE BUILDING DAMAGE ASSESSMENT CHECKLIST
- E-5 EMERGENCY CONTAINER CONTENT INVENTORY
- E-6 PERSONS REQUIRING ASSISTANCE INFORMATION SHEET
- E-7 EMPLOYEE EMERGENCY PREPAREDNESS SKILL INVENTORY
- E-8 EMPLOYEE EMERGENCY PREPAREDNESS SKILL SURVEY
- E-9 DUTY ROSTERS - RESPONSE FUNCTION TEAMS
- E-10 SCHOOL CRITICAL INCIDENT RESPONSE TEAM CONTACTS
- E-11 TENANTS INFORMATION

## **SCHOOL EARTHQUAKE HAZARD ASSESSMENT CHECKLIST**

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

### **Classrooms**

(use separate *Classroom Safety Audit Form*)

### **Science, Industrial Education, Kitchen Hazards** (in addition to classroom hazards)

- |   |   |
|---|---|
| <input type="checkbox"/> Unsecured Gas Cylinders (when not in use, pressure regulators must be removed and caps in place)   | <input type="checkbox"/> Emergency Systems (fire suppression, safety showers, eye wash stations, spill containment equipment) not in Proper Operating Condition |
| <input type="checkbox"/> Improper Storage of Hazardous Materials (when not in use, chemicals must be capped and stored in a closed & latched approved chemical storage cabinet secured to prevent tipping, or in a designated storage room) | <input type="checkbox"/> Gas Supply Not Turned-Off and Locked (when not in use)   |
|   | <input type="checkbox"/> Unsecured Shop or Kitchen Equipment  |
|   | <input type="checkbox"/> Unsecured Loose Material Storage   |

### **Office Hazards**

- |  |  |
|--|--|
| <input type="checkbox"/> Awkward Desk Placement (restrict movement)                            | <input type="checkbox"/> Heavy Loose Objects (on shelves or hanging more than 1 metre above floor) |
| <input type="checkbox"/> Clutter Under Desk (restricts "Drop & Cover")                         | <input type="checkbox"/> Open Desk, File & Cupboard Drawers  |
| <input type="checkbox"/> Unsecured Bookcases   | <input type="checkbox"/> Unsecured Computers & Monitors  |
| <input type="checkbox"/> Unsecured Wall Shelving   | <input type="checkbox"/> Important Computer Files Not Backed-up                                    |
| <input type="checkbox"/> Improper Placement of File Cabinets (if tip over, blocks exit routes) | <input type="checkbox"/> Miscellaneous Clutter (restricts movement, especially in exit routes)     |

### **Hallway & Common Area Hazards**

- |  |  |
|--|--|
| <input type="checkbox"/> Hanging Framed Pictures | <input type="checkbox"/> Miscellaneous Clutter (restricts movement, especially in exit routes) |
| <input type="checkbox"/> Unsecured Display Cases |  |

# Classroom Safety Audit Form

Room # \_\_\_\_\_ Date: \_\_\_\_\_ Assessed by: \_\_\_\_\_

**NOTE:** all desks should face away from the windows if possible

Hazard Code	How Many	Hazard	Priority*	Anchor <sup>1</sup>	Refit <sup>2</sup>	Relocate <sup>3</sup>	Remove	Be Aware
1		Unsecured bookcases						
2		Unsecured wall shelves						
3		Free-standing cabinets						
4		Hanging plants						
5		Unsecured light fixtures						
6		Unsecured ceiling fixtures						
7		Teacher's desk in front of or under hazard						
8		Students' desks under/near unstable fixtures/hazards						
9		Unsecured A/V equipment						
10		Heavy objects on high shelves						
11		Exits partially blocked						
12		Windows/glass						
13		Chemicals, paints, cleaning supplies etc stored insecurely						
14		Miscellaneous clutter (especially in exit routes)						
15		Cupboards without door locks						
16								

## Comments

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## \* Priorities

**A. Immediate:** Altered ASAP

**B. Short Term:** Altered during term

**C. Long Term:** over a number of years

**D. No Action:** Be advised of hazard

<sup>1</sup> **Anchor:** Secure, fasten

<sup>2</sup> **Refit:** Add or change for safety

<sup>3</sup> **Relocate:** Move to safer spot

(form modified from Ministry of Education's EMP Guide for Schools)

## **ANNUAL SCHOOL EMERGENCY PREPAREDNESS REPORT**

Complete and submit to the Head of School's office by October 15<sup>th</sup> each school year.

A review of the following supplies, documents, functions and facilities have been completed for the current school year:

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

**Comments:**

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**Submitted by:**

\_\_\_\_\_  
(Head of  
School)

\_\_\_\_\_  
(School Emergency Coordinator)

**Date:**

\_\_\_\_\_

## **SIMPLE BUILDING DAMAGE ASSESSMENT CHECKLIST**

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

### **STEP 1: Survey the Building from the Outside**

Examine the structure on all accessible sides for damage.  
Look for cracking of exterior walls, broken glass and other signs of excessive drift.  
Examine exterior non-structural elements, such as cladding, parapets, signs, and ornamentation, for damage before entering the building.  
Look for new fractures in the foundation or exposed lower walls of the building.

### **STEP 2: Examine the Site for Geotechnical Hazards**

Look for fissures, bulged ground, and vertical ground movements in the area.  
In hillside areas, examine the area for landslide displacement or debris encroaching onto the site. Remember that geotechnical hazards can extend over an area of several buildings or more.

### **STEP 3: Inspect the Structural System from Inside the Building**

Before entering building, ***make sure you are wearing a safety hardhat and other protective gear***, and look for falling or collapse hazards. Do not enter obviously unsafe buildings.  
Look in stairwells, corridors, classrooms, mechanical rooms and other exposed areas to view the structural system.  
Examine the vertical-load-carrying system. Look for situations where a column may show signs of failure, where the floor or roof framing has begun to pull away from its vertical supports, or where the slab or beam system has failed or begun to fail.  
Examine the lateral-load-carrying system. Any residual story drift means some structural damage has been sustained.  
Inspect the lower floors and walls for cracks and bulges.

### **STEP 4: Inspect for Non-Structural Hazards**

Inside the building, look for damage to non-structural elements such as ceilings, partitions, light fixtures, roof top tanks and other appendages.

### **STEP 5: Inspect for Other Hazards**

Look for spills or leaks in areas of stored chemicals or other hazardous materials.  
Inspect stairs for structural stability and exits for jammed doors and obstructions.

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

## SIMPLE BUILDING DAMAGE ASSESSMENT - EXAMPLES



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



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



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



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



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



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



## **EMERGENCY CONTAINER CONTENT INVENTORY**

Should be inspected by School and EPC personnel at least annually

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

**Emergency Container Content Checklist (cont'd)**

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

Emergency Container Content Checklist (cont'd)

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

<b>Other Comments:</b>

Inspected by:

\_\_\_\_\_  
Name(s)

\_\_\_\_\_  
Date

**PERSONS REQUIRING**  
**ASSISTANCE INFORMATION SHEET**

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

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

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

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

## SKILL INVENTORY

<b>School:</b>	<b>Year:</b>
----------------	--------------

[illegible]

## **Employee Emergency Preparedness Skill Survey**

*Every staff member is to complete this survey to create the school's Emergency Skill inventory list to respond to a disaster.*

School Year: \_\_\_\_\_

Staff Name: \_\_\_\_\_

Phone #: \_\_\_\_\_

Email: \_\_\_\_\_

### **I HAVE HAD THE FOLLOWING TRAINING:**

☐

Red Cross First Aid/ CPR/ AED

☐

Advanced First Aid

☐

Search and Rescue

☐

Military: \_\_\_\_\_

☐

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

☐☐

Law Enforcement

☐

Fire Fighter/ Paramedic

☐

Crisis Counseling

☐

ICS/BCERMS Amateur Radio (HAM)

### **I HAVE HAD THE FOLLOWING SKILLS EXPERIENCE:**

☐

Search and Rescue

☐

Hazardous Materials Recognition

☐

First Aid/Medical Bilingual: \_

☐

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

☐

Persons with Special Needs

☐

### **I FEEL THAT MY SKILLS WOULD BE BEST USED IN THE FOLLOWING AREA(S):**

☐

First Aid Team

☐

Security Team

☐

Student Assembly Area

☐☐

Reunification Communications (explain): \_\_\_\_\_

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

☐

Search and Rescue Team

☐

Psychological First Aid Team

☐

Student/Parent

## **DUTY ROSTERS - RESPONSE FUNCTION TEAMS**

*Refer to SECTION K of the School Emergency Management Manual for descriptions, roles and responsibilities of teams and team members*

<b>School:</b>	<b>Year:</b>
----------------	--------------

### **COMMAND CENTRE**

Name	Duty	Room No.

### **SITE SECURITY TEAM**

Name	Duty	Room No.

### **FIRST AID TEAM**

Name	Duty	Room No.

### **SHELTER AND CARE GIVING TEAM**

Name	Duty	Room No.

**DAMAGE ASSESSMENT TEAM**

Name	Duty	Room No.

**SEARCH AND RESCUE TEAM**

<b>UNIT #1</b>	Name	Room No.
<b>UNIT #2</b>	Name	Room No.
<b>UNIT #3</b>	Name	Room No.
<b>UNIT #4</b>	Name	Room No.
<b>UNIT #5</b>	Name	Room No.



**COMMUNICATIONS TEAM**

Name	Duty	Room No.

**FOOD MANAGEMENT TEAM**

Name	Duty	Room No.

**UTILITY/HAZARD/SANITATION CONTROL TEAM**

Name	Duty	Room No.

## **SCHOOL CRITICAL INCIDENT RESPONSE TEAM LEAD CONTACTS**

*Refer to SECTION O of the School Emergency Management Manual for descriptions, roles and responsibilities of teams and team members*

<b>School:</b>	<b>Year:</b>
----------------	--------------

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

### **SCHOOL RESPONSE SUPPORT TEAM**

Name	Position	Phone No.
John D'Arcy	Head of School	250.466.9329
Chris Jenkins	Facilities Manager	250.466.4706
Heather Colaco	School Nurse	250.466.9332
Serena Myrholm	Student Services Coordinator	250.466.9327
Emergency Crisis Line: Mental Health		250.748.1133
Emergency Crisis & Info: 24 hr emotional support, suicide prevention, crisis intervention		250.386.6323
<b>Suicide Helpline</b>		1.800.784.2433
Victoria General Hospital Emergency, for youth under 17 years of age with mental health issues. 1 Hospital Way, Victoria, BC V8Z 6R5 <b>Open 24 hours</b>		250.727.4212

## **TENANTS' INFORMATION**

<b>School:</b>	<b>Year:</b>
----------------	--------------

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

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

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

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

## **SECTION F**

### **BUILDING SIGNS**

F-1 IN CASE OF FIRE

F-2 IN CASE OF EARTHQUAKE

F-3 HOW TO USE A FIRE EXTINGUISHER

# **IN CASE OF FIRE**

## **IF YOU DISCOVER A FIRE**

- ASSIST others to ensure no person is in danger in the immediate area.
- CLOSE doors and windows to isolate the fire.
- ACTIVATE a fire alarm pull station. Fire Department WILL NOT BE automatically notified.
- CONTACT the Front office stating place of fire by phone or send 2 students or 1 adult.
- EXTINGUISH the fire ONLY if it is SMALL and you are NOT alone.
- EVACUATE the building via the nearest safe exit, CLOSING doors as you leave. MEET at the EMERGENCY ASSEMBLY AREA outside.
- WAIT for Fire Department to arrive, provide information regarding location and nature of fire.
- DO NOT RE-ENTER the building until the Fire Department gives permission to do so.

## **IF A FIRE ALARM IS SOUNDED**

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

The teacher will take the classroom Emergency kit and keep possession of it until the end of the alarm.

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

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

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

Once assembled at the EMERGENCY ASSEMBLY AREA, the teacher shall check the names and the number of students. Each teacher must report that the students from their classroom are all accounted for. A list of the names of missing students should be given to the Assistant Emergency Coordinator.

Teachers and other adults not enrolling classes should report directly to the Coordinator.

Students will remain at their location until dismissed by the Head of School or person-in-charge. Incident Commander will indicate it is safe to return to the school.

No person shall enter the school until they have been informed it is safe to do so.

**Shawnigan Lake Fire Department Phone Number 250.743.2096 or  
Emergency 9-1-1**

## IN CASE OF EARTHQUAKE

# DROP

DROP down to the floor.



# COVER

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



# HOLD

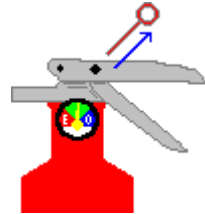
If you take cover under a sturdy piece of furniture, HOLD on to it and be prepared to move with it. HOLD the position until the ground stops shaking, and it is safe to move.



## HOW TO USE A FIRE EXTINGUISHER

**P**

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



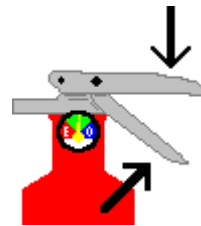
**A**

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



**S**

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



**S**

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



### **REMEMBER:**

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

**LEAVE THE AREA IMMEDIATELY!**

## **SECTION G**

### **EMERGENCY DRILL PROCEDURES**

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



## **FIRE EVACUATION DRILL PROCEDURES**

1. Fire Drills are to be conducted six (6) times during the course of the school year, 3 times prior to Winter Break and 3 times after.
2. Prior to fire drill, the Head of School (or designate) should:
  - Notify the Office staff of the time and date of drill; and
  - Coordinate with the Facility Manager which alarm will be pulled
3. Facility Manager will trip the designated Fire Alarm Pull.
4. The Front Office will announce over the PA, 'This is a Firedrill (3x). Proceed to leave the building.'
5. Commence evacuation following the **Fire Alarm Procedures**.
6. Check attendance against class list and provide a list of absentees to the Head of School (or designate) reporting the room number and number of students absent (or, if so, "all present")
7. Once all students and staff are accounted for, Head of School (or designate) will give the 'all clear' to return to class.
8. Be sure to return to the pull station and turn off the alarm by pushing down on toggle switch.
9. Be sure to "reset" that alarm in the fire alarm panel.
10. Update the Fire/Emergency Drill log sheet kept by both the Safety Team and Emergency Drill coordinator, and for Admin team which is to be kept in a convenient location for viewing by Fire Inspector/Ministry of Education.

### **If fire alarm rings and it is not a drill, the Head of School (or designate) will:**

- Ensure evacuation proceeds, following the **Fire Alarm Procedures**.
- Go to the fire alarm panel and ascertain from where the alarm was initiated.
- Send a designated staff member (Facility Manager/Maintenance department) to the indicated location to determine if there is a fire or if it is a false alarm, and report back to the office.
- Notify results to the Head of School.
- Wait for the Fire Department to arrive if it is a fire, or reset the system following Steps 7 to 8 above if it was a false alarm.

## **CLASSROOM EARTHQUAKE DRILL PROCEDURES**

1. Classroom Earthquake Drills are to be conducted twice a year, once in October and once in January.
2. Announce the earthquake drill through the public address system **“This is an earthquake drill... DROP, COVER AND HOLD”**.
3. Students and teacher shall immediately face away from windows and
  - **DROP** - drop to ground to lower a person’s centre of gravity
  - **COVER** - take cover under a sturdy desk, table or counter.
  - **HOLD** - brace yourself and hold onto a table leg and cover back of neck and head area with one arm until the shaking has stopped. During the drill, count aloud to sixty (60) to resemble the duration of the shaking.
4. In hallways, stairwells, or other areas where no cover is available, **SQUAT AND COVER** - move to an interior wall, turn away from windows, kneel alongside the wall, bend over into a “crash” position and bring head close to knees, cover sides of head with elbows and clasp hands firmly behind neck.
5. Conduct evaluations of drill through debriefing of staff (include students as appropriate).
6. Update the Earthquake/Fire/Lockdown Drill log sheet kept by both the Safety Team and Emergency Drill coordinator, and for Admin team which is to be kept in a convenient location for viewing by Fire Inspector/Ministry of Education

## **EVACUATION EARTHQUAKE DRILL PROCEDURES**

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

14. Check attendance against class list, send a runner to the Head of School (or designate) to indicate those present, missing or injured, and to report any hazards noted.
15. Give additional first aid as required (do not use classroom emergency supplies during a drill - teachers should use this opportunity to discuss contents of emergency supply kits with students).
16. The school should not be re-occupied until instructed by the Head of School (or designate). Conduct a mock condition survey of the building using the “Simple Building Damage Assessment Inspection” checklist in [SECTION E-3](#).
17. Wait for the Head of School (or designate) to give the ‘all clear’ (3x), signalling the conclusion of the earthquake drill and the re-entering of the building.
18. Conduct evaluations of drill through debriefing of staff (include students and/or parents as appropriate).
19. Update the Earthquake/Fire/Lockdown Drill log sheet kept by both the Safety Team and Emergency Drill coordinator, and for Admin team which is to be kept in a convenient location for viewing by Fire Inspector/Ministry of Education.

## **CODE RED LOCKDOWN DRILL PROCEDURES**

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

## **CODE YELLOW LOCKDOWN DRILL PROCEDURES**

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

**SCHOOL YEAR:** \_\_\_\_\_

SECTION G-5

## **SECTION H**

### **SUGGESTED EMERGENCY SUPPLY LISTS**

H-1 CLASSROOM GRAB AND GO KIT

H-2 SCHOOL FLOOR/POD FIRST AID KIT

H-3 SCHOOL TRAUMA KIT

H-4 EMERGENCY CONTAINER CONTENTS

H-5 SUGGESTIONS FOR STUDENT COMFORT/SURVIVAL KITS

H-6 SUGGESTIONS FOR VEHICLE OR OFFICE PACKS (STAFF  
COMFORT KITS)



## **CLASSROOM GRAB AND GO KIT**

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

*\* CHECK ONLINE at ST. JOHN'S PREPARATORY ACADEMY Ambulance or search title online*

## **SCHOOL FLOOR/POD FIRST AID KIT**

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

## **SCHOOL TRAUMA KIT**

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

## **EMERGENCY CONTAINER CONTENTS**

### **MINIMUM BASIC EQUIPMENT LIST**

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

### **BASIC SANITARY SUPPLIES**

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

## **SUGGESTIONS FOR STUDENT COMFORT/SURVIVAL KITS**

### **ELEMENTARY STUDENTS**

#### **Food**

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

#### **Shelter**

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

#### **Basic Physical Comforts**

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

#### **Amusement and Emotional Comforts**

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

#### **Medications**

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

#### **NOTE:**

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

## **SUGGESTIONS FOR VEHICLE OR OFFICE PACKS (STAFF CONFORT KITS)**

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

## **SECTION I**

### **EMERGENCY RECORD SHEETS**

I-1 STAFF ATTENDANCE

I-2 CLASS ATTENDANCE

I-3 INJURY LOG

I-4 STUDENT RELEASE LOG

## STAFF ATTENDANCE RESPONSE SHEET

*To be completed for **STAFF in your department** and forwarded to the Emergency Command Centre*

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

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

[illegible]



**CLASSROOM ATTENDANCE RESPONSE SHEET**

*To be completed by Class Teacher and given to the Emergency Command Centre.*

Room:		Recorded By:	
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<b><u>ATTENDANCE</u></b>				
# Present in your class:		Time Recorded:		AM/PM
# Absent in your class:				

<b><u>ABSENT PERSON SEARCH REQUEST</u></b>		
Name	Last Known Place of Absent Person	<u>FOR ADMINISTRATION PURPOSE ONLY</u>

## INJURY LOG

*Completed by First Aid Person(s) H = Transported to Hospital*

<b>Recorded By:</b>		<b>Date:</b>	
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[illegible]

## STUDENT RELEASE LOG

*To be completed by Class Teacher*

<b>Class:</b>		<b>Recorded By:</b>	
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[illegible]

## **SECTION J**

### **STUDENT EMERGENCY RELEASE TEMPLATES**

J-1 SAMPLE EMERGENCY RELEASE FORM TO PARENTS

J-2 SAMPLE STUDENT EMERGENCY LETTER TO PARENTS

J-3 26 WEEKS TO FAMILY EMERGENCY PREPAREDNESS

# ST. JOHN'S ACADEMY SHAWNIGAN LAKE STUDENT EMERGENCY RELEASE FORM

COMPLETE AND RETURN THIS FORM BY   (DD/MMM)    
School year 2022-23

*Please print and complete both sides of this form, to be completed by parent/legal guardian.*

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

I, \_\_\_\_\_, Parent / Legal Guardian of:

Complete Legal Names of Children:

\_\_\_\_\_  
\_\_\_\_\_

request that my child(ren) remain at school, and authorize their release into the custody of the following  
**\*\*Emergency Release Designate\*\*** (temporary guardians *must be 19 years of age or older*)

Provide three names:

	Name	Address	Telephone
1			
2			
3			

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

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

-----  
Please indicate ONE of the following responses:

- ☐ **DO NOT RELEASE CHILD on their own. You request that your child only be released into the custody of a designated emergency release person.**

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

**OR**

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

By indicating your response on this form, you are authorizing the release of your son/daughter on their own accord provided there is no local authority (e.g. fire/police) instructing otherwise. You are confirming that you realize that accidents can occur with or without any fault on either the part of the student, or the school or its employees or agents, or the facility where the emergency activity is taking place. By allowing your son/daughter to leave the school site, you are accepting the risk of an accident occurring.

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

Name	City, Province	Telephone

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**MEDICAL  
ALERT**

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

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# **ST. JOHN'S SHAWNIGAN LAKE STUDENT EMERGENCY RELEASE FORM**

\*\*這是一份重要的通知。請找一位懂英語的人士協助將以下內容翻譯給您。

\*\*This is an important notice. Please find an English-speaking person to assist in translating the following content to you.

## **Important Parent Notice: Please read carefully**

In an ongoing effort to provide for our students' safety and well-being in the event of an emergency, **ST. JOHN'S PREPARATORY ACADEMY Shawnigan Lake School** is taking strong steps to ensure all students are kept as safe as possible and requires that parents and families understand the school's emergency procedures.

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

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

## **Student Release**

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

1. Parent or \*\*Emergency Release Designate\*\*, listed with our school by the parent/legal guardian that have completed the *Student Emergency Release form*, will have to report to the school and sign out their child into their care. Students in this category will be kept at the school under supervision of school staff until the child is signed out.
2. Students released under their own care only when Emergency Personnel are confident that such a level of release will not impact concurrent operations and response activity in the area and the surrounding community is safe to do so. Prior indication must be given by parents in order for students to be released under their own care (see below).

In other words, students are best cared for by the school until given the "all clear" by the local Emergency Services. Students will only be dispersed into the community under Priority 1 and Priority 2 above.

In order for the school to follow these procedures, parents must complete the *Student Emergency Release form* and indicate ONE of the following responses:

- ☐ **DO NOT RELEASE on their own. You request that your child only be released into the custody of a designated emergency release person.**

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

**OR**

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

By indicating this response on the *Student Emergency Release form*, you are authorizing the release of your son/daughter on their own accord provided there is no local authority (e.g. fire/police) instructing otherwise. You are confirming that you realize that accidents can occur with or without any fault on either the part of the student, or the school or its employees or agents, or the facility where the emergency activity is taking place. By allowing your son/daughter to leave the school site, you are accepting the risk of

an accident occurring.

The response indicated will remain in effect for the time period your child attends **ST. JOHN'S ACADEMY SHAWNIGAN LAKE SCHOOL**. If at any time you wish to change your response, please contact the school office at PHONE NUMBER: 250.220.4888

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



## 26 WEEKS TO FAMILY EMERGENCY PREPAREDNESS

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

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

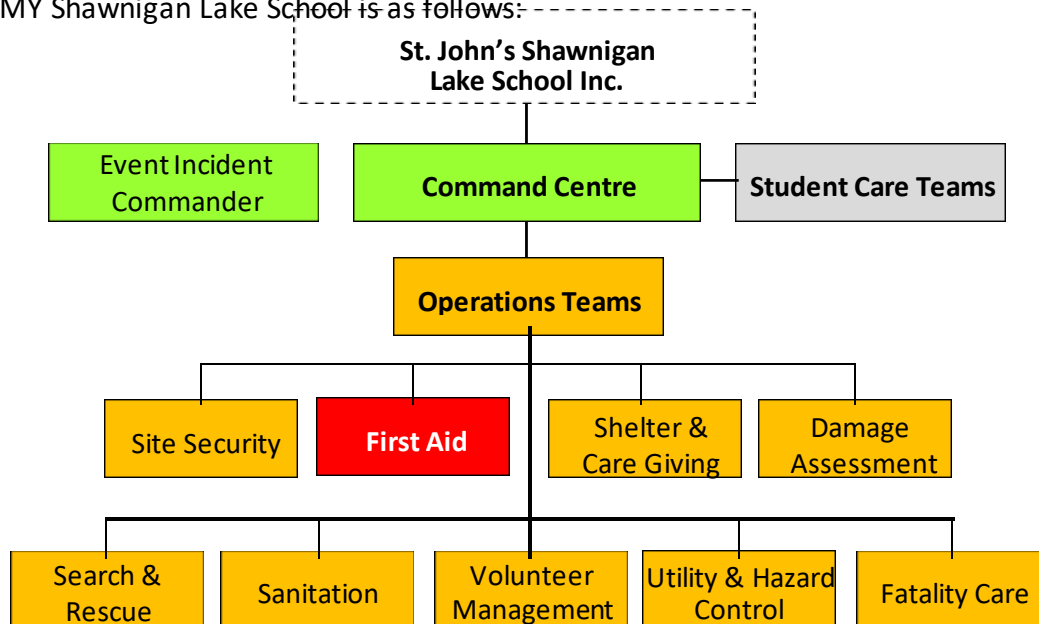
Once your emergency kit is assembled and your emergency plan is in place, don't forget to rotate and replace items as they expire. And most important, practice your plan and update it as your family's needs change.

# **SECTION K**

## RESPONSE FUNCTION TEAMS

## 1. RESPONSE FUNCTION TEAMS - GENERAL

The Incident Command System (ICS) organization model followed by ST. JOHN'S PREPARATORY ACADEMY Shawnigan Lake School is as follows:



Unified Command is a team process, allowing agencies with primary responsibility for an incident to establish a common set of Incident objectives or priorities at the site. The kind of incident and the location of the incident dictate the composition of the unified command. It is important to note that only the key agencies with primary jurisdiction should occupy unified command positions. When unified command is established at a site, it should operate from only one command post and with only one set of objectives in which each agency plays its particular role.

At the school, teams are grouped into the following areas designed to control all aspects of activity immediately following a disaster:

- Command Centre
- Student Care Teams
- Operations Teams

The teams should be staffed with school/worksite personnel assigned at the start of the school year in September (duty roster list included in [SECTION E-8](#)). As soon as the initial disaster has occurred, the teams must be activated immediately.

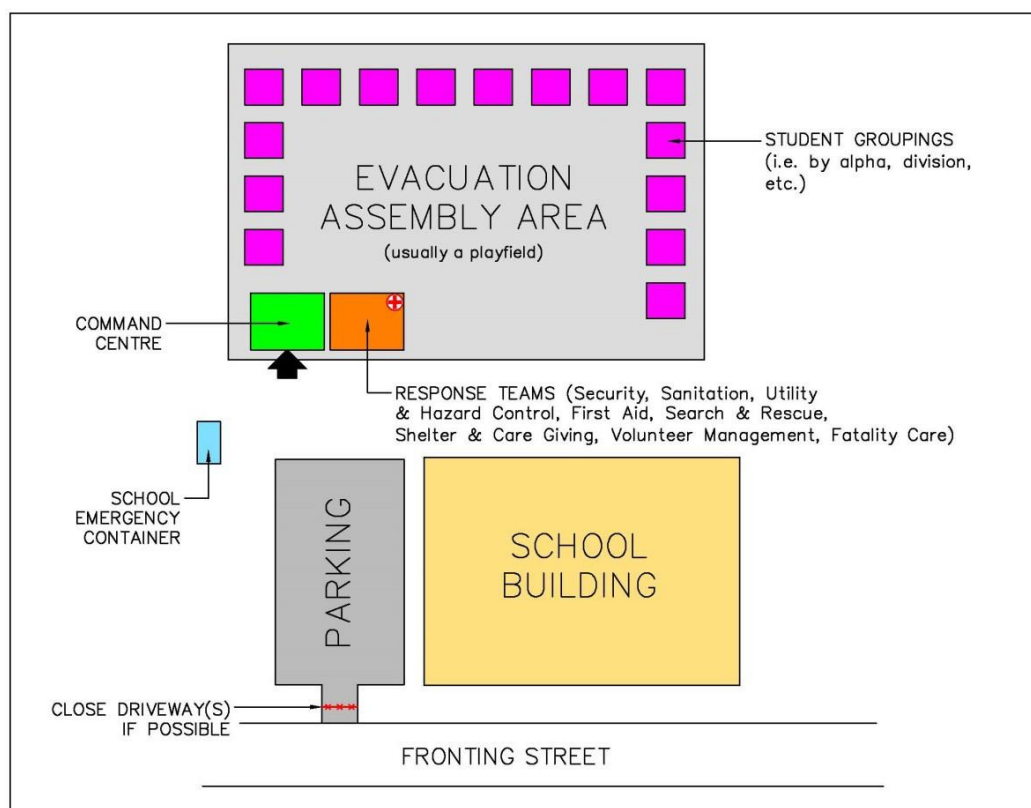
The Site Incident Commander effectively sets up and operates the Command Centre for the duration of the disaster, including communications, and oversees the setup of the various team stations.

Student Care Teams are responsible for the evacuation, assembly, roll call, status reporting and controlled release of students as described in [Section 3](#) and [Section 4](#).

Operations Teams are responsible for the setting up and operation of the First Aid Station as well as Site Security, Shelter and Care Giving, Damage Assessment, Search and Rescue, Sanitation, Volunteer Management, Utility & Hazard Control and Fatality Care functions.

Team leaders should wear identifiable clothing (i.e. High Visibility Incident Command vests, caps and/or t-shirts), with green = Site Incident Commander, red = First Aid, orange = Other Operational Support. Response Function Stations should be identified by weather-resistant signs of appropriate size and clarity.

A Response Function site map during an emergency response may look like this:



**Note:** A full complement of emergency response function teams is required for each school site. However, at non-school sites, where only adults are assigned and/or where a small number of staff members are available, this is neither practical nor required. In such cases, the two response function teams can be merged into one.

## **2. COMMAND CENTRE**

The Command Centre should consist of at least the following members:

- Site Incident Commander
- Communications Officer
- Administrative Assistant with access to attendance files with work site roster.

The Head of School (or designate)/Site Manager is the Site Incident Commander and final authority at the school. They must be available for all decisions, information, and authority for the time the sites are isolated. The Site Incident Commander should set-up the Command Centre in a safe, accessible area in front of the Emergency Assembly Area. They should assess the damage to buildings, casualties, fatalities, and report to the Director of the School, Mr. Guo 604.725.6908. *The Site Incident Commander should not be accessible to media or parents – this task should be assigned to a Communications Officer.*

The Command Centre may be staffed with as many persons as will be helpful with assigned responsibilities. Roles and responsibilities of key personnel are as follows:

### **2.1 Site Incident Commander**

The role of the Site Incident Commander is to ensure emergency planning and preparation are in place prior to an emergency; to provide overall leadership and direction to the response operations during an emergency; to expedite recovery of the school after an emergency; and to work in concert with authorized first responders and school staff to achieve the common goal of keeping students, staff and visitors safe.

The responsibilities of the Site Incident Commander include:

- Update the school emergency plan annually including evacuation plan procedures, media and public information plan and procedures and response function teams;
- Identify several locations for the Command Centre and Assembly areas inside and outside the school;
- Advising parents of school emergency plan, including the student release plan and Response Function site map;
- Surveying the immediate neighbourhood for availability of possible emergency aid/other "Neighbourhood Watch" activities; encouraging networking with business/professional organizations;
- Ensuring required supplies are obtained to run the Command Centre;
- Ensuring personnel for Response Function Teams are identified, trained and exercised;
- Identifying and establishing means of communication and communication points with the EOC and local emergency resources;
- Ensuring Response Function Teams are familiar with the reporting and communication structure;
- Ensuring all Response Function Team Leaders and members are familiar with record keeping (logs);

- Reminding Response Function Team Leaders to log all situations, decisions made and actions taken by the team in chronological order; and
- Reminding Team Leaders to forward updated information and logs to the Communications Officer regularly.

The Site Incident Commander must ensure the following actions take place in the event of an emergency or disaster at the school:

- Declare an emergency or disaster at the school and activate emergency alarms (if power is on);
- Activate and implement the school emergency plan;
- Staff members put on their personal safety equipment and emergency identification;
- Establish communication with the EOC via any means available as soon as possible, and provide status regularly;
- Approve and delegate persons to:
  - Account for all students, staff and visitors
  - Assess the scope of disaster and prioritize actions required
  - Scout out safe evacuation route(s) and assembly area(s)
  - Ensure any necessary supplies and equipment are ready for use at the Command Centre;
- Activate and deploy other Response Function Teams as required;
- Request for emergency resources from municipal responders as required;
- Approve all statements (related to your own school only) to be released by the Communication Officer to parents, guardians, alternates, the general public or the media; ensure coordination with the EOC for media releases if possible;
- Post and update status information regularly as appropriate;
- Call Team Leaders for periodic briefings for situation update;
- Keep records of all communications, decisions made and actions taken;
- Ensure ALL staff and volunteers are relieved regularly;
- Be prepared to deal with emotional or unusual situations (e.g. serious injuries or fatalities);
- Release teachers as per School expectations;
- Provide overall direction and approval of actions or priorities taken by staff or volunteers as appropriate;
- Determine and declare when emergency response operations cease; and
- Prepare a report to the EOC on response operations.

## 2.2 Communications Officer

The role of the Communications Officer is to coordinate and facilitate all communications for the school, on and off site.

The Communications Officer must ensure the following actions take place in the event of an emergency or disaster at the school:

- Set up available communication equipment in the Command Centre and prepare for use;
- Obtain approval from the Site Incident Commander prior to any transmittal or release of information;
- Establish contact and communication with the Director of ST. JOHN'S PREPARATORY ACADEMY SHAWNIGAN LAKE School as soon as possible, and communicate status on a regular basis;
- Remind staff and volunteers to refer ALL questions (except if related to Student Release) from the media or parents to the Communications Officer;
- All information releases to the media and public are to come from ST. JOHN'S PREPARATORY ACADEMY Shawnigan Lake School EOC; in the event of communication failure with ST. JOHN'S PREPARATORY ACADEMY Shawnigan Lake School EOC, the Communications Officer assumes this responsibility;
- Number and keep records of all information releases (e.g. media releases, public information releases, phone calls, etc.) issued by the Command Centre
- Turn on battery operated radio to any available stations for emergency information broadcasts – use discretion so as not to alarm students or other staff; assist with monitoring emergency broadcasts, take notes on pertinent information and pass such on to the Site Incident Commander as appropriate;
- Contact emergency services as required;
- Use whatever means available to communicate quickly between response groups on site; update all response function teams, particularly hazards or injuries that may affect their roles;
- Supervise any commercial or amateur radio operators that volunteer their services;
- Utilize volunteers as runners:
  - Runners (in pairs) should be sent with written messages where radio communications to the ST. JOHN'S PREPARATORY ACADEMY Shawnigan Lake School EOC should be available;
- Display visual OK/HELP signs;
- Ensure all messages are recorded clearly and accurately, and directed to the appropriate personas and/or agencies;
- Possible contacts:
  - Police, Fire, Ambulance or hospital
  - FortisBC, BC Hydro, Telus
  - CVRD (Cowichan Valley Regional District, for water, sewer or road problems or assistance)
  - Re-location centres (Kerry Park arena or Shawnigan Community Centre)
  - Other emergency service agencies
  - Parent/guardian or alternate

### **2.3 Event Incident Commander**

The Event Incident Commander is the lead first responder to an emergency event such as a fire or earthquake. This individual is responsible for assessing and responding to the situation from an expert's perspective and *working closely with the Site Incident Commander to provide fast and efficient response*. The Event Incident Commander advises the Site incident Commander on issues related to student and staff safety.

## **3. STUDENT CARE TEAMS**

Each Student Care Team consists of a classroom teacher with the assistance of an education assistant, if available. The primary role of each team is the care of students from the classroom to the emergency assembly area and then until a parent or temporary guardian (as indicated on the student's emergency release form) retrieves the child. As the number of children remaining on site drops, individual teams may be combined.

Team leaders are responsible for releasing children to their parent(s) as they arrive on site, and to refer others (designated contacts or temporary guardians) to the Command Centre for confirmation and student release.

Teams may be grouped by last name.

## **4. OPERATIONS TEAMS**

The Operations function lies at the heart of any response related to an event, supporting the on-scene response. This includes damage assessment, first aid, evacuation/shelter and care, security, search and rescue, crisis intervention, temporary facilities and volunteer management. Each Operations Team consists of support and teaching staff. The roles and responsibilities of each Operations Team are as follows:

### **4.1 Site Security**

Depending on the availability of resources, this function may be combined with Damage Assessment, Utility and Hazard Control and/or Sanitation Team(s). The Site Security Team is to ensure the school building(s) and site are safe and secured for authorized access only, to assist with traffic, crowd and access control and to assist with the setup of temporary sanitation stations as required.

Site Security personnel must ensure the following actions take place in the event of an emergency or disaster at the school:

- Secure the school building(s) and/or site to limit only one entrance and exit, if possible, at all times;
- Direct and control access and flow of people into and out of the school including those on the school grounds;
- Direct and control access and flow of vehicle traffic around the school property;



- Ensure clear access is available for emergency vehicles and personnel;
- Cordon off any obviously unsafe areas; and
- Post signage or station someone at applicable access points to direct:
  - parents, guardians or alternates to the Emergency Student Release Area
  - emergency services personnel to the appropriate area(s)
  - volunteers to the Volunteer Coordinator for registration and assignment
  - media personnel to the media reception area.

## **4.2 First Aid**

First Aid is aimed to preserve life, stabilize and prevent injuries from becoming worse and to promote recovery. The role of the First Aid Team is to promptly provide those injured with a level of care within the scope of the attendant's training, to objectively document observed or reported signs and symptoms of injuries or illness and record any treatment given and refer to medical attention injuries or illnesses recognized as being serious or beyond the scope of the attendant's training. The Team Leader needs to ensure that necessary first aid equipment is stored in the Emergency Container and that team members are familiar with where these items are located.

First Aid personnel must ensure the following actions take place in the event of an emergency or disaster at the school:

- Gather all first aid equipment and supplies;
- Coordinate with Damage Assessment function team and Command Centre to ensure pre-identified first aid locations are usable;
- Establish a triage area and first aid station;
- Assign tasks according to the ability and availability of helpers;
- Ensure personal safety precautions are taken by disposing wound waste properly (see Sanitation);
- Supervise first aid team members;
- Conduct triage and administer first aid according to priorities, monitoring of situations and patients' conditions;
- Report status to command centre on a regular basis;
- Ensure first aid reports are completed for each injured person and maintain records;
- Provide emotional support for the injured, parents and workers;
- Assist with fatality care as required; and
- If and when transportation and/or medical services are available, ensure emergency student information and treatment record are sent with the student and given to the appropriate medical authorities.

### 4.3 Shelter and Care Giving

The role of the Shelter and Care Giving Team is to acquire necessary supplies, equipment and training in order to provide basic human survival needs, such as water, food, shelter, sanitation needs (may be combined with this function) and emotional support. The Team Leader needs to ensure that necessary tools, equipment and adequate food and water rations are stored in the Emergency Container and that team members are familiar with where these items are located.

Shelter and Care Giving personnel must ensure the following actions take place in the event of an emergency or disaster at the school:

- Confirm with Damage Assessment team and Command Centre for a suitable location to set up shelter and care giving station;
- Gather supplies and equipment;
- Set up shelter and a care giving station;
- Review guidelines with staff and volunteers;
- Provide temporary food, water and shelter services;
- Water - in the event of emergency evacuation:
  - Curtail use of all water immediately
  - Collect all stored water and food and place in one area
  - Have cups or other drinking vessels available - also paper plates and spoons
  - Water Purification - drinking water may be purified with chlorine bleach or iodine as outlined below. The methods described represent the minimum suggested method:
    - To be fully effective, purification compounds must be in contact with the water for at least 30 minutes to kill all bacteria present; the water must be well mixed and should have a slight iodine or chlorine taste
    - Chlorine Bleach: If the water is clear, two drops for the first litre, then one drop for every litre thereafter. If the water is cloudy, use three drops for the first litre and two for every litre thereafter
- Ensure hygienic precautions and proper garbage disposal are followed; and
- Provide comfort and support to those emotionally in need.

### 4.4 Damage Assessment

Depending on availability of resources, this function may be combined with the Utility/Hazard Control Team. The preliminary responsibility of the Damage Assessment Team is to gather and relay information about the extent of damage of the school building and surroundings using the checklist in [SECTION E](#), such as:

- Fire, flooding, sink holes
- Damage to utilities (gas, electrical and water lines)

- Structural damage (e.g., buildings off their foundations, structures that are unsafe and uninhabitable due to damaged chimneys, broken windows, jammed front doors, etc.)
- Other hazards (e.g., downed trees, power lines, fractures in streets)

The Damage Assessment Team Leader will collect the damage assessment reports, and review them with the Site Incident Commander and help determine what response actions need to take place. The information gathered will determine what responses and actions will be initiated by the Site Incident Commander and will assist School Facilities personnel (via the EOC) to confirm whether the building is safe to re-enter or whether further assessment is required.

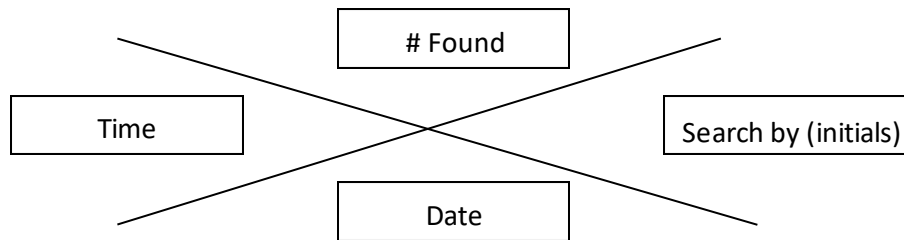
#### **4.5 Search and Rescue**

The Search and Rescue Team consists of staff (and possibly community volunteers) with training who should, without causing harm to self or others, locate, stabilize and transport persons that may be injured, wounded, trapped or otherwise require assistance. The Team Leader needs to ensure that necessary tools and personal protective equipment are stored in the Emergency Container and that team members are familiar with where these items are located.

Search and Rescue personnel must ensure the following actions take place in the event of an emergency or disaster at the school:

- Team members should always work in pairs or triplets, and always stay in contact physically, visually or vocally;
- Liaise with the Command Centre to collect available information to determine priorities;
- Gather equipment needed and team members available;
- Assign a team leader;
- Assign team members into pairs or triplets;
- Confirm search and rescue protocols and priorities;
- Plan and prepare the search and rescue effort by coordinating with other teams or team members to avoid missed buildings or duplication;
- Establish search patterns and areas:
  - Conduct a perimeter search first. Stay low, be alert of and note any obvious dangers or hazards such as wires, sharps, falling or precarious objects
  - Maintain communication with partners
  - Call out and wait upon entering a search area
  - Search the area by sight, touch, smell and sounds
  - Pay special attention to calls for help or sounds of distress
  - Check every room and building thoroughly; check all classrooms, closets, offices, storage rooms, bathrooms, gymnasium, shower stalls, shops, mechanical rooms, under furniture, etc. (children in trauma will tend to hide - search thoroughly even if no one answers);

- Communicate status after each search of the area to the team leader;
- Once an area has been searched, clearly mark the room, building, wall or door as searched - use this marking protocol:



- Check off areas on the map to avoid duplication;
- Take only lifesaving and stabilizing first aid measure on location - then if possible, move the injured person to the first aid station;
- Note the location on the map and report fatalities found - report to team leader; DO NOT move the bodies;
- Record on report when primary search is completed, including date, time and results - return the report to the team leader;
- Secure searched buildings from re-entry if possible, for earthquake scenarios; this is to prevent further injuries from aftershocks.
- Conduct secondary searches if aftershocks occur.

**REMEMBER:** Do not enter unsafe buildings, get professional help. If in doubt, stay out!  
Do not make yourself a victim, otherwise you will need to be rescued too.

#### 4.6 Sanitation

The Sanitation Team role is to provide alternate washroom and toilet facilities if needed, to ensure proper use of washroom and toilet facilities, including supervision of hand washing and to ensure proper temporary disposal of human wastes. The Team Leader needs to ensure that necessary tools and supplies are stored in the Emergency Container and that team members are familiar with where these items are located.

Sanitation personnel must ensure the following actions take place in the event of an emergency or disaster at the school:

- Coordinate with Damage Assessment and Utility/Hazard Control Teams to determine whether normal washroom facilities are usable;
- If not or in doubt, determine when and where set up of alternate facilities will be required;
- Use portable toilets or buckets separating liquid and solid human wastes;
- Spread hydrated lime to help dry out the waste for disposal and control odour;

*Caution Note: lime can cause burns if contacted with skin. Be careful when handling lime by using rubber gloves. Make sure no lime is left on the seat when finished. Be careful with inadvertent mixture of lime and bleach, as chlorine gas may result.*

- Seal plastic bags and double bag to prevent leaks or breakage;
- Supervise hand washing to avoid spreading of germs:
  - Use ¼ cup of water per wash to wet hands
  - Use liquid soap and rub hands vigorously
  - Use ¾ cup of water to rinse hands
  - Use paper towel to dry thoroughly; and
- Ensure wastes are disposed of regularly to avoid accumulation.

#### **4.7 Volunteer Management** (When there are volunteers working at the school)

The role of volunteer management is to coordinate volunteer resources, including the registration, screening and assignment of volunteers. These resources need to be recorded in the Community Volunteers List ([SECTION E](#)).

Volunteer Management personnel must ensure the following actions take place in the event of an emergency or disaster at the school:

- Establish an area to receive volunteers near the Command Centre;
- Coordinate with Command Centre and Response Function team leaders as to what, if any, volunteer assistance is required;
- Register volunteers; record their personal information such as name, address, phone numbers and emergency contacts at time of arrival;
- Screen volunteers based on skills, experiences, knowledge, availability, suitability and assessment of needs;
- Provide volunteers, before their assignments, with:
  - Policies, confidentiality and safety guidelines and general expectations
  - What their job entails
  - Who they are to report to
  - Shift information
  - Sign in/out procedures
  - Working conditions
- Ensure volunteers return ID and sign out with volunteer coordinator upon completion of assignment; and
- Rotate volunteers through the more unpleasant tasks (such as sanitation duties).

#### **4.8 Utility & Hazard Control**

Depending on availability of resources, this function may be combined with the Damage Assessment Team. Members of the Utility/Hazard Control Team should be knowledgeable of basic fire suppression and general utilities and safety issues. Team members should have prior knowledge of potential hazards, having completed the School Earthquake Hazard Assessment using the checklist in [SECTION E](#), need to be familiar

with where necessary personal protective equipment is stored in the Emergency Container. Basic Fire Suppression as part of this function does not replace the role of professional firefighters.

Utility/Hazard Control personnel must ensure the following actions take place in the event of an emergency or disaster at the school:

- Always work in pairs when conducting utility and hazard control in and around building(s) and site for potential or immediate dangers;
- Put on personal safety gear;
- Collect equipment and supplies needed, including keys to utility rooms or cages;
- Always stay in contact with partner;
- Never place yourself or your team in a dangerous situation by attempting to put out a larger fire;
- Coordinate with Site Security, Damage Assessment and/or Search and Rescue teams, depending on how functions are combined;
- Report to the Command Centre with all damage found and hazards controlled;
- Call 9-1-1 if telephone service is available for professional emergency responders;
- Natural Gas Hazard:
  - All buildings are equipped with natural gas earthquake automatic shut-off valves, so shutting off of the main natural gas valve should not be required;
  - If you suspect a natural gas leak, detectable by the distinctive rotten egg smell or hissing sound, open windows or doors to ventilate the space and attempt to shut-off the room appliance gas valve;
  - If gas is still detectable after shutting off the local valve, notify the Command Centre immediately to evacuate upwind at least 100 metres and to CONTACT MAINTENANCE SERVICES and FortisBC through ST. JOHN'S PREPARATORY ACADEMY Shawnigan Lake School's EOC;
  - DO NOT USE FLAMES (i.e. candles) or ELECTRICAL SWITCHES AND DO NOT START VEHICLES NEARBY if a leak is suspected.
- Propane Hazard:
  - A limited number of portable classrooms are equipped with propane heat;
  - Propane has a foul odour, and a white fog or frosting on propane lines indicates the presence of a liquid propane leak, making leak detection easy;
  - If a propane leak is suspected, follow the natural gas response protocol above.
- Electrical Hazard:
  - Electrical fires can result when there is arcing or overheating within a piece of equipment, defective or damaged wiring; be aware that livewires in contact with any conductors like metal pipes or chain link fences will present additional hazards;

- If there is no gas leak, unplug electrical equipment that smells hot, is smoking or burning; if equipment cannot be unplugged, then turn off at the main electrical panel;
- Treat any downed powerlines as live and keep everyone at least 10 metres away from them;
- If anyone is within 10 metres of a downed powerline, move away by doing the shuffling steps (DO NOT WALK IN NORMAL STEPS); shuffle or hop – keep your feet close together and take short, shuffle like steps, never allowing the heel of one foot to move beyond the toe of the other; alternatively, hop and land with both feet together until you are clear of the energized area, approximately 10 metres.
- Water Hazard:
  - Shut off the water supply if damage is suspected in the waterlines;
  - Do not enter a flooded area or walk on wet floors unless electricity is known to be shut off or it is known that there are no downed wires;
  - Mop up wet areas if possible and/or cordon off dangerous and wet areas.
- Basic Fire Suppression:
  - Assess if any fire hazard exists;
  - If a fire exists, alert occupants to evacuate the building immediately and notify the Command Centre to contact the EOC and Fire Department;
  - When using a fire extinguisher, hold the extinguisher upright, pull out or snap off the ring pin, stand back approximately 2 metres upwind from the fire, aim nozzle at the base of the fire, squeeze the handle continuously, use a side-to-side or sweeping motion as you spray at the base of the fire until the fire is out;
  - Call 9-1-1 even if the fire has been controlled or extinguished.

#### **4.9 Fatality Care**

The purpose of the Fatality Care Team is to carry out due diligence with respect to handling the deceased, as well as to reduce the exposure of trauma and provide emotional support to the survivors. Efforts and energy should first be placed on assisting the living. Minimize disturbance of the bodies and personal property. When feasible, fatality care to the extent possible should be implemented away from the assembly areas. Only ST. JOHN'S PREPARATORY ACADEMY Shawnigan Lake School' EOC, Site Incident Commander, Communication Officer, police or medical personnel should perform the duties of notifying the next of kin.

##### Single Site Incidents

Remember that resources such as first responders for single site incidents may only be available and accessible within a reasonable amount of time. For these situations, do not disturb the body or personal effects of the deceased. Wait for the first responders and/or medical professional.

### Wide Spread Incidents

For wider spread disaster, first responders and medical personnel may not be available or accessible immediately, hence, schools need to prepare to minimize disturbance of the bodies as much as possible and implement due diligence.

### Re-Location of Bodies

A body may have to be moved if it is located in the only safe area for assembly, it interferes with response activities or decomposition may occur where the emergency is a prolonged event.

The Team Leader needs to ensure that necessary personal protective equipment is stored in the Emergency Container and that team members are familiar with where these items are located.

Fatality Care personnel must ensure the following actions take place in the event of an emergency or disaster at the school:

- Liaise with other function response teams concerning fatalities;
- Report to the Site Incident Commander, police and/or other emergency authorities of fatalities;
- Wear personal protection, including gloves and masks while handling bodies;
- Always work and stay in contact with a partner;
- Cordon off the areas where bodies are located or stored; steer students and staff away from the deceased if possible;
- Label the body;
- Secure personal effects in plastic bags for later retrieval by next of kin, if no authorities or first responders are available within a reasonable length of time; otherwise, leave personal properties on the body undisturbed;
- Cover the body with opaque covering to preserve dignity and to prevent any unnecessary viewing of the body; anchoring of the cover sheets may be required;
- If a body has to be moved:
  - Record the location, incident, date, time and other relevant information (e.g. personal information and cause if known) prior to removing the body
  - Take photographic records (use a still or video camera) of the deceased at the scene if possible for coroner, insurance or investigation purposes
  - Either leave personal effects undisturbed with the body or collect, put in plastic bags, label and document anything removed from the bodies
  - Securely wrap the body with opaque covering to prevent exposure
  - Re-locate to a cool, isolated and secured area that can serve as a temporary morgue (e.g. tile or concrete floors)
  - Secure the site for authorized entry only
- Provide emotional support to workers, students or others that may be affected by the news or viewing of the deceased.