



DEVELOPING A SCHOOL EMERGENCY PLAN

INTRODUCTION

The primary focus of the information provided in this guide is to help our schools and worksites prepare for emergency situations. Because of their potential for widespread damage and injury, earthquakes are expected to create the most severe emergency conditions likely to face our schools. So, in effect, preparing for an earthquake emergency will help to prepare your school for many other emergencies.

This guide is designed to provide the staff, students and parents of School District #85 with procedures for responding to an earthquake.

Experience in other areas of the world has repeatedly shown that in the aftermath of a major earthquake, response agencies are overwhelmed by the magnitude of the disaster and are incapable of providing emergency services to all who require it. In addition, the loss of bridges and delays caused by damage or debris to the road network could result in communities being “on their own” for days, if not weeks in some circumstances.

It is essential that people understand the need for self-sufficiency in their homes, neighbourhoods and schools for a minimum period of 72 hours. For those parents who may be isolated from their children for this period of time it is important for them to know that the School District has established procedures to provide for their children’s welfare while they are at school.

This guide will help your school implement an emergency preparedness plan, with the focus on three main areas of emergency preparedness. The following **three sections** will deal with:

1. **Identifying the earthquake hazards in school facilities, assessing risk and implementing measures to reduce the risk of injury in the event of an earthquake.**
2. **Outlining the roles and responsibilities of *DISASTER TASK COMMITTEES* and forming these committees. These are the school based response committees that will provide first aid, communication, safety and security,**

shelter and care giving, search and rescue, damage assessment, student release and volunteer coordination functions after an earthquake.

3. Outlining how to conduct a series of annual emergency/earthquake drills.

This guide has been modeled after the “Neighbourhood Emergency Preparedness Program (NEPP)”. It is not intended to be a comprehensive document, but rather it should be viewed as a template that individual schools can adapt to suit their own particular needs. Each school is encouraged to expand and build on this framework as their own experiences and circumstances dictate.

For some schools it may not be feasible to implement all the recommendations in this manual immediately. Instead, plan to phase in your school’s emergency preparedness plan – concentrating first on the critical areas such as setting up committees, conducting drills & hazard assessments and acquiring key supplies, and building on the base until the program is fully operational.

As much as possible, we have attempted to provide the “how to” and “steps to follow” information that you will need in order to implement your school’s emergency preparedness program.

EMERGENCY PREPAREDNESS COMMITTEE

A dedicated and active school Emergency Preparedness Committee is key to the successful implementation of an effective school emergency plan. In some schools, this committee may be referred to, or be part of the existing Health and Safety Committee. As these are staff members who have already shown an interest in health and safety issues at your school, there isn’t a better place to start!

To optimize the effectiveness of your school’s emergency committee, membership may include:

- The Principal or Designate
- Staff Representatives
- Parents
- Students (High School)
- Custodian
- School Secretary

Committee responsibilities include:

- Co-ordinate emergency preparedness activities under the direction of the Principal
- Provide support or leadership to the individual Disaster Task Committees
- Familiarize themselves with the local municipal or regional emergency plan
- Conduct annual earthquake hazard assessments in the school
- Co-ordinate the acquisition of emergency supplies
- Review emergency supplies and update as required (i.e. batteries, water)
- Assist with parent/student communications and education and awareness with respect to emergency preparedness

EXPECTATIONS OF PERSONNEL

In the event of an earthquake, all staff members are expected to remain on the scene to ensure the safety of students until otherwise directed by the Principal of the school. The Board and its employees are entrusted with the responsibility for safety and care of students until a parent/guardian or previously designated adult comes to collect them.

It is understood that some staff members may wish to rush immediately to ensure their own families' safety. They should first secure the safety of the students entrusted to them, just as they would expect staff in their neighbourhood school to care for their children. Once the school has been secured satisfactorily, they may be relieved at the discretion of the Principal.

Note: In this guide, wherever the position of Principal or Site Manager is mentioned, the duties and responsibilities noted are also intended to apply to the designate for these positions if or where this situation should arise.

1) HAZARD ASSESSMENT

This section of the manual explains how to inspect your school for non-structural earthquake hazards and lists some of the building and site conditions that you will need to consider when developing your school's emergency response plan.

Your school Emergency Preparedness Committee should conduct hazard assessment for “non-structural” hazards only. Structural hazard assessments, including seismic resistance and slope stability should be conducted by the appropriate department/agency. The following table identifies the areas that need to be assessed for earthquake hazards and who should be responsible for mitigation.

Area to be Assessed	Responsible for Mitigation
Maintenance Non-structural hazards	Maintenance
Classroom/School Non-structural hazards	Emergency Committee, Staff members
Building seismic resistance	Ministry and/or SBO (note: seismic upgrades require capital project approval)
Soils and slope stability	Ministry and/or SBO
Other area and neighbourhood hazards (i.e. high voltage lines, gas pipelines)	Mitigation usually outside school jurisdiction, but Emergency Committee should be aware of these hazards

CONDUCTING A SCHOOL EARTHQUAKE HAZARD ASSESSMENT

The school's non-structural hazards should be assessed and fixed as part of an annual school inspection for earthquake hazards. It may not be possible to address all non-structural hazards at once, particularly hazards that are costly to fix such as any plate glass windows or older lighting fixtures, however these hazards should be identified in minor capital requests with the view to having them eliminated.

While not addressed as part of the annual hazard inspection, you will also need to recognize and factor in other building and site considerations into your emergency planning considerations – for example, does your school require a seismic upgrade or does the site pose possible earthquake hazards such as flooding or landslides. As an example of how a committee might respond to an identified hazard: If the school has covered

walkways that are not seismically secure, these could collapse and block key exits. The evacuation plan for such a school might want to consider alternative exit locations.

At some point in your committee's hazard assessment, you may want to invite School District Maintenance personnel to an on site visit to answer questions about some of these larger site and building conditions - things that are not addressed by your committee.

NON-STRUCTURAL HAZARDS are anything that can fall, break or spill and potentially cause an injury, fire, explosion or toxic fumes. For the purposes of this guide, we have separated these hazards into "Maintenance" (those hazards that will require Maintenance staff to help identify and fix), and "Classroom /School" hazards (those which can be easily identified by the Emergency Planning Committee, even though Maintenance staff may be required to fix the problem)

It is the responsibility of the Principal/Site Manager to initiate these hazard inspections.

As a result of the hazard inspection, a list of the hazards identified and what follow-up action has been agreed to (or is required) should be produced and provided to:

- The Principal or Site Manager
- The School Emergency Preparedness Committee
- The District Health and Safety Co-ordinator
- District Maintenance
- Staff (bulletin board)

A sample Earthquake Hazard Inspection Form is provided at the end of this section.

The following is a list of the most common non-structural hazards likely to be encountered, but be sure to view the scene critically and look for any items likely to fall, break, spill and cause injury, start fires, block exits, obstruct movement, etc.

Many classroom hazards can be corrected by staff and students. Some hazards must be corrected by maintenance staff, while others (windows, lighting) may require capital expenditure approval.

WHEN YOUR COMMITTEE IS INSPECTING FOR NON-STRUCTURAL HAZARDS, THEY SHOULD CONSIDER THE FOLLOWING:

- Windows - imploding window glass is potentially the number one non-structural hazard - *IT IS RECOMMENDED* that all desks face away from windows if at all possible.

- Objects that will restrict people from moving to a safe place (books on the floor, tipped objects, broken glass, or open doors restricting movement in hallways)
- Unsecured computers
- Locate aquariums on lower table/shelving away from seating areas
- Unsecured filing cabinets – the four drawer, vertical-style units tend to open and tip in the direction of the open drawers; locate away from students and exits. A good location is wedged between a wall and the teacher’s desk. As an alternative, consider replacing one 4-drawer vertical with two 2-drawer vertical cabinets or lateral file cabinets.
- Unsecured bookcases – store heavy objects on lower (below 1 meter height) shelves.
- Unsecured wall shelves – store heavy objects on lower (below 1 meter) height; if possible remove overhead shelving entirely
- Free-standing cabinets
- Cabinets without latches or latches not in use
- Open shelving without a shelf lip or restraining wire (chemical storage, food storage, or custodial supply room)
- Exits that might block – doors that swing inward or unbolted storage that could tip over and block exits
- Objects in hallways that hinder movement
- Hanging plants
- Insecure ceiling or wall fixtures (e.g. heavy pictures, clocks, projector screens, maps, TV’s, etc. should be secured to a structural object or wall or partition). Check that any emergency lighting is properly anchored
- Lockers, shelves, cupboards, bookcases, filing cabinets, storage racks, pianos etc., exceeding 1 meter in height should be secured to structural objects, walls or partitions.
- Hazardous materials such as may be found in science labs and industrial education shops must be stored in an approved cabinet or designated storage room. Warning signs should be posted in areas housing hazardous materials.
- Is the teacher’s desk under or in front of a hazard?

- Are students' desks under or near unstable fixtures or hazards?
- Unsecured equipment on wheels - The TV's on the portable trolleys should be firmly attached to the trolley.
- Anything that might block or obstruct the classroom or building exits
- Unsecured fire extinguishers. If the Velcro strip is located at the bottom of the extinguisher, it is likely to be ineffective in holding it secure.

WHEN YOUR COMMITTEE MEETS WITH MAINTENANCE STAFF, YOU WILL WANT TO CONSIDER THE FOLLOWING:

- Windows - Potentially the number one non-structural hazard. Ask Maintenance to provide you with information on what type of windows are in your school.

GLASS TYPE	EARTHQUAKE SAFE?
Plate glass - single glazed	Uncertain - may be hazardous if building requires seismic upgrade
Plate glass - double glazed	Uncertain - may be hazardous if building requires seismic upgrade
Plate glass with security film applied	YES
Laminated glass	YES
Lexan	YES
Polycarbonate sheets	YES
Plexiglass	YES

- Insecure light fixtures - The next most important non-structural hazard. Ask maintenance whether or not your overhead lighting poses a potential falling risk. Light fixtures should be properly anchored and glass lighting fixtures should be replaced with plastic.
- Unanchored propane bottles / tanks
- All Industrial Education machine tools and equipment must be securely fastened to the floor or wall
- All kitchen equipment must be secured against rolling or overturning - tie down microwaves.
- Exhaust hoods should be secured to the structure

- Tee bar and other ceiling spaces should be checked to ensure that all components are firmly secured
- Any old slate chalkboards or marble toilet partitions should be replaced with modern fixtures
- Heavy gym equipment should be secured to the structure or braced against overturning
- Bunsen burners, propane, electrical and water services and equipment: Check for hazards (e.g. water heaters and boilers should be anchored, propane tanks should have excess flow valves, Bunsen burners should have a master shut-off valve located near the teacher's desk, the master electrical shut-off should be accessible from two routes, there should be an easily accessible master water shut-off valve.

FYI

Newer schools and some renovated schools have been built to *current* BC Building Code requirements for seismic resistance. Older schools may not meet the current code requirements and are more at risk for earthquake damage. The building code is typically updated every 5 years and each successive version has featured more stringent seismic requirements. It should be noted that even schools built to the most recent code are not earthquake “proof”; they are simply designed to withstand a quake of a specific magnitude so that building occupants are not injured. Portables are typically viewed as posing less of a hazard due to their light weight.

2) DEVELOPING YOUR SCHOOL EMERGENCY PLAN

This program is modeled from the Neighbourhood Emergency Preparedness Plan that has been adopted by other communities and School Districts. Information has been borrowed from the Comox Valley Neighbourhood Emergency Preparedness Program, the School District #71 Emergency program, FEMA (the US Federal Emergency Management Agency), PEP (the Provincial Emergency Program in BC), and other School Districts.

As with the Neighbourhood Emergency Preparedness Plan, this plan is designed to enable a school to become self sufficient for 72 hours following a major disaster or earthquake.

Although the Principal or site Manager bears the primary responsibility for developing and initiating this program, it is necessary to draw on the resources and efforts of individuals or committees who are willing to work together to ensure that the various components of the plan are in place.

The components/committees of the plan and their functions are:

DISASTER TASK COMMITTEE	FUNCTIONS
PRINCIPAL – COMMAND POST	Direct school evacuation and disaster recovery operations
COMMUNICATION	Communications within school and to outside parties
FIRST AID	Provide medical and psychological first aid and refer patients for medical treatment
SAFETY & SECURITY	Utility shut-off, control access to hazards, control access to school, control small fires and control site evacuation
DAMAGE ASSESSMENT	Inspect site and buildings for hazards and assess whether buildings can be reoccupied
SHELTER & CARE GIVING	To provide water, food, shelter, sanitation and emotional support
SEARCH & RESCUE	To conduct a search of the school to locate any staff or students that are unaccounted for

VOLUNTEER MANAGEMENT & STUDENT RELEASE	Co-ordinate volunteers and release students to parents or pre-designated alternates
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FLOWCHART OF THE EMERGENCY RESPONSE PLAN

Emergency Preparedness Committee(s) Formed & Plan Developed

Hazard Inspections of School

Drills

Disaster

Take Care of Yourself and Students First

Evacuate to Meeting Place

Set up Command Post

Set up Disaster Task Committees

Communications, First Aid, Safety & Security, Search & Rescue, Damage Assessment,
Shelter & Care Giving, Volunteer Management & Student Release

Reunion of students to their families and you to yours

It is understood that all schools in the District will not have the resources or population to put together Disaster Committees for each of the components of the program. You may combine committees or make one person committees if necessary. The important thing is that all the components of the program are taken into consideration and dealt with in a way that makes sense for each particular school and the community the school is in.

As all schools/sites in the District have a Health and Safety Committee or representative, it is suggested that this committee or individual take a leading role in developing the school's Emergency Preparedness Plan. These are people who have already shown a commitment to Health and Safety issues at your school.

This guide will deal with each Committee, describing the primary role, the role played before, during and after the disaster, the suggested equipment and supplies for the committee's emergency kit, any recommended training or orientation and any guidelines particular to each committee.

2a) PRINCIPAL'S COMMITTEE (COMMAND POST)

ROLE:

TO PROVIDE LEADERSHIP AND COORDINATE RESPONSE ACTIVITIES IN AN EMERGENCY

RESPONSIBILITIES BEFORE THE DISASTER

- Ensure that you have two alternates designated to take your place in case you are away or injured
- Ensure that the school's Emergency Preparedness Committee is in place and meeting regularly
- Ensure that the school's emergency response capabilities are being maintained or improved, including:
 - Ensure that each of the Disaster Task Committees has been created and is functioning properly;
 - Review the response procedures for each committee, ensuring that they are up to date;
 - Designate secure and easily accessible location(s) for the storage of each committee's supply containers, including the Principal's earthquake kit;
 - Convene a Disaster Committees meeting twice annually to review the activities of the committees
 - Investigate alternative facilities in case you have to evacuate your site. The local PEP co-ordinator should be able to provide you with the locations of designated reception centers
- Ensure that the administrative requirements of your school's emergency preparedness plan have been met. These include:
 - Up to date student record on hand (hard copy)
 - Earthquake drills conducted as required by the District

- “School Emergency Response Plan Summary” form submitted to the District Health and Safety co-ordinator as required
- Letter sent to parents advising of the school’s earthquake policy and student release procedures

EQUIPMENT AND SUPPLIES (SUGGESTED) FOR THE PRINCIPAL’S EMERGENCY KIT

Folding table and chairs
Current student and staff records (include all pertinent medical information, designated adult for student release, etc.)
Office supplies (paper, pens, etc.)
Copies of any forms required
Copies of the School District Emergency Plan and your School Emergency Plan, building and site plan and a map of the local area
Communication equipment (e.g. radio and batteries, bullhorn, cell phone)
Contact information for emergency response agencies
Contact information for local PEP personnel
List of pre-designated alternate facilities (include contact names, phone number, address)
Emergency lighting
Storage container to hold most of these items clearly marked “PRINCIPAL’S EMERGENCY KIT”

GUIDELINES FOR SETTING UP AND OPERATING THE PRINCIPAL’S COMMAND POST

You will need to develop response procedures for the Command Post that are specific to your school. These response procedures will lay out how you plan to meet your responsibilities in the event of a disaster.

For effective leadership and co-ordination of emergency response activities, it is important that the Principal or alternate be free to oversee activities and not become involved in “doing”. It is therefore important that the emergency response structure (i.e. Disaster Task Committees) be in place prior to an event in order that the Principal can delegate effectively.
As much as possible, the Principal or alternate should remain stationed at the Command Post so that all parties can find him/her when needed.
As much as possible, keep all parties posted on decisions and developments as the emergency progresses.
A decision to evacuate the school premises may be made by the Principal, the Superintendent, or other emergency authority (fire, police, etc.)

RESPONSIBILITIES DURING AN EARTHQUAKE

- Take cover in the crash position and stay there for 60 seconds after the shaking stops

RESPONSIBILITIES AFTER THE DISASTER

- Co-ordinate the evacuation of the school
- Establish the Command Post at it's pre-designated location
- Co-ordinate and direct all emergency operations from the Command Post working in concert with authorized first responders (i.e. police, fire fighters, ambulance attendants, etc.)
- Ensure that a headcount has been received from all classes and compile a list of missing persons and their identity
- Implement appropriate emergency plan(s), ensuring that Disaster Task Committees are established in their pre-designated locations and are equipped and performing their assigned duties
- Establish communication with the Superintendent of Schools or designate
- Request external resources as appropriate. Provide regular updates to Superintendent
- Review Damage Assessment Committee's report on the structural soundness of the school and make a decision with respect to re-entry or relocation of staff and students.
- Review the list of injured students and staff as prepared by the First Aid Committee and ensure the evacuation of those cases requiring immediate medical attention
- Communicate all major decisions to staff from Disaster Task Committees
- Monitor and control all official communications outside the school (i.e. response agencies, media, School District, Superintendent, parents, etc.)
- Co-ordinate relocation of staff and students to alternate location, if required
- If emergency situation appears to be long term in nature, develop and implement a staff relief plan
- Make decision with respect to releasing staff
- At the appropriate time, stand down the emergency and communicate this decision to all affected parties
- Prepare a report to the Superintendent on the incident

SITE EVACUATION GUIDELINES & PROCEDURES

Check availability/status of the evacuation site
Follow any instructions from the Superintendent, who will be in contact with community emergency authorities

Phone ahead or send a pair of runners to notify your re-location center of your impending arrival so they can prepare to receive your school. This may or may not be a pre-designated buddy school. Provide your school name, person in charge, number of individuals to expect, injuries, special needs, intended route and estimated time of arrival
Runners should report back any hazards along the expected evacuation route to the Command Post and possible re-routing information
Arrange to notify School District #85 of school evacuation and expected re-location center
Post a site evacuation notice at all school entrances to notify of relocation details
Evacuate in an orderly fashion
Take class lists, any classroom emergency supplies, and student release supplies
Account for all staff and students prior to evacuation and on arrival at destination
Upon arrival at the destination, work in concert with the Command Post leader at that location to co-ordinate information and activities
Establish student release areas

2b) COMMUNICATIONS COMMITTEE

ROLE:

TO CO-ORDINATE ALL FORMS OF COMMUNICATION ON AND OFF SITE (RADIO, WRITTEN, VERBAL AND ALSO RUNNER TRANSMITTED COMMUNICATION)

RESPONSIBILITIES BEFORE A DISASTER

- Develop response procedures for the Communications Committee that are specific to your school
- At the start of each school year, review the composition of the Communications Committee and ensure that there are sufficient members to carry out its responsibilities
- Provide training to new members of the Committee
- Check the school's communications equipment and update and/or replace as required
- Determine an appropriate location for the storage of communications equipment that will be accessible in the event of a serious disaster. This equipment should be stored in a plastic container that is clearly marked "For Communications Committee Use Only".
- Determine which radio stations (and their frequency) will be broadcasting local emergency updates
- Develop procedures for communicating with parents in the aftermath of a disaster
- Review with Principal and Superintendent the procedures and protocol to be followed for the exchange of information after a disaster

COMMUNICATIONS COMMITTEE – SUGGESTED EQUIPMENT AND SUPPLIES

Transistor radio (AM/FM) and two sets of batteries
Two portable radios with a battery charger and one spare battery for each radio
Cellular phone with a battery charger and one spare battery
One bullhorn and batteries
Operator's manuals for all of the above
Writing materials

Copies of any forms required
Zip Loc bags and envelopes for message carriers
Status information board

RESPONSIBILITIES DURING AN EARTHQUAKE

- Take cover and assume the “crash” position. Stay there for 60 seconds after the shaking stops

RESPONSIBILITIES AFTER THE DISASTER

- On Site Communications:
 - Tune battery operated radio to any available stations for emergency information broadcasts – use discretion so as not to alarm students or other staff. Take notes on pertinent information and pass it to the Principal at the Command Post
 - Use whatever means available to communicate quickly between response groups (Disaster Task Committees and others) on site. Utilize students and volunteers as runners
 - Update all Disaster Task Committees, in particular Search and Rescue, of hazards, injuries, etc. that may affect their role(s)
 - Keep a log of communications (time, content, message to, etc.)
- Off Site Communications
 - Contact as required:
 - Police / Fire
 - Ambulance or hospital
 - BC Hydro, BC Tel
 - School District #85
 - Municipality (for water, sewage or road problems and assistance)
 - Re-location centers
 - Other emergency service agencies
 - Parent/guardian or alternate
- In a widespread emergency event, communicate using the telephone with the emergency agencies only if necessary. Keep a record of communications.
- Inform School District #85 of the status of the school on a regular basis. Keep records of communication.

- If school phones are inoperable, try the nearest pay phone – use coins, calling cards or credit cards
- It is important to note that cell phones MAY or MAY NOT work
- Use any commercial or amateur radio operators that volunteer their services. Our School District #85 buses are all equipped with radios that can transmit to the Board Office and Tacan Site
- LARGE VISUAL SIGNS should be placed in open areas (e.g. on the ground, not on the roof), at entrances, etc. Examples of signs could be OK-all is well, or HELP – require assistance

TRAINING FOR COMMUNICATIONS COMMITTEE (RECOMMENDED)

It is recommended that each member of the Communications Committee receive training and/or familiarization in the following areas:

Knowledge of their school’s emergency plan including the roles and responsibilities of each Disaster Task Committee
Identity of key personnel in the other committees
Knowledge of the emergency site plan including the proposed location of the communications center, command post, first aid post, etc.
Use and maintenance of the communications equipment
General communications procedures (i.e. use of 24 hour clock, principle of “clear text”, etc.
Protocols to be followed when communicating with the School District
Knowledge of those radio stations (and their frequencies) that will be broadcasting emergency information

GUIDELINES FOR COMMUNICATIONS COMMITTEE

You will need to develop response procedures for the Communications Committee that are specific to your school. These procedures will lay out how you plan to meet your Committee’s responsibilities in the event of a disaster. It is important to exercise these procedures beforehand.

Procedures should be developed for the following:

The protocol to be followed when communicating with emergency agencies. The committee should try to determine ahead of time what information they will require in the aftermath of a disaster. This may include the status of the building(s), number and type of injuries, number of students claimed (and unclaimed) by their parents, etc.
Processing of incoming and outgoing messages. It is important that a hard copy of all

messages be retained so that action reports can be developed.
The Communications Post should be co-established with the Principal's Command Post. The Principal or alternate should review all incoming and outgoing messages before they are transmitted
Runners should be familiar with the designated location of the various Disaster Task Committees and the various teachers and their classes
Maintaining a current list of all student's addresses and phone numbers as well as emergency contact numbers
Maintaining a list of those persons in the school or neighbourhood who can provide assistance with transportation, communications, shelter, first aid, etc.

2c) FIRST AID COMMITTEE

ROLE:

TO PROVIDE BASIC PHYSICAL AND PSYCHOLOGICAL FIRST AID TO STUDENTS AND STAFF WHO REQUIRE IT AND TO IDENTIFY THOSE WHO REQUIRE SKILLED MEDICAL CARE.

RESPONSIBILITIES BEFORE A DISASTER

- Develop response procedures for the First Aid Committee that are specific to your school
- At the start of each school year, review the composition of the First Aid Committee and ensure that there are sufficient members to carry out the responsibilities of the Committee
- Provide training and orientation to new members of the committee
- Determine an appropriate location(s) for the storage of the First Aid Committee's supplies that will be accessible in the event of a serious disaster. These supplies should be stored in a container that is clearly marked "For First Aid Committee Use Only"
- Update annually the committee member list
- Check first aid supplies annually and update or replace items as required
- Update staff / student first aid training list
- Update list of staff and students with special medical needs

RESPONSIBILITIES DURING AN EARTHQUAKE

- Take cover in the crash position and stay there for 60 seconds after the shaking stops

RESPONSIBILITIES AFTER THE DISASTER

- Establish the First Aid Station at the pre-designated location and report its status to the Principal at the Command Post on a regular basis
- Perform a basic triage by separating those persons with serious injuries from those with minor ones
- Administer first aid treatment
- Provide a preliminary medical assessment, listing those who require serious medical attention, limited medical attention, psychological attention and the number of fatalities. Forward this information to the Command Post and Communication Post
- Tag those persons with serious injuries, providing information with respect to their name, emergency contact information and treatment given in preparation for their transportation to a medical facility
- Arrange transportation to a medical facility for those needing it. (Check with Communications to see which, if any traffic routes have been identified as safe. Determine if ambulance service is available. If local transportation is needed, check with Safety and Security for a vehicle)
- Keep a list of patients that are transported or leave to go to the hospital or medical facility

TRAINING (RECOMMENDED)

It is recommended that as many staff as possible be trained in first aid. A suggested ration is one trained first aider for every 30 - 40 students and at least 2 trained first aiders present at any given time. Students (Grade 5 and upward) and parent volunteers can also be called upon if trained in First Aid. School District #85 First Aid lists are updated regularly.

GUIDELINES FOR FIRST AID COMMITTEE

You will need to develop response procedures for the First Aid Committee that are specific to your school. These procedures will lay out how you plan to meet your Committee's responsibilities in the event of a disaster. It is important to exercise these procedures beforehand.

The following information provides some guidance for your committee on setting up the First Aid Station, use of medical emergency triage tags and evacuation of injured patients.

FIRST AID STATION

When looking for a site for your First Aid Station, consider the following:

- Station should be located away from dangers, but as close as possible to the disaster site
- Station should allow easy access to road and possible heli-pad
- If a shelter is required (too dangerous to stay inside) make it so it will not blow down if a helicopter lands nearby

TRIAGE AREA

You may determine that a Triage Area is necessary. If so:

- There should be 3 main areas. (The patients in these areas should not be visible to each other if possible)

AREA 1	AREA 2	AREA 3
<i>GREEN (WALKING)</i>	<i>RED</i>	<i>BLACK</i>
<i>YELLOW (NOT WALKING)</i>		
Non-serious patients	Serious patients	Deceased Patients
Minor injuries	Unconscious	
Back pain (no cord injury)	Consciousness decreasing	
Possible fracture	Airway/breathing problems	
	Serious bleeding/shock	
	Serious fractures/dislocations	
	Spinal cord injury/crushes	
	Major burns	
	Medical problem	
	Heat and cold problems	

MEDICAL EMERGENCY TRIAGE TAGS (SUGGESTIONS FOR USE)

- Dispense controlled number of tags to triage personnel
- Stabilize most seriously injured patients first, if possible
- Fill out information on triage tags: <ul style="list-style-type: none"> • Time • Name of patient and parent/guardian • Home street address • Name of person doing triage • Indicate injuries on reverse side of tag

<ul style="list-style-type: none"> • Indicate treatment given
- Tear off all coloured tabs below “priority determined” and retain detached stubs
- Attach tag securely to body so that is clearly visible and will do no harm
- Secure one of corner tear-offs at accident location
- Remaining tear-offs will be used for ambulance driver records
-Transport victims to best available hospital strictly on a priority basis as follows: <ul style="list-style-type: none"> • 1) RED – critical, in need of immediate care • 2) YELLOW – serious, but hospitalization can be delayed • 3) GREEN – emergency transportation not considered necessary • 4) BLACK – dead, move to morgue

EVACUATION

Setting up and performing regular shifts at the First Aid Station is your first priority; however, be prepared to work with Search and Rescue to help move seriously injured patients from the disaster site to the First Aid Station. Remember, some of these patients will not be able to walk and/or may have spinal injuries.

Some things to consider:

- When you arrive at the patient, your goal is to do as much as you can based on how safe it is. You may have to “grab and go”
- If it is safe to delay moving patients, further assessment (secondary survey) may be required if spinal damage is suspected
- Consider conserving equipment and resources. For example, if you remove a patient on a spine board and there are still more patients requiring that board, consider moving the first patient onto a blanket on the ground. Remember – Improvise!

EQUIPMENT AND SUPPLIES (SUGGESTED)

Classroom first aid kit

- It is suggested that each classroom have a First Aid Kit in a backpack or easy to carry container.

PATIENT REMOVAL EQUIPMENT

The following is a SUGGESTED list of equipment that may be utilized to move non-walking patients from the site to the First Aid Station.

- 1 First Aid Kit (same as classroom)
- 2 adjustable cervical collars
- 1 spine board with straps (use doors as an alternative)
- 6 blankets
- 1 stretcher with ties or straps
- 1 storage container for above

FIRST AID STATION EQUIPMENT (SUGGESTED)

- 1 storage container(s)
- 10 space blankets
- 24 expanded metal splints
- 1 refuse pail with lid (include plastic bags)
- 4 pkgs paper towels
- 2 eye cups
- 24 safety pins
- 1 11.5 cm stainless steel silver forceps
- 1 14 cm stainless steel bandage scissors
- 1 oral thermometer
- 1 penlight or flashlight with extra batteries
- 1 pad of patient assessment charts (WCB)
- 1 first aid record book, pencil/pen and clipboard
- 1 150 ml liquid antibacterial soap
- 20 tongue depressors
- 50 cotton tip applicators
- 4 30 gram tubes water soluble burn treatment
- 100 sterile adhesive dressings, assorted sizes, individually wrapped
- 50 sterile skin closures, individually packaged
- 12 20 cm x 25 cm sterile abdominal dressings, individually wrapped
- 9 30 cm x 40 cm sterile abdominal dressings, individually packaged
- 8 sterile eye pads, individually packaged
- 9 43cm x 43 cm sterile 4-ply gauze dressings, individually packaged
- 200 7.5 cm x 7.5 cm gauze sponges
- 100 7.5 cm x 7.5 cm sterile gauze dressings, individually packaged
- 100 10 cm x 10 cm sterile gauze dressings, individually packaged
- 12 7.5 cm x 4.5 m crepe roller bandage
- 40 10 cm x 16.5 cm sterile pressure dressings, with crepe ties
- 1 box 2.5 cm x 4.5 m adhesive tape
- 1 box 5 cm x 5.5 m adhesive tape
- 1 7.5 cm x 4.5 m esmarch gum rubber bandage
- 24 5 cm x 1.8 m conforming gauze roller bandage

- 24 7.5 cm x 1.8 m conforming gauze roller bandage
- 50 cotton triangular bandages, minimum length of base 1.25 m
- 1 200 ml 3% hydrogen peroxide solution
- 12 500 ml sterile 0.9% sodium chloride solution (CHECK EXPIRY DATES)
- 1 kidney basin
- 1 wash basin
- 2 boxes alcohol wipes
- 20 triage tags
- 2 boxes disposable gloves
- 2 sets oropharyngeal airways
- 1 pocket mask with one-way valve
- 2 sets leg splints (1 long, 1 short)

2d) SAFETY & SECURITY COMMITTEE

Role:

To ensure that the school is safe and secured:

- Shut off propane tanks, gas meters, electricity and water lines to the school as required
- Identify and cordon off all hazardous areas
- Control access and egress routes to the school
- Control small fires
- Co-ordinate the evacuation of the school, should it prove necessary

RESPONSIBILITIES BEFORE THE DISASTER

- Develop response procedures for the Safety and Security Committee that are specific to your school
- At the start of each school year, review the composition of the committee and ensure that there are sufficient members to carry out the duties and responsibilities as outlined in the plan of operations
- Provide training and/or orientation to new members of the Committee
- Review the committee's tools and supplies on an annual basis and update or replace as required
- Determine an appropriate location for the storage of the Safety and Security Committee's supplies that will be accessible in the event of a serious disaster. These supplies should be stored in a container that is clearly marked "For Safety and Security Committee Use Only"
- Identify the location of propane, gas and water-line shut-off valves and electrical circuit boxes and mark them on a diagram of the school to be kept in the Committee's container.
- Identify those areas outside the school boundaries that could represent a potentially significant hazard to the school (e.g large propane tanks)
- Identify all possible sources of water for fire fighting purposes
- Identify access and egress routes, as well as a staging area, for emergency response vehicles

- Identify, in conjunction with the Shelter and Care Giving Committee, the location of emergency reception centers for students and staff should an evacuation of the school prove necessary
- Determine the safest routes to these emergency reception centers

RESPONSIBILITIES DURING AN EARTHQUAKE

- **Take cover in the crash position and stay there for 60 seconds after the shaking stops.**

RESPONSIBILITIES AFTER THE DISASTER

- Shut off all propane or gas meters
- Establish a Safety & Security post at the Principal's Command Post
- Ensure all members of the Safety and Security team(s) have the appropriate clothing, footwear and safety gear before proceeding with their tasks
- Shut off any utilities (electricity, water) as required
- If safe to do so, control small fires before they become larger fires
- Identify those areas in and around the school that represent a significant safety hazard and ensure, through the Communications Committee, that all teachers and staff are made aware of them
- Cordon off those areas that represent a safety hazard (for significant hazards, post a member of the Committee at the site)
- Develop a list of vehicles and drivers available to transport the injured to medical facilities
- Where possible, remove any obstacles to the access and egress routes to the school but do not expose committee members to potentially hazardous situations (e.g. live power lines)
- Ensure that access and egress routes, as well as the staging area, are kept free of all but emergency response traffic
- In the event of an evacuation to an emergency reception centre, provide advance scouts to ensure that the designated evacuation route is free of hazards

TRAINING (RECOMMENDED)

It is recommended that each member of the Safety and Security Committee receive training and/or familiarization in the following areas:

<ul style="list-style-type: none"> • Knowledge of their school's emergency response plan including the roles and responsibilities of the Safety and Security Committee, the Principal (Command Post) and the other Disaster Task Committees.
<ul style="list-style-type: none"> • Identity of key personnel in the other committees
<ul style="list-style-type: none"> • Proper use of fire extinguishers • Knowledge of the following locations: <ul style="list-style-type: none"> - The Communications Center, Principal's Command Post, Aid Post, etc. as listed in the school's emergency response plan - Gas and water shut-off valves and electrical panels - Hazards or potential hazards on school and adjacent properties - All possible sources of water for fire fighting - Access and egress routes to be used for responding emergency vehicles - Emergency staging area and helicopter landing pad - Emergency reception centers should an evacuation of the school and its grounds be necessary, and, - The evacuation route(s) to the emergency reception centers

GUIDELINES FOR THE SAFETY AND SECURITY COMMITTEE

You will need to develop response procedures for the Safety and Security Committee that are specific to your school. These procedures will lay out how you plan to meet your Committee's responsibilities in the event of a disaster. And it is important to exercise these procedures beforehand.

Procedures should be developed for the following:

<ul style="list-style-type: none"> • Ensuring that all members have the appropriate clothing for completing their assigned tasks. Members should be encouraged to keep spare work boots, coveralls, etc. in their car or other accessible location for immediate use in the event of an emergency
<ul style="list-style-type: none"> • Reviewing with the Communications Committee as to what information, if any, would be required for forwarding to School District #85
<ul style="list-style-type: none"> • Co-ordinating with the Damage Assessment Committee to develop procedures for cordoning off hazardous areas as identified in the post-disaster assessment of the building(s)
<ul style="list-style-type: none"> • Assigning personnel to monitor and control access/egress routes, staging areas, helicopter landing pads, hazardous areas, etc.
<ul style="list-style-type: none"> • Establishing an emergency helicopter landing pad if necessary: <ul style="list-style-type: none"> - Minimum 30 meters from nearest obstacle (will vary depending on size of

<ul style="list-style-type: none"> helicopter) <ul style="list-style-type: none"> - Designated area to be marked by magnesium flares - Landing area to be free of loose objects such as gravel - Landing area to be monitored and secured prior to landing and take-offs
<ul style="list-style-type: none"> • Maintaining a current list of drivers and vehicles that would be available for the transportation of injured to medical facilities
<ul style="list-style-type: none"> • Utilizing registered volunteers for traffic control and site security
<ul style="list-style-type: none"> • Stationing security staff at the main access point to: <ul style="list-style-type: none"> - Direct parent/alternate to student release area(s) - Direct emergency response personnel to the appropriate area(s) - Direct volunteers to the Volunteer Co-ordinator for registration and assignment - Direct media to the Command Post
<ul style="list-style-type: none"> • Suppressing small fires (see Basic Fire Suppression below)

BASIC FIRE SUPPRESSION

<i>Note: this does not in any way take the place of the Fire Department – call 911 as soon as you can</i>
- Always work with a partner
- Collect fire extinguishers, ensure they are appropriate for the type of fire
- Confirm the existence and location of the fire with a partner
- Only control small fires if it is safe to do so
- Sound a warning to start building evacuation, if not already initiated
- Feel doors with the back of hand before entering or exiting a room. If the door is hot, use alternative exit
- Close windows and doors before you leave a room
- Assist anyone along the way during evacuation if you can
- Stay low to the ground to avoid smoke and toxic fumes
- Always allow a safe route out for yourself
<i>To use a fire extinguisher properly:</i>
- Hold the extinguisher upright
- Pull out or snap off the ring pin
- Stand back approximately 6 ft. upwind of 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
<i>Remember:</i>
<i>- GET OUT of the building if you have any sense that the fire is beyond your control</i>
<i>- If clothing catches fire, STOP, DROP to the ground and ROLL</i>

EQUIPMENT AND SUPPLIES (SUGGESTED)

• Hard hats, reflective vests, work gloves, safety goggles
• Disposable coveralls
• Two-way radios
• Gas shut-off tool
• Set of master keys
• Flashlights
• Barrier tape
• Whistle
• Road flares
• Duct tape
• ABC fire extinguishers
• Water hoses
• Axes
• Crowbars
• Wrenches
• Writing and signage materials <ul style="list-style-type: none"> - Clipboard/paper/pencils/pens - Permanent ink marker pens - Utility knife or scissors - Paper and cardboard - Plastic sheets

2 e) DAMAGE ASSESSMENT COMMITTEE

ROLE:

TO CONDUCT QUICK INSPECTIONS (POST EARTHQUAKE) OF BUILDING(S) AND SITE FOR POTENTIAL OR IMMEDIATE DANGERS AND TO IDENTIFY THE HAZARDS IF BUILDINGS ARE REOCCUPIED.

RESPONSIBILITIES BEFORE A DISASTER

- At the beginning of the school year, review the composition of the Damage Assessment Committee and ensure there are sufficient members to carry out the duties of the Committee
- Review the Committee's response procedures (see guidelines below) and amend as required
- Provide training to new members of the Committee
- Review the Damage Assessment Committee's tools, forms, safety gear, etc. and update and/or replace as required
- Determine an appropriate location for the storage of the Damage Assessment Committee's materials that will be accessible in the event of a serious disaster; these materials should be stored in a container that is clearly marked "For Damage Assessment Committee Use Only".
- Conduct a hazard inspection of all areas of the school (both inside and outside) to identify potential hazards

RESPONSIBILITIES DURING AN EARTHQUAKE

- Take cover in the crash position and stay there for 60 seconds after the shaking stops

RESPONSIBILITIES AFTER THE DISASTER

- Establish the Damage Assessment post at the Principal's Command Post
- Ensure all members of the Damage Assessment team(s) have the appropriate clothing, footwear and safety gear before proceeding with their tasks
- Working in pairs, check for immediate or potential hazards of school buildings and grounds, including evacuation routes and assembly points. See the Damage Assessment form in this section
- Clearly mark dangerous areas with signs and set up barriers. Identify those areas that represent a significant safety hazard and ensure that all teachers and staff are made aware of them
- Look for damage in buildings (i.e. structural problems or non-structural damage)
- Check utilities for water line ruptures, downed power lines, electrical problems, sewer problems, etc. Turn off utilities as required
- Report damages, potential hazards and existing hazards to the Command Post
- As aftershocks occur, conduct additional damage assessment surveys
- Within 72 hours after the disaster, complete a detailed damage assessment survey of the school
- ***REMEMBER: NEVER PLACE YOURSELF OR YOUR TEAM IN A DANGEROUS SITUATION***

TRAINING

Training and/or familiarization in the following areas is recommended:

<ul style="list-style-type: none"> • Knowledge of the school's disaster/emergency plan including the roles and responsibilities of the Damage Assessment Committee, the Principal's Command Post and the other Disaster Task Committees
<ul style="list-style-type: none"> • Identity of key personnel in other committees
<ul style="list-style-type: none"> • Knowledge of the emergency site plan including the proposed location of the Communications Center, the Command Post, the First Aid Post, etc.
<ul style="list-style-type: none"> • Use and maintenance of portable radio equipment
<ul style="list-style-type: none"> • Knowledge of procedures to be followed in conducting preliminary and detailed damage assessment surveys

GUIDELINES FOR DAMAGE ASSESSMENT COMMITTEE

You will need to develop response procedures for the Damage Assessment Committee that are specific to your school. These procedures will lay out how you plan to meet your Committee's responsibilities in the event of a disaster. It is important to exercise these procedures beforehand.

PRELIMINARY DAMAGE ASSESSMENT SURVEY

When conducting a preliminary (rapid) damage assessment survey, the following assessment procedures and criteria should be followed:

- Examine the ground around the school facilities
- Examine the entire outside of the school facilities, and,
- Provided it is safe to do so, enter the structure(s) and conduct a quick floor by floor survey

The following indicates that the building and / or area outside it is unsafe:

- Building has collapsed, partially collapsed or moved off its foundation
- Building or any storey is significantly out of plumb
- Obvious damage to primary structural elements, severe cracking of walls, or other signs of severe distress
- Obvious parapet, chimney or other falling hazard present
- Large fissures in the ground, massive ground movement or slope displacement
- Other hazards present (i.e. toxic spill, ruptured gas line, fallen power line, etc.)
- If the school is assessed as unsafe, post an UNSAFE notice in a clearly visible location near all entrances
- After designating an area UNSAFE, use barricaded, yellow DO NOT CROSS LINE tape, or other means. The extent of the area declared unsafe is within the striking distance of falling hazards or within the danger zone of other hazards (i.e. chemical spill)

DETAILED ASSESSMENT SURVEY

When conducting a detailed assessment survey (i.e. “secondary” survey that is conducted after the “rapid” damage assessment survey has been reported to the Principal at the Command Post), the following should be considered:

LARGER WOODEN STRUCTURES

Assessment:

- **OVERALL DAMAGE:** Examine the building for gross structural damage such as severely racked walls (parallel tilting of walls out of their vertical position), whole stories out of plumb, leaning buildings, broken foundations. These are UNSAFE conditions.
- **ROOF/FLOOR-TO-WALL CONNECTIONS:** Examine the roof-to-wall and floor-to-wall connections. If any separation or movement is noted, post the structure UNSAFE, unless movement is slight and localized and vertical loads are still safety carried by the wall system
- **WALLS:** Examine the structure for racking of walls - severe racking is an UNSAFE condition
- **FOUNDATIONS:** Examine the base of the structure for signs that the building has moved off its foundation. Also examine for broken foundations caused by ground movement. Unstable foundations are UNSAFE conditions
- **OTHER HAZARDS:** Look for falling or other hazards. Examine veneer for signs of separation from stud walls. If separation is present or if some veneer has fallen, post AREA UNSAFE.

CONCRETE STRUCTURES

Assessment:

- **OVERALL DAMAGE:** Inspect the entire exterior of the structure for signs of damage, including partial collapse, leaning of the entire building or an individual storey or massive spalling of concrete walls, columns or beams. These are UNSAFE conditions. If you see reinforcing steel and/or most of the windows are broken, the structure is UNSAFE.
- **SLABS AND BEAMS:** Examine slabs and beams for possible loss of vertical support - this is an UNSAFE condition
- **COLUMNS:** The primary safety concern for individual columns is loss of vertical load bearing capacity. If this happens, collapse may occur and it is an UNSAFE condition
- **FOUNDATIONS:** Examine slabs and walls at the lowest level for signs of foundation failure related to ground movement. Severe foundation failure is an UNSAFE condition
- **INFILL MASONRY WALLS:** Examine for diagonal cracking as well as cracking that may extend from the wall into the frame. Examine damaged walls for loose blocks which can become falling hazards. In many older buildings, concrete block infill walls were used in stairwells. One frequent clue that an unreinforced masonry wall is present is the presence of stepped cracks that appear in mortared joints. Use judgment as to posting UNSAFE or AREA UNSAFE

EQUIPMENT AND SUPPLIES (SUGGESTED)

<ul style="list-style-type: none">• Hard hats
<ul style="list-style-type: none">• Flashlights and extra batteries
<ul style="list-style-type: none">• Safety goggles
<ul style="list-style-type: none">• Work gloves
<ul style="list-style-type: none">• Steel-toed boots (Committee members should have boots in an accessible location)
<ul style="list-style-type: none">• Two way radios with a battery charger and one spare battery for each radio, plus operators manual
<ul style="list-style-type: none">• Maps (School site, building(s), floor plan and general area)
<ul style="list-style-type: none">• Damage assessment forms and field manual outlining damage assessment procedures (Field Manual - Post Earthquake Safety Program - <i>BC Housing Corporation</i>)
<ul style="list-style-type: none">• Pencils, paper, clipboards, etc.
<ul style="list-style-type: none">• Materials for making signs:<ul style="list-style-type: none">- permanent markers- paper or cardboard and clear plastic for covers or chloroplast- duct tape, strings or wire- utility knife or scissors
<ul style="list-style-type: none">• Tools to shut off utilities
<ul style="list-style-type: none">• Rope, crowbars and other tools to assist in damage assessment surveys

2f) SHELTER AND CARE GIVING COMMITTEE

Role:

To provide and support basic human survival needs, such as water, food, shelter, sanitation and emotional support in the aftermath of a disaster.

RESPONSIBILITIES BEFORE A DISASTER

- Develop response procedures for the Shelter and Care Giving Committee that are specific to your school
- At the start of each school year,
 - review the composition of the Committee and ensure that there are sufficient members to carry out the duties and responsibilities of the Committee
 - provide training to new members of the Committee
 - review the Committee's supplies, forms, etc. and update and / or replace as required
- Determine an appropriate location for the storage of the Shelter and Care Giving Committee's supplies that will be accessible in the event of a serious disaster. These supplies should be stored in a container that is clearly marked "For Shelter and Care Giving Committee Use Only"
- Maintain, in conjunction with the First Aid Committee, an up to date list of those members of the staff and student population who would require special medical and psychological attention in the event of a disaster. Determine if any supplies or equipment is needed for those individuals (e.g. extra medicine, etc.)
- Make the necessary arrangements for shelter, water, food, sanitation facilities, etc. in the event that students have to be kept for an extended period
- Ensure that each classroom's "Grab and Go" kit is kept up to date and placed in an accessible location. If desired, collect a "comfort kit" from parents for students

RESPONSIBILITIES DURING AN EARTHQUAKE

- **Take cover in the crash position and remain there for 60 seconds after the shaking stops.**

RESPONSIBILITIES AFTER A DISASTER

- Establish the Shelter and Care Giving Post
- Establish the location of those members of the staff and student population who have been previously identified as requiring special medical or psychological attention in the event of a disaster
- Ensure that “comfort kits”, if available, are distributed to students. Provide emotional support as required
- In the event of inclement weather, erect temporary shelters
- Ration emergency water and food as required. Ensure safe food and water handling.
- If required, set up sanitation facilities

TRAINING (RECOMMENDED)

Training and / or familiarization in the following areas is recommended:

- Knowledge of the school’s disaster / emergency plan including the roles and responsibilities of the Shelter and Care Giving Committee, the Principal’s Committee (Command Post) and the other Disaster Task Committees
- Identity of key personnel in other committees
- Knowledge of the emergency site plan including the proposed location of the parent reception area, the command post, the first aid post, sanitation area, etc.
- Knowledge of procedures to be followed in:
 - setting up sanitation facilities
 - setting up temporary shelter
 - attending to those staff and students with special needs
 - operation of any stoves, heaters, generators or lighting equipment that the school has acquired for emergency use

GUIDELINES FOR SHELTER AND CARE GIVING COMMITTEE

You will need to develop response procedures for the Shelter and Care Giving Assessment Committee that are specific to your school. These procedures will lay out how you plan to meet your Committee’s responsibilities in the event of a disaster. It is important to exercise these procedures beforehand.

The following information offers some guidance on how to provide the necessary services that may be required following a major disaster, including:

- shelter
- water
- food
- sanitation
- special needs / emotional support

SHELTER

- Set up shelter for response functions (e.g. first aid stations, student release areas, etc. If possible, use indoor facility first then select outdoor options
- Use tents, plastic sheets, tarps and playground equipment for temporary outdoor shelters
- Gather all jackets, blankets, even drapes or carpets for warmth if necessary. Students and staff should make use of space blankets and garbage bags for individual protection from the weather
- Other shelter options include automobiles, neighbouring dwellings (if deemed safe to use), etc.

WATER

- Check for water supply (e.g. sources, how much is available for how long, methods of distribution, etc.)
- Possible sources of water:
 - tap water if available and uncontaminated
 - stored or bottled water
 - water from hot water tanks
 - water from toilet tank (only if there is no chemical treatment)
 - canned or packaged drinks
- Possible ways to treat water:
 - let water stand for 30 minutes or more for settling of sediments
 - boil vigorously for a minimum of 5 minutes if possible
 - add household bleach one drop at a time, shake and stir, smell for bleach odour. Repeat process and stop when you can just begin to smell the bleach. This is equivalent to adding 2 drops of bleach per 4.5 liters (1 gallon)
 - add water purification tablets according to directions on package. NOTE: TABLETS MAY CONTAIN IODINE, which some people are allergic to
- Water should be used sparingly, especially if water is in short supply
- Clean water should be used for re-hydration, first aid treatment, food handling and hygiene purposes. Reserve potable (drinkable) water for drinking and food preparation only
- Water should be rationed and distributed at regular intervals
- Use disposable drinking containers if possible (for sanitary reasons)

FOOD

- Make sure food is not contaminated. When in doubt, throw it out.
- Be cautious of allergies
- Use food from lunch boxes and refrigerators first
- If the school has a cafeteria, kitchen or home economics room, use thawed foods next
- Reserve canned and packaged foods for a prolonged emergency
- Food should be rationed, particularly for a prolonged emergency
- If a cooking facility is available, be sure to check for gas or electrical safety before use. An outdoor cooking facility (e.g. barbeque) may be an alternative
- Avoid foods that will create excessive thirst if drinking water is scarce

HUMAN WASTE

- Sanitation facilities should be provided as quickly as possible, especially if the emergency is prolonged
- DO NOT USE TOILETS unless you are sure that:
 - the building and sewage lines are intact
 - the water lines are intact
 - the area is not flooded
- Post “Out of Order” signs to notify people that there is a facility outage and re-direct to alternatives
- Set up alternatives, if necessary:
 - line toilet bowls or pails with garbage bags
 - partially fill with shredded newspaper or waste paper to absorb liquid
 - tie and secure plastic bags after use and double bag
- Do not use this method if flooding is a possibility, instead:
 - dig trenches or holes away from buildings, rivers, streams and other water sources (20 meters)
 - place a layer of lime or dirt (2 to 3 inches) along the bottom of trenches or holes and on top of each layer of waste
 - re-cover with dirt when trench is near full
 - mark locations of trenches or holes for disposal later
- Set up privacy screen options:
 - use normal washroom partitions
 - build screens by securing tarps or dark plastic sheets
 - use rooms with doors
 - use office partitions or gym mats, etc.
- Younger children will need supervision, direction and/or assistance
- Ensure adequate toilet paper and paper towels
- Monitor and maintain latrine cleanliness on a regular basis

HUMAN WASTE (CONT'D)

- Set up monitored wash stations (with bleached water) or otherwise provide washing supplies (e.g. anti-bacterial towelettes or wet wipes)
- Collect, cover and/or dispose of waste frequently
- Waste disposal options
 - Collect and seal solid human waste in larger containers
 - Temporary burial of wastes from bags may be necessary. Be sure to bury them away from any water sources as described above

Workers for this area should be rotated amongst teachers, staff and/or volunteers

GARBAGE WASTE

- All garbage containing food scraps must be securely wrapped or placed in a sealed container
- Food scraps can also be disposed of in deep trenches like a latrine and covered with soil
- Possibly contaminated dry garbage such as wound dressings should be deposited in sealed and marked containers or bags. These should be disposed of at a later date.

SPECIAL NEEDS

- Identify the students and staff who will require assistance during the evacuation or other situations
- Identify the special needs of these individuals:
 - those in wheel chairs
 - those using crutches or requiring walking assistance
 - those who have sight, speech or hearing impediments
 - those who may have language barriers
 - those who may suffer heart attacks, epileptic seizures, respiratory problems, etc. when under stress or in shock
 - those requiring special medications or any special assistance
- If not done previously, identify and assign persons who will be able to help these individuals (buddy system)

EQUIPMENT AND SUPPLIES (SUGGESTED)

Basic Equipment and Supplies: Where noted, quantities are estimated for 60 persons for 72 hours; multiply as required. The following supply list excludes supplies required by the other Disaster Task Committees

MISCELLANEOUS SUPPLIES:
- Site and building maps
- Plastic bags and ties (120 large) and 120 medium
- Water proof matches
- Toilet paper (15 rolls)
- Sanitary napkins (1 box)
- Tampons (1 box)
- Towelettes (180)
- Multi-blade knife (1)
- Pair of lock grip pliers (1)
- Multi-purpose screwdriver (1)
- 8" adjustable wrench (1)
- Plastic whistles (4)
- 5 lb. ABC fire extinguisher (1)
- leather gloves (2 pairs Large and 2 pairs Medium)
- Latex gloves (5 pairs large and 5 pairs Medium)
- Safety goggles (4 pairs)
- Flashlights
- 12 hour light sticks (5 x red and 10 x green or clear)
- Nylon cord (600 ft)
- 2" duct tape (2 rolls)
- 2" electrical tape (1 roll)
- Fire starter for bonfire
- Bungy cords
- Writing materials
- Nice to have: cooking stove and fuel, generator, lighting
<i>Note: Candles are not recommended as an emergency lighting source for school situations. Experience in other jurisdictions has been that the improper use of candles (in the aftermath of a disaster) has led to fires and injuries.</i>

FOOD AND WATER
- Emergency food (e.g. emergency food bars: 3 day ration per person. For younger grades, consideration should be given to having some familiar foods available, but be sure to rotate this food supply and avoid foods that will create thirst
- Water (e.g. emergency water pouches: 3/person/day (4 oz. packets))

- Containers to carry and distribute water or food
- Water bag or container (1)
- Disposable drinking cups
- Bleach
- Water purification tablets
- Utensils and facility to boil water
- Cooking utensils
- Scissors or knives
- Can openers
- Washing supplies

SHELTER
- tarps or storm shelter
- plastic sheets (6 ml)
- tents
- tent pegs
- nylon rope (300 ft x ½")
- poly static rope (300 ft x ¼")
- ropes, duct tape and poles to support shelters

SANITATION
- Plastic buckets or containers (5 gallon, with lids)
- Smaller pails for washing
- Shovels
- Lime and bleach
- Ropes or wires
- Plastic bags (various sizes)
- Duct tape
- Toilet paper
- Toilet seat (improvise)
- Towels
- Heavy rubber gloves
- Storage containers with tight fitting lids
- Rolls of dark plastic sheets
- Signage materials
- Tarps
- Ropes

CLASSROOM GRAB & GO BAGS (1 PER CLASSROOM)
- Back pack or tote bag
- Class list
- Clip board, paper, ball point pen and permanent marker pen
- Space blankets (1 or 2)
- Large, heavy duty plastic bags for rain coats
- 1 bottle distilled water (500 ml)
- Toilet paper or Kleenex
- Flashlight and batteries
- ID tags
- Scissors
- Small classroom first aid kit (1 face shield, 6 prs gloves, 6 pressure bandages, 6 triangular bandages, 20 band-aids, 20 anti-septic towelettes, 1 pair bandage scissors, 2 rolls of 1" tape
- Games, colouring books, writing materials, books or other activities that will help keep students occupied in the event of an extended evacuation period

2 g) SEARCH AND RESCUE COMMITTEE

Role:

To conduct a search of the school to locate any staff or students that are unaccounted for in the aftermath of a disaster, and recover critical equipment and supplies

Responsibilities Before A Disaster

- Develop response procedures for the Search and Rescue Committee that are specific to your school
- At the start of each school year, review the composition of the Search and Rescue committee and ensure that there are sufficient members to carry out the responsibilities of the Committee.
- Provide training to new members of the Committee, ensuring that all members have received training in basic first aid, fire suppression and rescue techniques
- Review the Committee's tools and supplies and update or replace as required
- Determine an appropriate location for the storage of Search and Rescue supplies that will be accessible in the event of a serious disaster. This equipment should be stored in a container that is clearly marked "For Search & Rescue Committee Use Only".
- Maintain an updated floor plan of the school showing the location of access and egress points to all areas of the school, as well as the location of all fire extinguishers, first aid kits, emergency supplies in the school and all utility (gas, water and electrical) shut-offs.
- Obtain an updated copy of the Hazard Assessment of the school. Be aware of the earthquake hazards that have not been fixed.

Responsibilities During an Earthquake

- Take cover in the crash position and remain there for 60 seconds after the shaking stops

Responsibilities After A Disaster

- Establish the Search & Rescue post at the Principal's Command Post
- Ensure all members of the Search & Rescue team(s) have the appropriate clothing, footwear, safety gear, equipment and MASTER KEYS before proceeding
- Develop a list of those staff and students who are unaccounted for, as well as their most likely location, if possible
- Form search and rescue teams, working in pairs or trios - NEVER ALONE
- Review damage assessment survey as prepared by the Damage Assessment Committee
- Following the search procedures outlined in the guidelines, conduct a systematic search of all areas in the school, concentrating first on those areas where missing persons are most likely to be located
- Conduct basic fire suppression, if required
- Advise the Principal at the Command Post of the results of the search. Persons who remain trapped should be identified and this information passed on to the Communications Committee

TRAINING (RECOMMENDED)

It is recommended that each member of the Search and Rescue Committee be familiar with basic Search & Rescue procedures. Suggestions for training include:

- | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">- "Basic Rescue Skills" – handbook published by Emergency Preparedness Canada- Local Fire Department for lectures or demonstrations- Drills- NEPP Manual |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

<p><i>Note: This training DOES NOT substitute for professional Search & Rescue workers. If in doubt, stay out!</i></p>

<p>It is also recommended that Search & Rescue Committee members be familiar with</p> <ul style="list-style-type: none">- their school's emergency response plan including the roles and responsibilities of the Search and Rescue Committee and the other Disaster Task Committees- the identity of key personnel in the other Disaster Task Committees- knowledge of the Emergency Site Plan- use and maintenance of the Search & Rescue equipment

GUIDELINES FOR SEARCH & RESCUE COMMITTEE

You will need to develop response procedures for the Search & Rescue Committee that are specific to your school. These procedures will lay out how you plan to meet your Committee's responsibilities in the event of a disaster. It is important to exercise these procedures beforehand.

The following provides some guidance on procedures to follow:

- Work in pairs or trios, NEVER alone. Always stay in voice, preferably visual contact with your partner(s)
- DO NOT ENTER an unsafe building. Get professional help
- Prioritize search areas where persons are known to be trapped based on information from the Command Post
- Plan your search and co-ordinate with other team members to avoid missed buildings or duplicated efforts
- Begin the search for missing persons as soon as reports are filed
- Conduct search in an orderly and pre-established pattern using school maps
- Do a perimeter check first. Stay low, be alert to and note any obvious dangers or hazards such as wires and sharp, falling or precarious objects
- Be prepared for after shocks. Use caution as building may be unstable
- Search can be done visually, vocally and physically
- Upon entering an area, call out and wait
- Pay special attention for calls for help or sounds of distress
- Check every building and room thoroughly. Check all classrooms, closets, offices, storage rooms, bathrooms, gymnasium, shower stalls, shops, etc.
- Communicate status after search of building to Command Post
- Once area has been searched, clearly mark the room or building as searched. Check off area on school site map to avoid duplicate efforts
- Take only lifesaving first aid measures at location. Then, if possible, move injured persons to First Aid Station. You may require the assistance of a trained First Aid Committee member. Do not place yourself or others at risk.
- If fatalities have occurred, note location on the map and report them to the Command Post. DO NOT move the bodies.
- When primary search is completed, remember to record date, time, search and results on status report which should be returned to the Command Post
- Secondary searches may be required for some buildings if aftershocks occur
- IF IN DOUBT - STAY OUT!
- Remember - children in trauma tend to hide. Search thoroughly even if no one answers

EQUIPMENT AND SUPPLIES (SUGGESTED)

Individual Team Member's Equipment (separate pack per member)

- 1 back pack
- 1 pair coveralls
- 3 dust / mist masks with exhaust valve
- 1 pair safety goggles – chemical splash type, vented
- 1 pair work gloves – leather palm
- 1 hard hat – adjustable with chin strap
- 1 safety vest – mesh with reflective tape
- 1 flashlight – non sparking (CSA approved for hazardous gases) with spare bulb
- “D” cell alkaline batteries
- 1 whistle with lanyard
- 1 pair knee pads
- 1 heavy duty garbage bag
- 1 marking crayon – red
- Pen/pencil and note pad
- Bandages and space blanket
- 1 Cyalume light stick – 12 hour green
- 1 Cyalume light stick – 30 minute high intensity white
-

General (Group) Equipment

- Master keys and any others needed for access to all areas of the school
- Radios or other means to communicate
- 1 roll barricade tape “CAUTION DO NOT ENTER”
- 3 rolls barricade tape coloured
- 1 roll duct tape
- 2 emergency blankets, quilted, water resistant
- 1 poly rope – 1/4” x 100 ft
- 1 poly rope – 3/8” x 100 ft
- 60 water pouches – 125 ml
- 1 utility knife with 4 spare blades
- 1 pair pliers – 10” vice grip type
- 1 pair metal shears
- 1 hacksaw with 4 spare blades
- 1 bow saw (21”) with extra blade
- 1 shovel
- 1 pry bar
- 1 sledgehammer – 4 lb double-sided
- 1 multi-screw driver
- 1 cold chisel

- 1 claw hammer
- Nails
- 1 hoist and rope
- 1 axe
- 1 small ABC fire extinguisher
- 1 storage container

2h) VOLUNTEER MANAGEMENT & STUDENT RELEASE COMMITTEE

Role:

Co-ordinate parent or other community volunteers who may converge on the site to provide assistance AND release student to parents or alternates according to procedures

Responsibilities Before A Disaster

- Develop response procedures for the Volunteer Management & Student Release Committee that are specific to your school
- At the start of each school year, review the composition of the Committee and ensure that there are sufficient members to carry out the responsibilities of the Committee
- Provide training to new members of the Committee, ensuring that all members are familiar with the forms and administrative procedures required
- Review the Committee's supplies and update or replace as required
- Determine an appropriate location for the storage of the Committee's supplies that will be accessible in the event of a serious disaster. This equipment should be stored in a container that is clearly marked "For Volunteer Management & Student Release Committee Use Only".
- Consider canvassing the neighbourhood prior to an emergency to determine availability of people and equipment resources that can potentially help with the recovery efforts. Compile a list of these resources and update the list periodically.
- Ensure that the Committee has a current printout of your school's student registration form, including names of parents and alternates, addresses and phone and contact numbers
- Ensure that the Committee has 1 copy of the Student Release Form for each student in the school. File the student information together with the release form alphabetically in binders.
- Prepare signage:
 - the alphabetical groupings for release line-ups
 - signage with release procedures
 - large visible signs for smooth traffic flow

Responsibilities During an Earthquake

- Take cover in the crash position and remain there for 60 seconds after the shaking stops

Responsibilities After A Disaster

Volunteer Management

- Establish a Volunteer Registration & Co-ordination Center at the Command Post
- Register (sign in and out) volunteers
- Screen volunteers with respect to special skills and their suitability for various duties
- Check with the Disaster Task Committees for their staffing requirements
- Provide instructions to volunteers as to what, where and how to assist, and to whom they should report
- Ensure volunteers are aware of school policies (i.e. information release, confidentiality of information), safety guidelines and how to deal with traumatic situations
- Provide for the welfare of volunteers (i.e. location of sanitation facilities, breaks, etc.)
- At the conclusion of the emergency, forward all forms to the Principal

Student Release

- Set up the Release Station
- Post signage and instructions for the parents near the entrance of the release station
- Cross check student release information and have the parent or alternate sign the student release form
- Have runners bring the student(s) to the Release Station for release to parent

TRAINING (RECOMMENDED)

Training and / or familiarization in the following areas is recommended:

- Knowledge of the school's disaster / emergency plan including the roles and responsibilities of the Volunteer Management & Student Release Committee, the Principal's Command Post and the other Disaster Task Committees
- Identity of key personnel on other Disaster Task Committees
- Knowledge of the emergency site plan including the proposed location of the volunteer reception and student release areas, the Command Post, the First Aid Post, sanitation area, etc.

GUIDELINES FOR VOLUNTEER MANAGEMENT & STUDENT RELEASE COMMITTEE

You will need to develop response procedures for the Volunteer Management and Student Release Committee that are specific to your school. These procedures will lay out how you plan to meet your Committee's responsibilities in the event of a disaster. It is important to exercise these procedures beforehand.

The following guidelines provide some direction with regard to managing the functions of volunteers and handling student release.

VOLUNTEER MANAGEMENT:
<ul style="list-style-type: none">•• The Volunteer Registration and Coordination Center should be located in close proximity to the Principal's Command Post• When registering information, collect the following:<ul style="list-style-type: none">- personal information such as name, address, phone numbers and emergency contacts- skills applicable to the situation- types of resources that they can provide (i.e. amateur radio, food, blankets, first aid supplies, etc.)• Check with the Principal at the Command Post to see what the staffing requirements of the various Disaster Task Committees are.• Brief volunteers before assigning them to their posts and provide them with the following information, if applicable:<ul style="list-style-type: none">- what they will be doing (should match their skills, knowledge and expertise)- who their supervisor is- where the sanitation facilities are located- how long they will be needed

VOLUNTEER MANAGEMENT (CONT'D)

- make them aware of school policies (who is authorized to release information to the media, the confidentiality of information, etc.)
- provide them with information with respect to safety, the location of hazards and those areas that are “out of bounds”
- advise them of sign in and sign out procedures (to be followed whenever a volunteer enters or leaves the site)
- expected shift length and rest break frequency (the supervisor may have this information)
- Provide volunteers with identification (i.e. tag, arm band)
- Screen volunteers to ensure that only those who can be vouched for are given access to the students. Others should be assigned to less sensitive areas (e.g. Safety & Security, Damage Assessment)
- Provide guidance to volunteers with respect to dealing with traumatic situation and traumatized students and staff
- Maintain records of all volunteer registrations

THE RELEASE OF STUDENTS CAN BE ONE OF THE MOST CHALLENGING TASKS FOLLOWING AN EMERGENCY OR DISASTER, ESPECIALLY IF LARGE NUMBERS OF ANXIOUS PARENTS, GUARDIANS, ALTERNATES OR NEIGHBOURS CONVERGE ON THE SCHOOL.

STUDENT RELEASE:

- Locate the Student Release Station away from the Command Post and other Disaster Task centers
- Persons staffing the Release Station must cross check information on the student (from printout of Student Registration Form data) to ensure that the parent or alternate is authorized to pick up the student(s)
- Ask for and check parent / alternate identification
- Unauthorized persons or special situations must be referred to a staff authority at the Command Post
- As parents / alternates are checked, have a runner retrieve the student(s) from his/her group
- Direct authorized parent / alternate to the waiting area as required
- Teachers or volunteers minding the students should cross off the student's name on his/her class list once the student leaves with the runner to be reunited with family
- Fill out the lower portion of the Student Release Form and obtain parent / alternate signature before they leave the site

STUDENT RELEASE (CONT'D)

Student release personnel should be prepared to recognize signs of extreme discomfort or reluctance of student(s) to go with the alternate. If this occurs, bring the child to the Principal at the Command Post

- For high schools, students leaving the school premises must as a minimum sign themselves out with the classroom teacher on the “Record of Emergency Release of Student” form
- In a worst case scenario, a minimum of 3 persons are needed for the function of Releasing students to go as smoothly as possible:
 - Supervisor
 - Front line Worker
 - Runner
- Ideally, 8 - 10 persons are required:
 - Supervisor plus 2 assistants
 - 3 front line workers (A-H, I-P, O-Z)
 - 2 runners
 - 2 general volunteers to meet and provide directions to parents / alternates

3) EARTHQUAKE DRILLS

Because earthquakes strike without warning, life-protecting actions must be taken immediately at the first indication of ground shaking. There will not be time to think through what to do. Therefore, of all earthquake preparedness measures, earthquake drills are the most important. Their purpose is to help students and staff learn how to REACT immediately and appropriately.

This section of the manual will help you understand:

- What dangers to expect during an earthquake
- What quake-safe actions to take during an earthquake
- Classroom drill procedures
- Building evacuation procedures
- How to conduct earthquake drills
- How to practice drills, and
- How to evaluate the effectiveness of your earthquake drills

As well as providing very important information to prepare students and staff on how they should react during and after an earthquake, this section also lays out a series of sample drill exercises to help put this knowledge into practice.

There are three main components to this Drills section:

1. A description of what to expect and how to react to an earthquake
2. A section on the skills to be learned and demonstrated during the drills, including response actions in the classroom during the earthquake and evacuation procedures following the earthquake.
3. A description of three sample earthquake drills that should be practiced each year (starting with a basic drill and moving up to more complex drills), along with a listing of the steps needed to organize these drills.

1. EARTHQUAKES – *WHAT TO EXPECT*

The first indication of a damaging earthquake may be a gentle shaking. You may notice the swaying of hanging plants and light fixtures, or hear objects wobbling on shelves. Or, you may be jarred first by a violent jolt (similar to a sonic boom). You may hear a low (or very loud) rumbling noise. A second or two later, you'll really feel the shaking. By this time, you'll find it very difficult to move from one place to another.

It is important to take "quake-safe" action at the first indication of ground shaking. Don't wait until you are certain an earthquake is occurring. As the ground shaking grows stronger, danger increases. For example:

- Free-standing cabinets and bookshelves are likely to topple. Wall-mounted objects (such as clocks and artwork) may shake loose and fly across the room
- Suspended ceiling components may pop out, bringing light fixtures, mechanical diffusers, sprinkler heads and other objects down with them.
- Door frames may be bent by moving walls and may jam the doors shut. Moving walls may bend window frames, causing glass to shatter and sending dangerous shards into the room.

The noise that accompanies an earthquake cannot cause physical harm, however, it may cause considerable emotional stress – especially if you're not prepared to expect the noisy clamor of moving and falling objects, shattering glass, wailing fire alarms, banging doors and creaking walls. The noise will be frightening, but a little less so if it is anticipated.

HOW TO RESPOND:

During a major or moderate earthquake, the greatest immediate hazard to people in or near a building is the danger of being hit by falling objects. During the ground shaking, the school population is safest finding immediate shelter under desks, tables or counters.

IF INDOORS:

- Stay inside: move away from windows, shelves, and heavy objects and furniture that may fall. Take cover under a table or desk, or in a strong doorway.

Although doorways have traditionally been regarded a safe locations, it is important to anticipate that doors may slam shut during an earthquake.

- In halls, stairways, or other areas where no cover is available, move to an interior wall. Turn away from windows, kneel alongside the wall, bend head close to knee, cover sides of head with elbows and clasp hands firmly behind neck.
- In the library, immediately move away from windows and bookshelves, and take appropriate cover.
- In laboratories and kitchens, all burners should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals that may spill.

IF OUTDOORS:

- Move to an open space, away from buildings and overhead power lines. Lie down or crouch low to the ground (legs will not be steady). Keep looking around to be aware of dangers that may demand movement.
- On the school bus, stop the bus away from power lines, bridges, overpasses, and buildings. Students should remain in their seats and hold on.

INDOORS OR OUTDOORS, WHEN AN EARTHQUAKE OCCURS TAKE ACTION AT THE FIRST INDICATION OF GROUND SHAKING!

2. EARTHQUAKE DRILL PROCEDURES

CLASSROOM DRILL PROCEDURES

Objective: During an earthquake drill or at the first sign of ground shaking, students demonstrate their ability to react immediately and appropriately as follow:

- DROP AND COVER
- TURN AWAY FROM WINDOWS
- STAY UNDER SHELTER UNTIL SHAKING STOPS
- LISTEN FOR INSTRUCTIONS

Following the teacher's command, *students* will:

3. Immediately Take Cover under desks or tables and Turn Away from windows
4. Remain in sheltered position for at least 60 seconds AFTER the shaking has stopped
5. Be silent and listen to instructions

During the earthquake drill, *teachers* will:

1. Take cover
2. Talk calmly to students
3. Review procedure for evacuating classroom

BUILDING EVACUATION PROCEDURES

Building evacuation following an earthquake is IMPERATIVE due to the possibility of secondary hazards, such as explosions and fires.

Basic evacuation procedures are as follows:

1. Classes begin evacuation after the shaking has stopped and at the instruction of the teacher. In case the teacher should become incapacitated or is missing, two alternates should be chosen beforehand.
2. Classes evacuate the building in an orderly manner through designated exits (if accessible)
3. Classes assemble in designated assembly areas as per FIRE DRILL procedures.
4. Teachers conduct headcount and report any missing student or staff members to the Principal at the Command Post

An aftershock may occur while students are evacuating. Occasionally practice "Drop and Cover" along evacuation routes.

Through repeated fire drills, your students undoubtedly have demonstrated their ability to exit the school building in a quick and orderly manner. It is, however, difficult to estimate how long it will take or how hard it will be for students to maneuver through any debris that might have fallen in their path to safety after an earthquake.

Because surprises can lead to confusion and anxiety, students and staff should be told what to expect and how to navigate safely. To emphasize that evacuation takes place only *after* ground shaking ceases, building evacuation should be practiced as an extension of the classroom “Drop and Cover” drill.

Teachers should discuss with students possible situations that may be encountered during an earthquake evacuation. For example, discuss what you would do if:

- The power fails
- The door jams
- An alternate exit route must be sought (e.g. an exit overhang collapses)
- Hallway and stairway are littered with debris
- An aftershock occurs
- There is smoke in the hallway
- Fire or gas leak occurs
- Students are injured and cannot be moved and,
- Students are outside of the building

Staff and drill organizers should also discuss the advantages and disadvantages of sequentially evacuating classes through the hallway to avoid crowding and confusion should aftershocks or other situation (fire, blocked exit) occur.

3. CONDUCTING EARTHQUAKE DRILLS

BACKGROUND:

The essential components of earthquake drills are classroom discussions, demonstrations and exercises designed to help students learn *WHERE* to seek shelter and *HOW* to protect their heads and bodies from falling objects (e.g. debris from ceilings, light fixtures and shattered glass).

Effective earthquake drills simulate:

1. actions to be taken during an actual earthquake
2. actions to be taken after the ground shaking stops. Building evacuation following an earthquake is imperative due to the potential danger of fires or explosions
3. actions to be taken to recover from the earthquake – as per the School Emergency Plan (e.g. headcount, first aid, building damage assessment, search & rescue, parent-student reunification, etc.)

Emergency drills and exercises are essential components of any Emergency Preparedness Program. They are excellent tools for demonstrating (and validating) a school's emergency response capability. Drills and exercises can involve the whole school or any one component of an Emergency Preparedness Plan (such as your Search and Rescue Committee's role and responsibilities). Drills also motivate individuals, community groups and municipal agencies to participate in the school's program. Conducting progressively more extensive drills increases a school's emergency response capabilities.

All drills must be well planned, conducted and evaluated. Using a site plan that shows class assembly and other key areas is helpful. A school has many community resources (in particular parent volunteers) that can be of assistance in the process, particularly when more extensive emergency exercises are conducted.

Upon completion of the drill, it is important that the lessons learned are shared amongst the participants for follow-up action as required. **REMEMBER – IT IS THE PLAN THAT IS BEING TESTED, NOT THE PARTICIPATING INDIVIDUALS.**

**EARTHQUAKE DRILLS SHOULD BE POSITIVE, FUN AND STIMULATING LEARNING EXERCISES.
THE LESSONS LEARNED WILL HELP MAKE ALL PARTICIPANTS BETTER PREPARED TO FACE AN
ACTUAL EMERGENCY.**

DRILLS AND DRILL MEETINGS

School District #85 requires that each school conduct regular and frequent earthquake drills every school year.

In this section, we suggest the steps needed to organize and carry out this series of drills and the components of each drill. The Principal will initiate and manage this effort with the assistance of the Emergency Preparedness Committee. Over time, school drills can become more extensive, but the following are seen as good starting points.

INTRODUCTORY MEETING

Ideally, the Introductory Meeting should take place at the FIRST STAFF MEETING OF THE SCHOOL YEAR

- Hand out “Individual Roles and Responsibilities” (Appendix 1) and “Disaster Task Committees - Introduction” (Appendix 2) as information guides.
- Ask staff to read the information before the next drill meeting
- Briefly introduce the school plan
- Set date and time for the first DRILL MEETING

DRILL MEETING

This meeting is intended to emphasize the need for earthquake preparedness planning and drills, to answer questions concerning “Roles and Responsibilities”, to review the functions of each Disaster Task Committee, assign staff and parent volunteers to these committees and go over the plans for the first drill. At this meeting, give staff the opportunity to discuss their concerns and ask questions. Representatives from the school’s Emergency Preparedness Committee (including parent volunteers) should be invited to attend this meeting.

SUGGESTED MEETING AGENDA

- Discussion on “Individual Roles and Responsibilities” - (5 min)
- Hand out and review (from this section) - “What to expect during an earthquake”, “Earthquake response procedures”, “First Drill” - (10 min)

- Go over the responsibilities of all Disaster Task Committees – (15 min)
 - Principal’s Command Post
 - Communications
 - First Aid
 - Safety and Security
 - Damage Assessment
 - Shelter and Care Giving
 - Search and Rescue
 - Volunteer Management and Student Release

- Set up these committees. Ideally there will be one staff and one parent member on each committee. Depending on the size of the school and availability of staff and parent resources, committees may be combined. – (10 min)

- Initiate a “Class Buddy System” for classroom teachers in order to have those staff members who are on Disaster Task Committees released to work with their Committee. (Appendix 3) - (5 min)

- Ask attendees to read the First Drill handout and answer questions – (5 min)

- Set the date for the first drill

FIRST DRILL – *PRE-DRILL INSTRUCTIONS*

- Remove 4 - 6 students from different classrooms throughout the school (Try to do this without staff members being aware)
- These students should be identified as missing when headcount is completed
- Ensure these students have adequate supervision during the drill

FIRST DRILL

1. INITIATE DRILL OVER PA SYSTEM
2. Drop and Cover
3. Evacuate as per procedures (Take the classroom “Grab and Go” bag)
4. Set up Command Post
5. *Classroom Teachers* - Conduct a head count and report missing students or staff to the Command Post
 - Activate “Class Buddy System” in order to free staff members who are on Disaster Task Committees
 - Have your class investigate the contents of the “Grab and Go” bag

- Have activities for classes to keep busy (e.g. games, songs), practice first aid, and provide emotional support for each other
 - Organize reunion of siblings
6. Have Disaster Task Committees report to Command Post (*NOW STOP DRILL*)
 7. Re-enter building
 8. Take the time to debrief students – be sure they talk about their fears
 9. Organize an after school meeting of all drill participants (excluding students)
 - Evaluate the drill – Use evaluation checklist (Appendix 4)
 - Debrief staff to identify concerns and problems
 - Read over “Second Drill”
 - Confirm that all Disaster Task Committees will be ready
 - Set the date for the next drill

SECOND DRILL – *PRE-DRILL INSTRUCTIONS*

- Remove 4 – 6 students from different classrooms throughout the school
- These students will act as victims for this drill. They will be injured and listed as “minor injuries” as per the patient list and tags (Appendix 5) They will not be in the classrooms during the simulated earthquake. Pin one of the tags indicating type of injury on each “missing” student.
- These students should be identified as missing once the headcount is complete and their names should be forwarded to the Command Post
- During Step 7 of the drill (Search and Rescue active sweep), the missing students should be found.
- *Ensure that these students have adequate supervision during the drill.*

SECOND DRILL

1. INITIATE DRILL OVER PA SYSTEM
2. DROP AND COVER
3. Evacuate school as per procedures (Take classroom “Grab and Go” bags)
4. Set up Command Post
5. Conduct a Head Count and report missing students or staff to the Command Post
 - Activate “Class Buddy System” in order to free staff who are members of a Disaster Task Committee
 - Have class investigate “Grab and Go” bags

- Show students how to put on plastic bags for rain coats SAFELY
- Have activities for classes to keep busy (e.g. Games, songs), practice first aid and provide emotional support for each other
- Organize reunion of siblings

6. Set up the Command Post and activate the following Disaster Task Committees:

- DAMAGE ASSESSMENT
- SEARCH AND RESCUE
- FIRST AID
- SAFETY AND SECURITY

7. Have “DAMAGE ASSESSMENT” Committee conduct a building check

8. Have “SEARCH AND RESCUE” Committee do an active sweep to search the building(s).

FIND THE STUDENTS WHO WERE PRE-SELECTED AS MISSING AND INJURED AND RETURN THEM TO THE FIRST AID STATION

9. Have “FIRST AID” Committee set up their station and receive and treat injured students

10. Have “SAFETY AND SECURITY” simulate shutting off utilities

11. STOP DRILL AND RE-ENTER THE BUILDING

12. Take the time the debrief students. Ensure they talk about their fears

13. Organize an after school meeting of all drill participants (excluding students)

- Evaluate the drill. Use Evaluation Checklist (Appendix 4)
- Debrief staff to identify concerns or problems
- Read the third drill outline; *note that this involves an invitation to parents to participate*
- Set the date for the third drill

THIRD DRILL – *PRE-DRILL INSTRUCTIONS*

- Advise parents about the Drill and invite them to participate (sample letter Appendix 6)
- This drill will require a total of 12 victims / patients. These students or staff members will act as victims for this drill. They will be injured as per the patient list and tags (Appendix 7). They can be staff or students, but always make certain that students are old enough, put into pairs and/or supervised. They will not be in the classrooms during the simulated earthquake. Pin one of the tags indicating type of injury on each patient. After the “Duck & Cover” phase of the drill is over, the less seriously injured patients may wander out of the school seeking First Aid.
- The patient injuries are categorized by “First Aid” code protocol into green (minor) to red (major). The more seriously injured “patients” should not leave the school following the simulated earthquake. These patients should be identified as missing, when the headcount is completed.
- Search & Rescue should find the missing students/staff during their active sweep of the school

THIRD DRILL

1. INITIATE DRILL OVER PA SYSTEM
2. Drop and Cover
3. Evacuation as per procedures (take “Grab and Go” bag)
4. Set up Command Post
5. Conduct a head count and report missing students or staff to the Command Post
 - -Activate “Class Buddy System” in order to free Disaster Task Committee members
 - -Show students how to put on plastic bags for rain coats SAFELY
 - -Have class investigate “Grab and Go” bags
 - -Have activities for classes to keep busy (e.g. games, songs), practice first aid, and provide emotional support for each other
 - -Organize reunion of siblings

6. Set up the Command Post and activate ALL Disaster Task Committees
 - Communications (Set up near or at Command Post)
 - First Aid (Set up First Aid Station)
 - Safety & Security (Secure dangerous areas)
 - Volunteer Management & Student Release (Set up release station)
 - Damage Assessment (Assess structural damage)
 - Shelter & Care Giving (Establish shelter for those who require it)
 - Search & Rescue (Set up and search for missing persons)
7. Have parents arrive in Student Release area
8. **STOP DRILL! (Dismantle and store equipment)**
9. Re-enter the building
10. Take time to debrief students. Ensure they talk about their fears
11. Organize an after school meeting
 - Evaluate the drill
 - Debrief staff to identify concerns and problems
 - Discuss possibilities - e.g. Principal not on site at time of earthquake, school may be destroyed, overnight stay may be required, evacuation of area a possibility, placement of fatalities
 - **SET GOALS FOR NEXT YEAR'S DRILLS**

APPENDIX 1

INDIVIDUAL ROLES AND RESPONSIBILITIES

This section defines the general roles and responsibilities of School District personnel, students and parents before, during and after an earthquake. In addition to the roles and responsibilities defined here, Disaster Task Committee members will be asked to take on additional responsibilities. There may be some overlap between individual and Disaster Task committee roles and responsibilities (example: classroom teacher who is also on the Communication Committee). It should also be noted that the roles and responsibilities of the Principal also apply to their designates.

PRINCIPAL

BEFORE:

- Oversee the school's emergency preparedness activities such as plan preparation, drills, earthquake hazard assessment, etc.
- Ensure that the Principal's earthquake kit contains up to date student information.
- Ensure that the school's first aid kit is ready.

DURING:

- Take cover in the crash position and stay there for 60 seconds after the shaking stops

AFTER:

- Direct the school's evacuation.
- Evacuate the school, taking the Principal's earthquake kit and the school First Aid kit with you.
- Set up the Command Post and direct post-earthquake recovery efforts

**TEACHERS, SPECIAL EDUCATION WORKERS AND ALL OTHERS WHO
WORK WITH STUDENTS**

BEFORE:

- Hold classroom discussions
- Practice drills
- Hold hazard hunts and correct hazards where possible
- Appoint two student monitors in case you are injured
- Check that your classroom “grab and go” bag has up-to-date class lists
- Prepare for the buddy system
- Make arrangements to have someone care for your own children until such time as you can join them after an earthquake

DURING:

- Issue the TAKE COVER order at the first sign of a tremor
- Take cover and assume the “crash” position. Stay there for 60 seconds after the shaking stops
- Talk calmly to reassure students

AFTER:

- Instruct students to evacuate
- Take the classroom “grab and go” bag
- Lead class to the designated assembly area
- Be prepared to choose an alternative escape route in case of fire or exit blockage
- Take class attendance and report any missing students or staff to the Command Post
- Administer first aid if necessary
- Do not reenter the building unless instructed by the Principal or designate
- Attach ID tags (student name and phone number) or write this information on the foreheads of primary and injured students, if tags not available
- Reassure students
- Remind students that parents may be delayed in calling for them (bridges or roads may be blocked, etc.)
- Encourage students to talk about their fears and anxieties
- Note on the class list anyone who, for any reason, leaves the class group

STUDENT

BEFORE:

- Learn what to expect and what to do during an earthquake
- Identify hazards in the classroom, school and home
- Participate in earthquake drills
- Know the name, address and phone number of your emergency contact persons(s) as designated by your parent(s)

DURING:

- Follow the teacher's instructions
- TAKE COVER under a nearby desk or table. If the table moves, move with it.
- Assume the CRASH position
- COUNT to 60 our loud. Stay in the CRASH position for 60 seconds after the shaking stops
- If out of the classroom, take cover against an inside wall away from falling objects; count to 60. Stay in position for 60 seconds after the shaking stops and then join the nearest class

AFTER:

- Follow evacuation instructions from your teacher or designated monitor
- Wear shoes
- Stay with your class group unless given permission to leave
- Put on identification tag
- Comfort and reassure other students
- Do not re-enter the school without permission
- Do not go home without permission; be aware that your parents may be delayed in coming for you
- Talk about what has happened

CUSTODIANS

BEFORE:

- Coordinate with the Principal to identify and, if possible, eliminate potential interior and exterior earthquake hazards
- Inspect chemical storage areas regularly
- Working with the Principal, establish earthquake procedures for shutting off power, fuel and water mains. Ensure that shut-off instructions and all necessary keys and shut-off equipment (e.g. wrenches) are made available to any other staff that may be required to perform this duty in your absence.
- Know the location of and how to use fire fighting equipment

DURING:

- Stay calm and take cover in the CRASH position; stay there for 60 seconds after the shaking stops

AFTER:

- Immediately carry out pre-arranged duties (e.g., shutting off gas or water, fire fighting, etc.)
- Report to the Command Post and assist in search and rescue, damage assessment or other duties as directed
- Assist in setting up emergency facilities, if necessary

BUS DRIVER

BEFORE:

- Review earthquake procedures with supervisor
- Ensure bus first aid kit is complete

DURING:

- Stop bus away from power lines, overpasses, bridges, etc. ; pull into side road or into a driveway if possible
- Stay in the bus
- With students, assume the CRASH position between seats or in the aisles and count out loud to 60 after the shaking stops

AFTER:

- Contact dispatch for further instructions
- Students should remain in the bus if safe to do so. If bus is immobilized in an unsafe position, evacuate to a safe area. Due to the possibility of aftershocks, you should evacuate to an open area
- Administer first aid, if necessary
- Reassure students
- Contact supervisor, school, police or other emergency authority by any means possible without leaving students unattended
- Stay with students until help arrives or until instructed to move
- Keep the group intact

PARENT / GUARDIAN

BEFORE:

- Be aware of the school's earthquake policies and procedures
- Provide the school with the name of alternative emergency contact(s). Update this information with the school as it changes
- Become familiar with earthquake response measures and first aid procedures
- Implement a family earthquake response plan

DURING:

- Stay calm and take cover in the CRASH position until 60 seconds after the shaking stops

AFTER:

- Listen to the local radio stations for emergency announcements
- DO NOT phone the school. They may be trying to reach you or emergency response services
- When safe to travel, go to the school or designated alternate location to collect your child - assume your child will NOT be released otherwise. If possible, walk rather than drive, to minimize traffic congestion
- If you are unable to go to the school, contact your designated emergency contact person to collect your child

SCHOOL EMERGENCY PLAN

INTRODUCTION

The primary focus of the information provided in this guide is to help our schools and worksites prepare for emergency situations. Because of their potential for widespread damage and injury, earthquakes are expected to create the most severe emergency conditions likely to face our schools. So, in effect, preparing for an earthquake emergency will help to prepare your school for many other emergencies.

This guide is designed to provide the staff, students and parents of School District #85 with procedures for responding to an earthquake.

Experience in other areas of the world has repeatedly shown that in the aftermath of a major earthquake, response agencies are overwhelmed by the magnitude of the disaster and are incapable of providing emergency services to all who require it. In addition, the loss of bridges and delays caused by damage or debris to the road network could result in communities being “on their own” for days, if not weeks in some circumstances.

It is essential that people understand the need for self-sufficiency in their homes, neighbourhoods and schools for a minimum period of 72 hours. For those parents who may be isolated from their children for this period of time it is important for them to know that the School District has established procedures to provide for their children’s welfare while they are at school.

This guide will help your school implement an emergency preparedness plan, with the focus on three main areas of emergency preparedness. The following **three sections** will deal with:

4. **Identifying the earthquake hazards in school facilities, assessing risk and implementing measures to reduce the risk of injury in the event of an earthquake.**
5. **Outlining the roles and responsibilities of *DISASTER TASK COMMITTEES* and forming these committees. These are the school based response committees that will provide first aid, communication, safety and security, shelter and care giving, search and rescue, damage assessment, student release and volunteer coordination functions after an earthquake.**

6. Outlining how to conduct a series of annual emergency/earthquake drills.
(Note: THIS SECTION OF THE GUIDE IS FORTHCOMING)

This guide has been modeled after the “Neighbourhood Emergency Preparedness Program (NEPP)”. It is not intended to be a comprehensive document, but rather it should be viewed as a template that individual schools can adapt to suit their own particular needs. Each school is encouraged to expand and build on this framework as their own experiences and circumstances dictate.

For some schools it may not be feasible to implement all the recommendations in this manual immediately. Instead, plan to phase in your school’s emergency preparedness plan – concentrating first on the critical areas such as setting up committees, conducting drills & hazard assessments and acquiring key supplies, and building on the base until the program is fully operational.

As much as possible, we have attempted to provide the “how to” and “steps to follow” information that you will need in order to implement your school’s emergency preparedness program.

EMERGENCY PREPAREDNESS COMMITTEE

A dedicated and active school Emergency Preparedness Committee is key to the successful implementation of an effective school emergency plan. In some schools, this committee may be referred to, or be part of the existing Health and Safety Committee. As these are staff members who have already shown an interest in health and safety issues at your school, there isn’t a better place to start!

To optimize the effectiveness of your school’s emergency committee, membership may include:

- The Principal or Designate
- Staff Representatives
- Parents
- Students (High School)
- Custodian
- School Secretary

Committee responsibilities include:

- Co-ordinate emergency preparedness activities under the direction of the Principal
- Provide support or leadership to the individual Disaster Task Committees
- Familiarize themselves with the local municipal or regional emergency plan
- Conduct annual earthquake hazard assessments in the school
- Co-ordinate the acquisition of emergency supplies
- Review emergency supplies and update as required (i.e. batteries, water)
- Assist with parent/student communications and education and awareness with respect to emergency preparedness

EXPECTATIONS OF PERSONNEL

In the event of an earthquake, all staff members are expected to remain on the scene to ensure the safety of students until otherwise directed by the Principal of the school. The Board and its employees are entrusted with the responsibility for safety and care of students until a parent/guardian or previously designated adult comes to collect them.

It is understood that some staff members may wish to rush immediately to ensure their own families' safety. They should first secure the safety of the students entrusted to them, just as they would expect staff in their neighbourhood school to care for their children. Once the school has been secured satisfactorily, they may be relieved at the discretion of the Principal.

Note: In this guide, wherever the position of Principal or Site Manager is mentioned, the duties and responsibilities noted are also intended to apply to the designate for these positions if or where this situation should arise.

APPENDIX 3

BUDDY SYSTEM

As the name implies, the Buddy System is the pairing of individuals or groups. In an emergency situation, the “Buddies” ensure the safety of and/or lend assistance to each other. Variations of Buddy Systems can occur depending on the circumstances

BUDDY HELPERS

- Person(s) who are assigned to individuals(s) who require help (example: a person in a wheelchair)

BUDDY CLASSES (INSIDE)

- The ideal buddy classes would be close in proximity to each other. Following the incident:
 - Teachers and/or other staff members working with students check on the status of his/her own class
 - Check with the Buddy Class to determine each other’s safety status, need to assist with injuries, any other needs
 - If necessary and feasible, a Buddy teacher may take over responsibility for the other class. This may include the evacuation of both classes
 - Both buddy teachers should have access to each other’s updated class lists

BUDDY GROUPS (OUTSIDE)

- In an outside assembly area (for attendance purposes), assign an older class with a younger class
- The two classes should always line up beside each other at the same assembly location
- The reasons for Buddy groupings are:
 - To free up one teacher
 - To help tighten supervision of the students when resources are limited (i.e. older students assist in supervision)
 - To provide more opportunities for the students to work with and comfort each other

Pods (for on or off site evacuation)

- Pods are combined buddy groups, as many as required, to free up necessary staff to carry out emergency response activities. The following are guidelines to increase the effectiveness of pod groupings:
 - Allow older siblings to stay with younger siblings and their group(s). It is suggested that older siblings be allowed to leave their class to stay with the younger sibling’s class. All teachers must document any changes to their class information (i.e. who has gone where)
 - Teachers who are freed up should give their class lists to the teachers who are staying with the pods.

APPENDIX 4

DRILL EVALUATION CHECKLIST

Use the following checklists to assess the effectiveness of your current earthquake drill procedures. Mark Y for yes or N for no. Use as a discussion tool for drill debriefing.

CLASSROOM PROCEDURES

- ✓ _____ Are all students and staff familiar with the “drop and cover” procedure
- ✓ _____ Have all students demonstrated their ability to take immediate and correct actions?
- ✓ _____ Do teachers take cover with students during drills?
- ✓ _____ Is there sufficient shelter space under tables, desks and counters for all student?
- ✓ _____ Do all students know how to protect themselves if no shelter is available?
- ✓ _____ Are teachers and students prepared to remain in quake-safe positions for up to 60 seconds?
- ✓ _____ Are students encouraged to be silent during drills?
- ✓ _____ Are teachers prepared to maintain relative calm and reassure their students?

EVACUATION PROCEDURES

- ✓ _____ Are students evacuated from classrooms to a safe outdoor area following a drill?
- ✓ _____ Does your post-earthquake building evacuation procedure consider the very real possibility that strong aftershocks may occur within minutes after the main event?
- ✓ _____ Do teachers remember to take their “Grab and Go” bags to the outdoor assembly area during earthquake drills?

EVALUATION CHECKLIST (CONT'D)

OTHER

- ✓ _____ Have custodial staff and all others assigned earthquake response duties practiced their roles during your earthquake drills?
- ✓ _____ Have students been given ample opportunity to discuss their fears and concerns about earthquakes?
- ✓ _____ Have students been instructed on how they can help each other?
- ✓ _____ Are earthquake drills viewed as an opportunity to discuss earthquake preparedness in the home?
- ✓ _____ Have parents been informed about your earthquake safety procedures?
- ✓ _____ Have teachers and other staff members been encouraged to prepare their families to cope effectively during and after an earthquake?
- ✓ _____ If you cannot re-enter the school, are you prepared to deal with the following:

_____ COMMUNICATIONS

_____ FIRST AID

_____ SAFETY & SECURITY

_____ DAMAGE ASSESSMENT

_____ SHELTER & CARE GIVING

_____ SEARCH & RESCUE

_____ VOLUNTEER MANAGEMENT & STUDENT RELEASE

COMMENTS

APPENDIX 5

SECOND DRILL – PATIENT LIST AND TAGS

Photocopy, cut on dotted line and before the drill, pass these out to the students or staff members who have been selected to be missing/injured. They can attach the tags with a safety pin so they are visible to rescuers.

<p><i>Green</i> Patient has a minor cut to the arm. Can walk</p>
<p><i>Green</i> Patient has sore elbow (worsens with movement). Can walk</p>
<p><i>Green</i> Patient has a cut to forehead, no pain in back or neck. Can walk</p>
<p><i>Green</i> Patient's left hand fingers have been crushed, cannot move fingers. Can walk</p>
<p><i>Green</i> Patient has sore knee. Can walk</p>
<p><i>Green</i> Patient has a bad cut to lower right leg which is bleeding a little. Can walk</p>

APPENDIX 6

SUGGESTED LETTER TO PARENTS OR GUARDIANS – DRILL 3

Dear Parent or Guardian;

Our school will be holding the third earthquake drill of the year on
_____ at _____.
(Date) (Time)

If you are available, we would like to invite you to participate in this exercise. In the event of a real disaster, this practice drill will help us prepare for situations that could arise during a real emergency.

Your role during the practice is to arrive at _____ to pick up your child(ren).
(Time)

Upon arrival at the school, you will be directed to wait in a designated area and your child(ren) will be brought to you. As each child is picked up, it is important that we check off that he or she has gone home with a parent or pre-authorized adult.

A real life disaster of this type can be difficult to manage and it is imperative that we all do our best to be prepared. Your participation will help us to evaluate our School Emergency Plan and make changes or improvements where needed.

Please contact _____ at _____ if you have any questions.

Thank you.

Yours truly,

Principal

APPENDIX 7

THIRD DRILL – PATIENT LIST

Photocopy, cut on lines and distribute to the students or staff members selected to be missing/injured.

<p><i>Green</i> Patient has minor cut to forearm. Able to walk</p>
<p><i>Green</i> Patient has a minor cut to shoulder. Able to walk</p>
<p><i>Green</i> Patient has a fractured wrist. Able to walk</p>
<p><i>Green</i> Patient has a cut to outer side of leg. Able to walk</p>
<p><i>Yellow</i> Patient has fractured let. Cannot walk</p>
<p><i>Yellow</i> Patient has a bad cut to leg, bleeding. Cannot walk</p>
<p><i>Yellow</i> Patient has a bad cut to arm, bleeding, feels weak. Cannot walk</p>

Yellow

Patient has severe pain between shoulder blades

Red

Patient is unconscious. ABC's are OK

Red

Patient is conscious with breathing problems,
broken ribs, lots of pain

Red

Patient has lower back pain, no feeling in lets

Black

Patient is deceased. NO ABC's