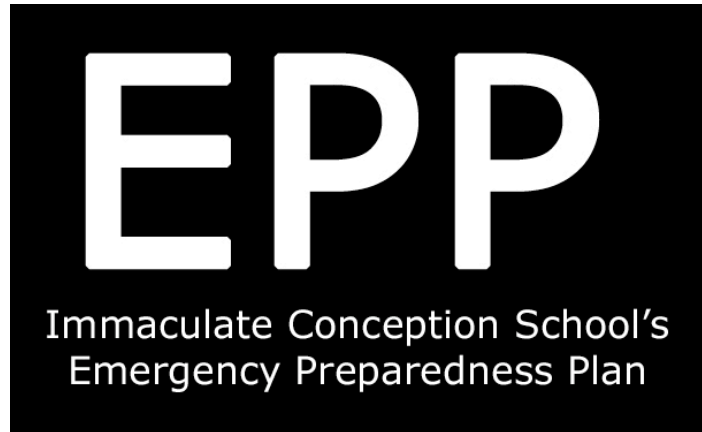




Today, I will grow in knowledge, love of God and service to others.



Website Version:
To protect our
children, some
sensitive information
has been removed

The following safety procedures will be reviewed each September as well as at other times as required.

All staff members are responsible for familiarizing themselves with all areas of safety procedures when appropriate and as required.

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Purpose

This Plan has been written to assist school personnel, students, parents and other members of our parish school community prepare for earthquakes, fires or other hazards. As earthquakes happen less often than other types of events, preparation is often weighed against the odds that it will not occur in this decade, or that it will not happen while school is in session.

The time that is spent on earthquake planning has enhanced our preparedness for general emergencies. Therefore, this manual was written based on the following assumptions:

- A major earthquake can occur without warning and could occur during school hours.
- This event would cause widespread damage resulting from ground shaking and other hazards quake (i.e. fires, electrical hazards, and the release of toxic materials).
- Transportation routes, telephone communications and other utility services would be disrupted.
- Medical, fire and rescue personnel would be severely overtaxed and would not be able to respond to every school within the affected area for several hours.
- In the aftermath of a major earthquake, we may be required to provide first-aid and to assume the care and shelter for our student population and staff beyond the normal dismissal hour and up to 72 hours post event.

This Plan will also serve to:

- Comply with sections of the Vancouver Building By-Law, issuance by Vancouver Fire Department Fire Protection Branch to meet the requirements of the Vancouver Fire By-Law.
- Provide for staff development, responsibility, protocol and continuing education.
- Ensure provision of continuous quality improvement for our parish school community.

Terms of Reference

Command Post

The Command Post plays an important part in EPP and is the gathering point of all operations. The Command Post Leader is the Principal or Principal's designate. Individuals assigned to this post are responsible for overseeing the entire emergency operation such as setting up appropriate stations, overseeing office and teaching staff duties, dealing with problems, sending runners to their needed posts, and informing first aid of injuries. The Command Post staff is responsible for rapid damage assessments (walk around/entry building check).

The Command Post is also responsible for overseeing student status and attendance reports from the teaching staff. The reports include missing and injured students and staff.

Another duty of the Command Post is to oversee the Search & Rescue Leader's duties by such means as:

1. Requesting frequent status updates of search (trapped, injured and located) and rescued students and staff members;
2. Requesting frequent updates of rescued individuals sent to the first-aid stations;
3. Liaising with school staff and offer assistance as required (i.e., offering grade 7 students to assist with supervision of children).

Emergency Release Forms

Completed Emergency Release Forms are held at the Emergency Release Station at the time of disaster.

Blank Emergency Release Forms are sent to each student family at the beginning of the school year. The forms must be completed by the family listing each child that attends ICS, indicating student name, birth date/age, important and necessary medical information, and if necessary enough medication for up to 72 hours accompanied by exact instructions for administration. This form also contains information regarding Emergency Contacts. Children can **ONLY BE RELEASED TO ADULTS LISTED ON THIS LIST**. Attention and due diligence on the part of parents in filling out this form is essential.

First-Aid Team

This is the team that performs basic first-aid for people brought to the First-Aid Station. They are also responsible for setting up a temporary morgue.

Set-Up Team

This is the team that opens the EPP storage bins, hands out Student ID tags, sets up stations signs, delivers information binders to specific stations, assists in setting up First-Aid supplies and shelters if necessary, sets up latrines, sets up stations, hands out Comfort Kits and other duties as assigned by Command Post.

Student Assembly Area

This is the area designated as a gathering area for all students and staff after a survivable incident. It is the area where students are assembled by alphabetical order and are assembled with other siblings attending ICS. The protocol for responsible staff is as follows:

- Students will line up by class, as in a fire drill
- Attendance will be taken
- ID tags will be handed out
- Missing students will be identified

Note that siblings at ICS will be grouped together at the student assembly area.

Student Identification Tag (ID Tag)

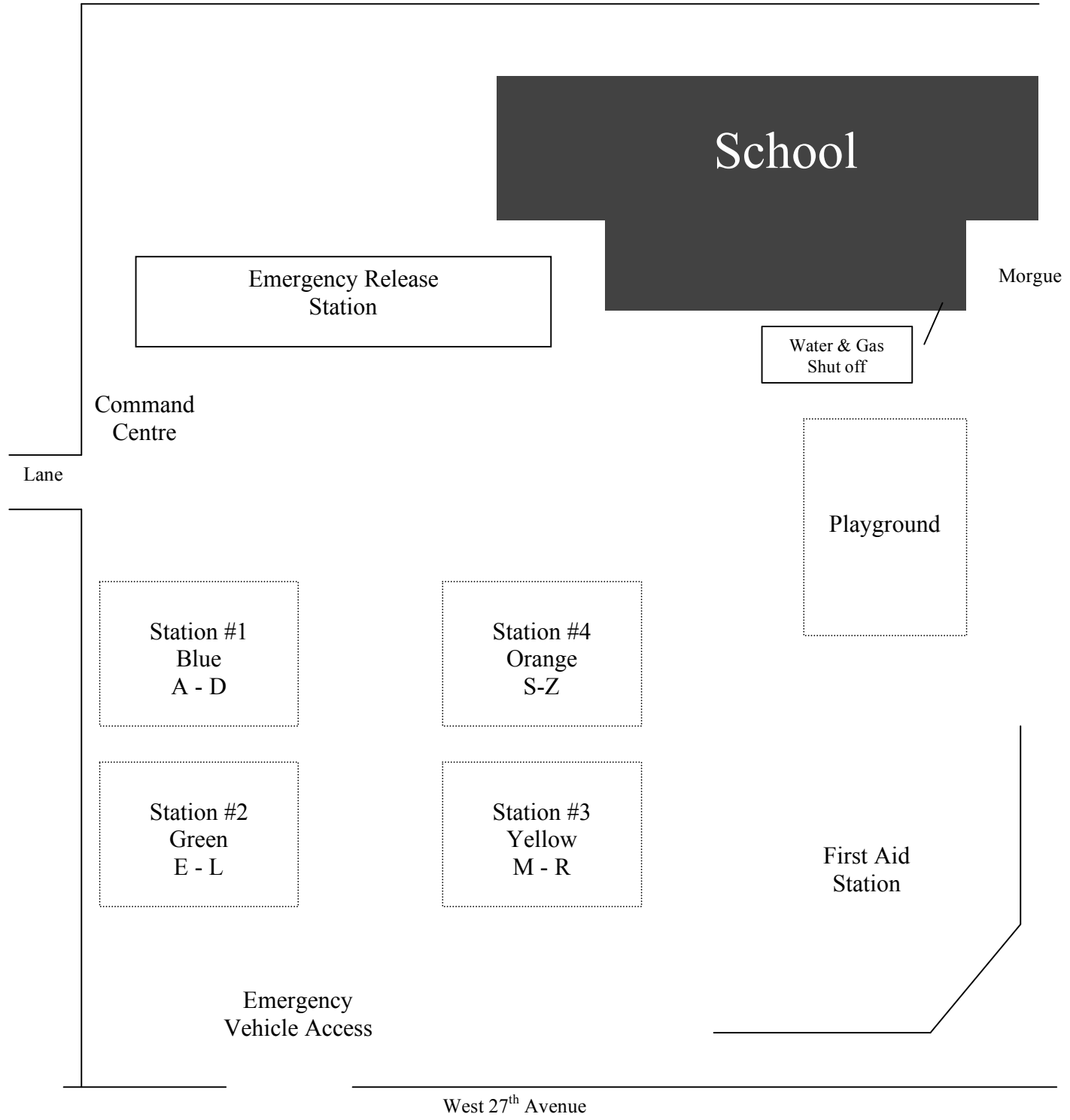
These important tags are essential to ensuring that the students can receive the best attention, care and safety while waiting for release to designated adults. These tags contain vital information containing name and an up-to-date photograph, address, telephone numbers, next of kin, medical alert information, etc.

These tags will be attached to a long string and are to be worn around the neck or wrist.

Each student and each adult **MUST** wear an ID tag around their neck for identification purposes.

Sketch of School Grounds

West 28th Avenue



Sketch of School Building

Diagram not included in web version of this document.

Summary of Procedures

Access to the School

Policy

The following procedures must be followed by all responsible persons in order to ensure and maintain the safety of the students, parents and staff members present in the school.

Procedure

Responsible Person

All Staff

- Lock all classes and rooms when not in use so that an intruder cannot hide in the vacant rooms or take a student into a vacant room to be assaulted.
- Have main doors to the washrooms kept open or even removed if this meets with the approval from the Fire Department, so that teachers and staff can hear what is happening in the washrooms.
- Ensure back door (by boys' washroom) is closed and locked at all times.
- In case of alarm,

Phone Monitoring Station
Account Code Number
Personnel Account Number

Contact information is
not included in the web
version of the EPP.

Evacuation Procedures

Reasons for Evacuation

- Fire
- Bomb
- Flood
- Earthquake
- Gas Leak

Follow the pre-determined route if necessary. After surveying the situation, determine the nearest, clearest and safest exit and follow the safest possible route to reach it. An alternate route should be established before hand.

- Check the school map if possible
- Grab your emergency bag (with student I.D. tags) and clipboard if possible.
- Do not rush or crowd
- Check any doors for heat before opening
- Watch for any broken or fallen wires. Stay away from fences because of fallen wires.

Staff Deployment

The senior most responsible person present at the time of emergency will authorize the evacuation. This could, therefore, be a principal, vice-principal or teacher-in-charge.

- Notify Police 911

Order of Evacuation

- Ambulatory students and staff
- Non-ambulatory students and staff
- Teacher leads class outside
- Must leave behind and pinned/trapped students
- Check in neighboring classroom (if possible) to ensure partner-staff is ambulatory. If not, take partner-staff's first aid and emergency clipboard and instruct students to follow you.
- Specialty teachers lead students out through nearest and safest exit. Return the students to their classroom teacher at the appropriate assembly area.

Emergency Telephone Protocol

Emergency Phone Number	911
Ambulance Only	604-872-5151
Poison Control Centre (St. Paul's)	604-682-5050

Know the situation

Conscious / Unconscious

How many are hurt

Breathing/ Not Breathing

When calling emergency services, give the following information:

- Hello, my name is . . .
- I am a teacher at Immaculate Conception School. We need an ambulance at the school. The address is 3745 West 28th Avenue at the corner of Alma and West 28th Avenue (Dunbar area) in Vancouver. Enter the schoolyard off Alma through laneway (between West 27th and West 28th Avenue). Our telephone number is 224-5012.
- We have male/female student . . . age (or grade)
- What happened is . . . give brief details of the incident
- His/her condition is . . . give current details and likely injury
- Describe treatment.
- Do you need any further information?
- How long will the ambulance take?
- Wait for them to repeat back to you any information you have given and to ask for clarification.

What to Do in an Emergency

- Treat victim/s.
- Check on medication the individual may be taking.
- Phone ambulance or appropriate emergency service. Have the victim's file and any medical information from office ready for their use.
- Phone parents/guardians.
- Keep the playground clear.
- Unlock the chain.
- Open the gate for ambulance.
- Assign a person to the top of the laneway to greet and direct the ambulance.
- Have any witnesses to the accident available to inform ambulance or emergency service attendants of events.

Administration of Medication

Policy

All Staff members will follow the following procedures to ensure the safety of students when requested, in writing, by the parent or legal guardian of an identified student, to administer drugs or kind to the identified student. This policy and procedure does not apply when a student administers their own medication.

Procedure

Responsible Person

Principal

- Will request a signed and dated letter of authorization from the parent or legal guardian of the identified student in order to administer the medication required.
- The Principal will designate a responsible staff member to administer the medication for the identified student.
- The Principal shall ensure that the responsible person is adequately instructed, by either the parent or legal guardian of the student and/or the School Nurse, regarding the proper administration of the medication.

Responsible Staff Member

- Shall be responsible for a demonstrable knowledge of the proper procedure for administering the identified medication to the identified student.
- Shall be responsible for administering the identified medication to the identified student, as directed by the signed and dated letter of authorization from the parent or legal guardian of the identified student.

Bomb Threats

Policy

Bomb threats are usually received by telephone or sometimes by note or letter. Most bomb threats are made by callers who want to create an atmosphere of general anxiety and panic, but all such calls must be taken seriously and handled as though an explosive is in the building.

Responsible Person

- All Staff

Procedure

If you receive a bomb threat phone call:

- Stay calm and note the time.
- Make an effort to keep the caller on the line as long as possible. Try to note voice characteristics and background noises as possible. Listen carefully to what the person is saying. Getting the caller to continue talking assists in helping the police to identify the caller.
- Ask questions
 - Where is the bomb?
 - When is it going off?
 - What kind is it?
 - What does it look like?
 - Try not to interrupt the caller and get them to say as much as possible.
- Take notes on everything that is said. Use **the Bomb Threat Report Form**.
- Report to the Principal and call 911 immediately. If you can, get someone to do this while you are speaking to the caller.
- All bomb threats are to be considered real; it is to be considered a threat to all students and staff.
- Evacuation may be necessary - if so, follow the evacuation procedures.

Bomb Threat Report

Questions to Ask	Caller's Voice	
<ol style="list-style-type: none"> 1. When is the bomb going to explode? 2. Where is it right now? 3. What does it look like? 4. What kind of bomb is it? 5. What will cause it to explode? 6. Did you place the bomb? 7. Why? 8. What is your address? 9. What is your name? 	<ul style="list-style-type: none"> • Calm • Angry • Excited • Slow • Rapid • Soft • Loud • Laughter • Crying • Normal • Distinct 	<ul style="list-style-type: none"> • Nasal • Stutter • Lisp • Raspy • Deep • Clearing Throat • Deep Breathing • Cracked Voice • Disguised • Accent • Familiar • Slurred
<p>Exact wording of the threat:</p> <p>THREAT LANGUAGE: Well spoken Foul - Taped - Incoherent - Irrational - Message read by threat maker.</p> <p>Sex of caller _____ Race _____ Age _____ Length of call _____ Telephone # call received at _____ Time _____ Date _____</p>	<p>IF FAMILIAR - SOUNDS LIKE?</p>	
	<p>BACKGROUND SOUNDS</p>	
	<ul style="list-style-type: none"> • Street • Animal • Clear • Static • Music • House • Motor 	<ul style="list-style-type: none"> • Machinery • Voice • PA System • Local • Long Distance • Booth • Office Machinery
<p>Comments</p>	<p>OTHER</p>	

Earthquake & Fire Procedures

Policy

All Staff Members shall follow the established procedures for Fire Safety to ensure the safety of the students, visitors, and staff members and to prevent or delay the spread of any fire or smoke.

Procedure

Responsible Person

All Staff Members

- Must ensure that the classrooms and hallways are free of obstacles.
- On a daily basis, all staff persons must pay particular attention to the exit doors in the classrooms and in the hallways.
- Shall ensure all paper projects displayed in the classes and/or in the hallways are stapled or secured at all four comers of each paper sheet in order to delay the spread of the fire.

Buddy Projects

When classes are involved in Buddy Projects and one half of one class is in another classroom, the following procedures shall be followed:

Responsible Intermediate Teacher

- Shall exit the building with all students at the nearest fire exit.
- Shall direct the class to the designated assembly area for the intermediate class.
- Shall direct the visiting primary students to their own teacher for attendance.

Responsible Primary Teacher

- Shall exit the building with all students at the nearest fire exit.
- Shall direct the class to the designated assembly area for the primary class.
- Shall direct the visiting intermediate students to their own teacher for attendance.

Facts to be reviewed with students

An earthquake is the shaking or trembling of the crust of underground volcanic forces or by the sudden slipping of the earth's crust beneath the surface.

The actual movement of the earth, frightening as it is, seldom is the direct cause of death and injury. The earth does not 'yawn open', 'gulp down' a neighborhood or a building and slam shut. The earth's movement, however, can cause buildings and other structures to shake or collapse. Most casualties result from falling or shifting objects and debris, splintering glass and fires.

Understanding

- Everything shakes and rattles - there is a lot of noise.
- Things may fall and break, or shift (such as ceiling tiles, book cases, file cabinets, computers, and other furniture that has not been anchored to walls or floors).
- The motion may be severe and if you are standing, you may be thrown to the ground.
- Many things stop working, such as lights, telephones, elevators, heat and air conditioning.
- Some exterior windows will break, causing shattered glass and strong drafts. There will be a mess if we have a strong big earthquake.
- The shaking may last only a minute or two - but it will feel like a long time.
- There may be a number of after shocks over several days, weeks or months afterward.

Greatest Dangers

- Falling objects such as book cases, pictures or items hanging on the walls, ceiling tiles, light fixtures, furniture, file cabinets, computers.
- Swinging doors and broken windows.
- Possible fires from broken natural gas lines, electrical short circuits or other causes.
- Electrical shock hazards - be aware of potential damage to electrical equipment

What to Do During an Earthquake - Remember

- DUCK, COVER, HOLD.
- Duck and take cover under a desk, table, bench or against an inside wall, doorway or hallway.
- Cover your head with your arms and close your eyes to protect yourself from flying objects such as glass, etc.
- Stay away from tall bookcases, lockers, high shelves, files cabinets, and other furniture that may fall on you.
- Stay away from glass, windows and outside doors.
- Watch for falling objects, such as ceiling tiles, light fixtures, bookcases, etc.
- Count to 60 – if the shaking has not stopped, count to 60 again and PRAY.

After the Earthquake

- Follow evacuation procedures. Report attendance to person in charge.
- Report to pre-assigned stations.
- Pray.

Earthquake Procedures

In the event of an earthquake or an earthquake drill, EVERYONE MUST:

- **DUCK** under a table or desk
- **HOLD** onto a leg of the desk or table if possible.
- **COUNT** to 60 in a loud voice.

Students:

- **WAIT** for teacher's instructions. (If teacher is unable, then the designated student in charge takes over).
- **FOLLOW** the teacher's instructions.
- **REMAIN SILENT.**
- **WALK** to line up at the door.
- **REMAIN SILENT** and **EXIT** the building as in Fire Drills

Teachers:

- **DETERMINE** safety at the end of the **60-second** count.
- **INSTRUCT** students to **COUNT to 60 again if not safe.**
- **INSTRUCT** students to **line** up at the door. (If possible, take backpacks, jackets, lunch bags, etc).
- **INSIST** on absolute **SILENCE.**
- **DETERMINE SAFEST ROUTE** - check school map if necessary.
- **GRAB** Emergency Kit (containing student I.D. tags) and clipboard if possible.
- **EXIT** the building using the safest route.
- **LEAD** class to the designated meeting area
- **COUNT** the number of students.
- **IDENTIFY** all missing students.
- **REPORT** the information to the Person-In-Charge (Principal or designate).
- **FOLLOW** all instructions given by the Person-In-Charge.

If Drill continues beyond this:

- **SUPERVISE** the students.
- **DISTRIBUTE** all student I.D. TAGS.
- **DIRECT** all students to their **COLOURED** station (grouped according to last name so that siblings are together).
- **REPORT** to pre-designated stations to assume Emergency Roles and Duties.

EPP Staff List - According to Stations

- * Children at home
- ^ Part-time employment
- 1 - Primary assignment
- 2 - Secondary assignment

Command Post

Cathy Riviere	Principal
Rowena Taylor (1)	Kindergarten

Release Station

_____	Parent Volunteer
_____	Parent Volunteer
Rowena Taylor (2)	Kindergarten

First Aid Station

_____	Specialist &
_____	Teacher
_____	Assistants

Set- Up Station

_____	Principal
_____	Administrative Staff

Colour Station # 1 - Blue: A-D

_____	Teacher
_____	Teacher

Colour Station # 2 - Green: E-L

_____	Teacher
_____	Teacher

Colour Station # 3 - Yellow: M-R

_____	Teacher
_____	Teacher

Colour Station # 4 - Orange: S-Z

_____	Teacher
_____	Teacher

Search & Rescue Team

_____	Parent Volunteer
_____	Parent Volunteer

Parent volunteers (pre-trained) will be available to help staff in these stations.

Parent Emergency Team to Assist Staff

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

This information is to be updated every September.

EPP Coordinators

- _____
- _____
- _____

Fire Drill Procedures

When the alarm sounds:

Students:

- **Stop** what you are doing
- **Respond** to the teacher's command
- You **MUST WALK**
- You **MUST REMAIN SILENT**

Teachers:

- **Instruct** student to form a single file line at the outside exit door.
- Ensure that the lines are short with no large gaps.
- Ensure no students run and insist on absolute silence.

- **Determine** the safest exit. (see attached school map)
- **Lead** students out, using the nearest safest exit.-
- Instruct the last student to close the door.
- Instruct students not to return to their class during an alarm.

- **Direct** class to the designated meeting area.

- **Count** the numbers of students your class.
- **Identify** all **missing students**.
- **Report** the information to the Principal (or Person-In-Charge).

- Classes are to **remain** in formation until instructed to do otherwise.

- **Students receiving learning assistance, library, music or other instruction** at the time of the alarm will proceed out with that teacher and will meet their regular classroom teacher at the designated meeting area.

- **Students out of the classroom** at the time of the alarm should exit the school by the nearest door and meet their class at the designated meeting area.

Emergency Forms & Checklists

Earthquake Procedures Checklist

STEP 1 - GIVE EVACUATION COMMAND

- As soon as safe to do so, give evacuation command
- Instruct everyone to evacuate the facility

STEP #2 – MEET MARSHALLING AREA

- Instruct teachers to complete **Class Evacuation - Report Form 1**
- If the school has experienced a serious earthquake, with damage to the facility, proceed to **STEP #7**

STEP #3 - ACCOUNT FOR ALL STUDENTS AND STAFF

- Compile class Evacuation Reports on the **School Emergency - Evacuation Summary – Report Form 2**
- Ensure all students and staff are accounted for

STEP #4 - RETRIEVE MISSING STUDENTS and STAFF

- Send **Search and Rescue Team (Checklist K)** to tag and bring out missing students and staff
- Send **Damage Assessment Team (Checklist G)** to check the facility and prepare a report

STEP #6 - ISSUE RE-ENTRY LR EMERGENCY STATUS COMMND

- Receive the report from the **Damage Assessment Team**
- If it is safe to do so, issue re-entry command; if the school facility is not safe to re-enter, proceed to **STEP #7**

STEP #7 - SET UP COMMAND CENTRE

- Follow instructions on Command Centre Checklist (**Checklist E**)

1

Class Evacuation – Status Report Form 1

Teacher: _____ Class: _____ Time: _____

_____ Number of students safely evacuated

_____ Number of students left in the building due to injuries

Name: _____ Location: _____

_____ Number of students missing/unaccounted for

Name: _____ Possible Location: _____

Number of students with you who require medical assistance: _____

Name: _____ Injury: _____

Do you yourself need medical attention? Y N For: _____

3

School Emergency - Status Report Form 3

School Name: _____

Time of Incident: _____ **Date:** _____

Brief statement of overall situation at the site: _____

Requirement for emergency response:

Fire: _____ Ambulance: _____ Police: _____ Other: _____

CONDITION OF STUDENTS

___ # enrolment today

___ # accounted for

___ # missing Names: _____

___ # trapped in building Names: _____

___ # injured

___ # require immediate medical attention

Type of Injury

Name

<h1>4</h1>

Leading a Defusing Session – Form 4

Rationale

- Provides a safe and supportive environment for the individual(s) to **vent their initial reactions**, feelings and beliefs about the critical incident
- Provides opportunity for the individual(s) to **share information** about the critical incident
- Provides a means of **reconnecting individuals** who have been traumatized with others in their community who can support them and validate their response and reaction

Guidelines

- Perform **directly after the critical incident** in order to allow for the expression of emotional reactions to the event
- **All individuals** who were involved in the critical incident should be part of a defusing session before going home
- Form **groups of no more than ten** individuals, who have a similar connection to the incident (e.g. those who worked on the body; staff who made phone calls or directed students; students who witnessed the incident; students who heard about the incident; friends of the injured individual, etc.)
- Ideally the group facilitator should be someone who was not involved in the incident

Outline

- Ask each person to **share information** about the incident
- **Answer** any **questions** that arise with factual information (avoid speculation)
- Encourage each person to **express** their **feelings** about the incident
- Talk about “normal” reactions: nausea, tears, fear and anxiety, numbness, sleeplessness
- Suggest coping strategies: talking with parents/partner, putting on favourite music, walking
- Indicate when follow-up will be available (e.g. “We’ll talk more tomorrow morning about this.”)

First Aid Report Form 5

First Aid Centre Report

Name: _____ Time: _____

Description of Injury: _____

Action Taken: _____

Current Condition: Stable Critical

Other Information: _____

Released: Yes ___ No ___ to:

If sent to hospital, record name of hospital and ambulance #

Hospital: _____ Ambulance #: _____

Did anyone accompany the student to the hospital? _____

First Aid Centre Report

Name: _____ Time: _____

Description of Injury: _____

Action Taken: _____

Current Condition: Stable Critical

Other Information: _____

Released: Yes ___ No ___ to:

If sent to hospital, record name of hospital and ambulance #

Hospital: _____ Ambulance #: _____

Did anyone accompany the student to the hospital? _____

A***Search & Rescue Team – Checklist A***

This form was listed within Step #4 of the emergency checklists; however, it is not available at present.

B**Damage Assessment Team – Emergency Checklist B**

- Wait for instructions from Command Centre to do a Damage Assessment:
 - of grounds
 - of external facilities
 - of interior facilities
- Obtain **Damage Assessment Supplies Container** from Cargo Container
- Read: **Building Damage Assessment** information
- After receiving map, instructions, felt pens, and info sheets for each door, prepare to enter facility by putting on vest and protective gear including: hard hats, knee pads, goggles, and gloves
 - take first aid kit, water, and flashlights
- Walk low or crawl on hands and knees, single-file, holding on to the person in front with arm extended to next person's shoulder. Person leading has hands extended, continually sweeping 360 with the flashlight, testing floor, stepping cautiously before proceeding
 - use baby steps when necessary
- Remember:
 - safety first
 - always work in teams
 - always be within reach of your partners
- Complete laminated **Scene Assessment Report** when instructed by Command Centre to enter each facility
 - provide completed report to the Command Centre
- If there has been structural damage to the building, all of the utilities may have to be shut down. Inform Incident Commander, who will in turn relay the necessary information to the Utilities Team.
- Identify safe areas for injured/rescued groups; inform Incident Commander
- Await further instructions from Command Centre

Remember: IF IN DOUBT, **STAY OUT!**

- feel door handle with back of gloves with your non-dominant hand for heat
- stay low, open door cautiously
- when entering a room, check in a clockwise manner; when room check has been completed paint an "X" with spray paint on front of door to identify check completion
- move against walls to move around the room
- call out, talk loudly

- ❑ if someone is located, ask for their name; assure the person that rescuers will come
- ❑ it is very important to always shut the door behind you
- ❑ if building has smoke throughout, count door frames till exit

On each door note the following:

- ❑ mark areas with florescent colours, using **Structure Assessment Marking** procedures :
 - structure/hazards assessment marking
 - search assessment/victim location marking
 - general hazard marking (e.g. cordon banners, flagging)
 - facility/vehicle markings
 - team and functional markings
 - symbols @ = do not enter/danger
- ❑ if no maps are available:
 - develop a sketch map
 - identify and label landmarks
 - assign a name to each site (GPS references)



Command Center – Emergency Checklist C

STEP #1 - CALL EMERGENCY PERSONNEL

- Have emergency personnel (911) been contacted? Yes/ No
- When is it likely that emergency personnel will arrive? _____

STEP #2 - APPOINT COMMAND CENTRE STAFF

- Appoint Incident Commander _____
 - Incident Commander to wear green vest
- Appoint Deputy Incident Commander _____
 - the Command Centre Assistant will process information and requests and consult on matters which require the Incident Commander's attention
 - instruct Assistant to obtain **Command Centre Kit** (if one has been prepared)
- Appoint Command Centre Scribe _____
 - the Command Centre scribe will keep a log book of the decisions and actions taken by the Command Centre (Columns: Time/Source/Event/Remarks)
- Appoint Student Release Coordinator (Administrative Support Person, if available)
 - Coordinator: _____
 - provide coordinator with **Student Release - Emergency Checklist, Checklist F**
- Check that the Gatekeeper has secured the property
 - students **may** not leave without having gone through the proper procedures
 - parents and others will be directed to designated areas
- Appoint Runners/Messengers
 - have 4 - 6 students available to relay messages between teams, as required

STEP #3 - ACCOUNT FOR ALL STAFF AND STUDENTS

- Collect **Class Evacuation Reports - Form 1**
 - send runners to collect **Class Evacuation Reports**
 - ask Assistant to compile reports as they are received on the **School Emergency - Evacuation Summary - Form 2**
 - ask Assistant to prepare **Emergency Status Report - Form 3** for emergency personnel

Communication and Transportation Team (Checklist L)

- Team Leader: _____
- Assistants: _____

 Parent Reception Centre Team (Checklist M)

- Team Leader: _____
- Assistants: _____

STEP #5 - DESIGNATE TEAM AREAS

-
- Use laminated school site maps to assign a location for each team, as required

STEP #6 - PRIORITIZE NEEDS

-
- Prepare accurate status report on number missing, injuries, and facility

STEP #7 - ASSESS DAMAGE

-
- Instruct
- Utilities and Fire Team**
- to open the Cargo Container
- set time limit (time in/time out) for team to be in the facility
-
- Instruct
- Damage Assessment Team**
- to assess damage and report back to the Command Centre
- set time limit (time in/time out) for team to be in the facility

STEP #8 - BEGIN SEARCH FOR ALL MISSING STUDENTS AND STAFF

-
- If building can be safely re-entered, instruct
- Search Team**
- to search for missing students and staff, based on the information received on the Class Evacuation Reports
- set time limit (time in/time out) for team to be in the facility
-
- When search is completed, instruct
- Rescue Team**
- to go into assigned areas
- set time limit (time in/time out) for team to be in the facility

D***Student Release Team – Emergency Checklist D*****STEP #1 – PREPARE TO RELEASE STUDENTS**

- ❑ Send runner to receive report from **Student Care** and **Shelter Team** on which students are available for release
- ❑ Send runner to receive report from **First Aid and Triage Team** on which students are being treated in First Aid area
- ❑ Send runner to **Command Centre** for list of students who are missing, as well as a list of student casualties

STEP #2 - PROCESS REQUESTS FOR STUDENT RELEASE

- ❑ Receive completed **Student Emergency Release Forms** (or parent's portion of the Emergency Identification Tag from the **Parent Reception Centre**)
- ❑ Verify information and confirm if the child is available
 - if student is available, use walkie-talkie to request the student be sent with the runner to the **Parent Reception Centre**
 - if student is in the First Aid Centre the request should be forwarded to the **Command Centre** for processing
 - if the person requesting the student is not authorized to take the child, return the **Student Emergency Release Form** to the **Parent Reception Centre** with notation on the form; the coordinator will inform the person why the student is not being released at this time
- ❑ If approved and if the student is available, coordinator signs Student Emergency Release Form and processes it accordingly
 - record information on **Master Release List** of school families, indicating time of release and name of person who took the child
 - file Release Form in alphabetic order, by family last name, in binder

E**Utilities and Fire Suppression Team - Emergency Checklist E**

- ❑ Wait for instructions from Command Centre regarding checking the facility and or fire suppression
- ❑ Prepare to enter facility by putting on protective gear, hard hats, kneepads, safety goggles, and gloves
 - **always** wear safety goggles and protective gloves
- ❑ Initiate sweep of assigned area(s):
 - use caution; stay clear of unstable structures
 - proceed as quietly as possible in order to hear calls for help
 - upon entering an area, call out and wait for an answer; proceed with inspection of area
 - remain in continual voice communication with other members of the team
 - walk low or crawl on hands and knees, when necessary
 - check if step can carry your weight in unsafe areas
- ❑ Read: **Fire Suppression Techniques**
 - prepare to extinguish fires, if necessary and if possible using P.A.S.S. system (Pull, Aim, Squeeze, Sweep)
 - lay fire extinguisher on it's side once it has been used
 - evacuate anyone who is stranded, if possible; rescue the greatest number in the shortest amount of time
- ❑ Shut off utilities **only if it is necessary**:
 - **Gas:** Shut off only if gas is smelled. (This is the policy of Terasen.) The shutoff is at the meter as shown on the school floor plan map and is a simple gate valve which must be turned 90 degrees with a crescent wrench. Once shut off, do not turn on again.
 - **Electricity:** Do not shut off electricity unless sparking, arcing, or smoke is observed. The shutoff is in the electrical room and is a large lever type circuit breaker. Since the electrical vault is a life-threatening environment, extreme care must be used in turning off the power. **Do not stand directly in front of the main fuse box when shutting off or turning on power.** Stand facing wall, using non-dominant hand with dominant hand behind your back, turn face away from fuse box.
 - **Water:** Do not shut off unless there is a ruptured line that is flooding the school. The shutoff location is shown on the school floor plan map.

Fire Suppression Techniques

1. The interior of the structure will be divided into quadrants. Quadrants shall be identified alphabetically in a clockwise manner starting from where the side 1 and side 2 perimeters meet.
2. Incident Commander will establish who will be on your team; never go alone. Always be within reach of your partner.
3. Dress in work pants, cotton shirt and sturdy boots. Leather gloves, fire extinguisher, a hard hat, whistle, orange-tinted goggles, a dust mask, a small first aid kit, laminated map, felt pen, and neon spray paint are essential.
4. Before entering each room, feel the top and bottom of the door and doorknob with the back of your non-dominant hand. If it is hot, do not enter. If it is cool, cautiously open the door. Always count doorways to recount steps to place of entrance.
5. Check the doorjamb and its accompanying wall and ceiling for cracks and splinters. If the room appears unsafe, do not enter. Mark door appropriately.
6. After door is open, wedge it. Ensure the door is closed when you have inspected the room.
7. Enter the room low, preferably on your knees (with knee protection) or duck walking within reach of partners. Be alert using 360° swipes with flashlight. Watch for falling objects. Cautiously, check that floor structure can hold your weight.
8. While still in the entrance, smell for the odor of natural gas. If you can smell it, open the front and back doors, and as many windows as you are able without going inside, to provide ventilation. Enter the room only when the smell of gas is gone. Consider shutting off the gas supply at the meter. Report to Incident Commander.
9. While still in the entrance, loudly call out: "Is anyone here?" Listen for a response. If someone answers, ask the person to tell you his/her name and where he or she is and what type of help is needed. Ask the person if he/she can walk. Ask the person to move towards the light of the flashlight, if possible.
10. Systematically search each area for a fire. Stay with your partner. Communicate frequently.
11. Listen to your internal messages. If you don't feel comfortable, get out and report back to the Incident Commander.
12. Recommend safe places within building, if possible and as necessary.

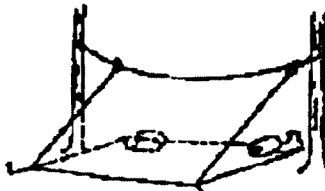
F**Student Care and Shelter Team - Emergency Checklist F**

- Appoint several adults to gather Student Care Containers in one place and supervise the removal of items from them
- Reassure students and explain what will be happening
- Lead defusing session (**Leading a Defusing Session - Form 4**)
 - watch for signs of stress
 - get immediate assistance from First Aid Centre if a student goes into shock
- Keep accurate records of students who are with you on master class list
 - instruct students that they may not leave the area for any reason without first checking with you and you recording it on master class list
 - Distribute water and food as directed by Command Centre
- Utilize "lost and found" items and sports uniforms (if accessible) as emergency clothing supplies, if necessary
- Provide students with light sticks, emergency blankets, or other emergency supplies, as needed.
- Command Centre may request assistance from some senior students
 - if students leave to help the Command Centre, note this on master class list(s)
- Organize a number of activities for students to participate in:
 - quiet activities (cards; colouring)
 - small group activities (basketball using outside hoops)
 - large group games
- Record students who are released with an "R" and the time beside the student's name on the master class list
- Set up temporary shelters (**Tarp Tent**)
- Be prepared for an order from Command Centre to evacuate to an alternative site

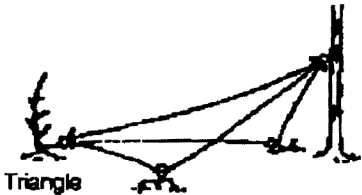
Tarps as Shelters



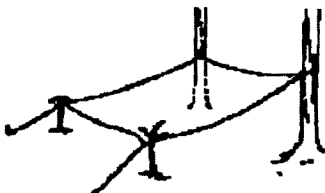
Lean-to



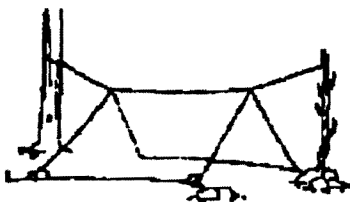
Lean-to with Floor



Triangle



Drape



"A" Frame

- A tarp is light in weight and low in cost and may offer adequate shelter from all but extreme weather in lowland forests and among sub-alpine trees.
- Plastic tarps don't hold up very well but are cheap enough that you can replace them often.
- Coated nylon tarps come with reinforced grommets on the sides and corners for easy rigging.
- Tarps give less protection than a tent from heat loss and wind.
- Demands ingenuity on your part and some cooperation from the landscape to set up.
- Some lightweight cord to string the tarp and perhaps a few light stakes are needed.
- A tarp is not intended for use as a blanket because perspiration will condense inside waterproof material and leave you damp.
- Put down a waterproof ground sheet or fold a tarp in half for a floor.
- The most versatile tarp size is about 9x12 feet for two people.
- 11x14 feet will handle 4 people comfortably.
- School playground equipment is ideal for draping of "A" frames.
- Two vehicles can be driven side by side with a tarp in between.



Drape

G***First Aid and Triage Team - Emergency Checklist G***

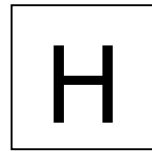
- ❑ Wait for instructions from Command Centre as to where the First Aid Centre will be located.
- ❑ Ensure all First Aid personnel have on their identification badges.
- ❑ Use a flag or colored tan) to identify the location of the station
- ❑ Obtain first aid supplies and kits from designated location(s) (e.g. Cargo Container)
 - appoint one person to supervise use and distribution of first aid supplies
- ❑ Establish treatment priorities
 - refer to **Primary Survey Intervention** sheets
 - begin treatment of victims with the most life-threatening injuries first
 - upgrade or downgrade patients using categories: red, yellow, green
 - when possible, send emergency first aid assistants to identified need areas
 - stabilize victims and prepare them for transport to hospital, if ambulance will be attending to the scene
 - dispense medications as required
- ❑ Notify Command Centre of staff and student injuries
 - recommend when ambulances will be necessary
- ❑ Ensure all those receiving treatment in the First Aid Centre have their identification information around their neck or pinned to their clothing
 - if a person is missing their Emergency Identification Tag, send a runner to Command Centre to obtain it
- ❑ Evaluate and record the type of injuries and course of action taken on the First Aid Report Sheet (**Form 4**)
 - duplicate copy should be made with carbon paper and sent to the Command Centre
- ❑ If a student is transported to hospital, note which hospital, the ambulance number, and who accompanied the student
 - ensure the student's Emergency Identification Tag (which contains medical information) goes with the student
- ❑ When personnel arrive for the injured student, ensure the student has been authorized for release by the Student Release Centre.
- ❑ Keep accurate and detailed records of students released from First Aid Centre
 - names of student, time, to whom released

Primary Survey Intervention

PRIMARY SURVEY (30 Seconds Total Per Patient)	Interventions (30 Seconds Total Per Patient)
HEMP Rescue Scene Evaluation	1. Hazards 2. Environment 3. Mechanism of Injury 4. Patient – numbers
(10) Primary Survey (30 Seconds)	1. Level Of Consciousness 2. Delicate spine (Interventions) 3. Airway (Intervention) 4. Breathing (Interventions) 5. Circulation (Interventions) 6. Rapid Body Survey (Interventions) = Decision (Red, Yellow, Green, Black)
Tx Interventions / Treatments	D Spinal management A Management of specific injuries B and conditions C Wound Care RBS Fracture management/Burn management
Load and Transport To Secondary Triage	1. Stretcher 2. Reassessment 3. Interventions / Treatment 4. Transport Priority

Search Techniques

1. The interior of the structure will be divided into quadrants. Quadrants shall be identified alphabetically in a clockwise manner starting from where the side 1 and side 2 perimeters meet.
2. Incident Commander will establish who will be on your team. Never conduct a search and rescue alone; have two people at all times within reach of your partner.
3. Dress in protective clothing, sturdy boots, leather gloves, and a hard hat; take a whistle and flashlight. Have goggles, a dust mask and a small first aid kit in a backpack.
4. Before you enter each room, feel the top and bottom of the door and doorknob with the back of your non-dominant hand. If it is hot, do not enter. If it is cool, cautiously open the door. Always count doorways to recount steps to place of entrance.
5. Check the doorjamb, and its accompanying wall and ceiling, for cracks and splinters. If the room appears unsafe, do not enter.
6. After door is open, wedge it. Ensure the door is closed when you have inspected the room.
7. Enter the room low, preferably on your knees (with knee protection) or duck walking. Be alert. Watch for falling objects. Sweep 360° with flashlight.
8. While still in the entrance, smell for the odor of natural gas. If you can smell it, open the front and back doors, and as many windows as you are able without going inside, to provide ventilation. Enter the room only when the smell of gas is gone. Consider shutting off the gas supply at the meter.
9. While still in the entrance, loudly call out: "Is anyone here?" Listen for a response. If someone answers, ask the person to tell you his/her name and where he or she is and what type of help is needed. Pause occasionally during the search to listen for cries, moans or other indicators of someone needing help. Ask how many are in the room and if anyone can walk towards the light.
10. Systematically search each room. Stay with your partner. Communicate frequently. Pay careful attention to these critical areas: under desks, behind furniture, inside closets, under chairs, entrance and exit routes.
11. If it is dark, slowly sweep each room with your flashlight. Frequently check the floor, walls and ceiling of the area you are in for hazards. Protect your own safety.



Communication & Transportation Team - Emergency Checklist H

- ❑ Wait for instructions from Command Centre to monitor emergency broadcasts
 - if instructed to listen to emergency broadcasts, set up in a private area
 - write down information concerning the extent of damages and what services are available in what areas
 - prepare regular reports for Command Centre
 - send reports with a runner

- ❑ Wait for instructions from Command Centre to organize transportation for students from the area

- ❑ Wait for instructions from Command Centre to take message to ham radio operator in your area

I***Parent Reception Centre Team – Emergency Checklist I***

- ❑ Set up a Parent Reception Centre when directed to do so by the Command Centre
- ❑ Welcome parent(s)/appointed guardian(s) to Parent Reception Centre
- ❑ Help parent/guardian complete **Student Emergency Release Form**
- ❑ Send runner to **Student Release Centre** with completed Release Form(s)
 - once approved the child(ren) will be brought to the Parent Reception Centre
 - if the child(ren) are not available, a member of the Command Centre will come to meet with the parent(s)/appointed guardian(s)