

Appendix 12: Emergency Management Plan

For School Administrator/Incident Commander

This Emergency Management Plan provides a template to be completed for a school site.

Emergency Management Plan (Year)

For School Administrator/Incident Commander

(School Name)

(School Address)

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School Site Information

NOTE: This provides a summary of information about on site contacts, grade levels, numbers of students and staff, buildings, floors, classrooms, and other general information about a school.

Name of School	
School address, phone and fax	
After hours emergency contact name(s) and phone number(s)	
Principal	
Vice-Principal	
Office Assistant	
Custodian	
School hours	
After Hours Emergency Contact	
Grade levels	
Number of students	
Number of students with special needs and mobility challenged students	
Number of staff	
Number of floors	
Number of classrooms	
Number of portables	
Building tenants (e.g. churches, preschools, after school care, after school activities, classes, sports/fitness groups, other community groups)	For each tenant include: name, contact person and cell, days and times of use, if applicable identification of number of mobility-challenged tenants. You may wish to attach tenant facility rental applications.
Tenant name	Contact Person: Cell: Days and time: Number of mobility-challenged tenants:
Tenant name	Contact Person: Cell: Days and time: Number of mobility-challenged tenants:

Critical Incident Response Team Contacts

School:	Year:
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Name of Member	Position	Phone	Alternate Phone
Alternates			

COMMUNITY RESPONSE SUPPORT TEAM

Name	Phone
Ministry of Children & Family Development - Child and Youth Mental Health	
Family and Community Services Suicide Prevention Counsellor	
Child and Youth Crisis Program	
Other Community Program	

Community Key Contacts

School: _____

Year: _____

AGENCY	KEY CONTACTS	PHONE	EMAIL
Police	Emergency Non-Emergency	911	
RCMP	Emergency Non-Emergency	911	
Fire & Rescue	Emergency Non-Emergency	911	
BC Ambulance Service	Emergency Non-Emergency	911	
Drug and Poison Control			
BC Hydro			
FortisBC Gas			
School Bus Contractor			
Local Pastor/Minister(s)			
Nearby Schools			
Youth Justice: Probation			
Ministry of Children and Family Development (MCFD)			
Child Protection			
Child and Youth Mental Health (CYMH)			
Regional Health Authority			
Hospital Emergency Room			
Hospital Mental Health			
START Team Short Term Assessment Response Treatment			
Aboriginal Health Authority			
Aboriginal Child Family Support Services (ACFSS)			

Alcohol & Drug Counselling Services			
Safe School Coordinator	Jenny Williams or Ed Noot	(c) 604-832-2211 (c) 778-245-2388	jenny.williams@scsbc.ca ed.noot@scsbc.ca
Suicide Prevention, Education & Counselling (SPEAC)			
Local Community Services			
Local Youth Resource Centre			
Other Community Programs			

Definitions

Emergency:

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

Disaster:

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

Critical Incident:

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

Site Incident Commander:

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

Response Site Map

Insert site plan of the school indicating locations of:

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

Facility Plan

Insert floor plan of facility indicating locations of:

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

Area Maps

Insert aerial and road maps of the surrounding areas.

Class Lists

Insert up-to-date class lists.



Persons Requiring Assistance Information Sheet

Name			
Disability			
Room Number		Class	
Teacher			
Special Information			
EA Name		EA Name	

Name			
Disability			
Room Number		Class	
Teacher			
Special Information			
EA Name		EA Name	

Name			
Disability			
Room Number		Class	
Teacher			
Special Information			
EA Name		EA Name	

Name			
Disability			
Room Number		Class	
Teacher			
Special Information			
EA Name		EA Name	

Name			
Disability			
Room Number		Class	
Teacher			
Special Information			
EA Name		EA Name	

Student Release/Runner Form

To be taken by runner

1. COMPLETED BY REQUEST STAFF	
Name on Student Release Form?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Photo ID/Driver's License Checked?	<input type="checkbox"/>

2. COMPLETED BY HOLDING AREA STAFF	
Student Status:	<input type="checkbox"/> Sent with Runner <input type="checkbox"/> Absent <input type="checkbox"/> First Aid <input type="checkbox"/> Missing

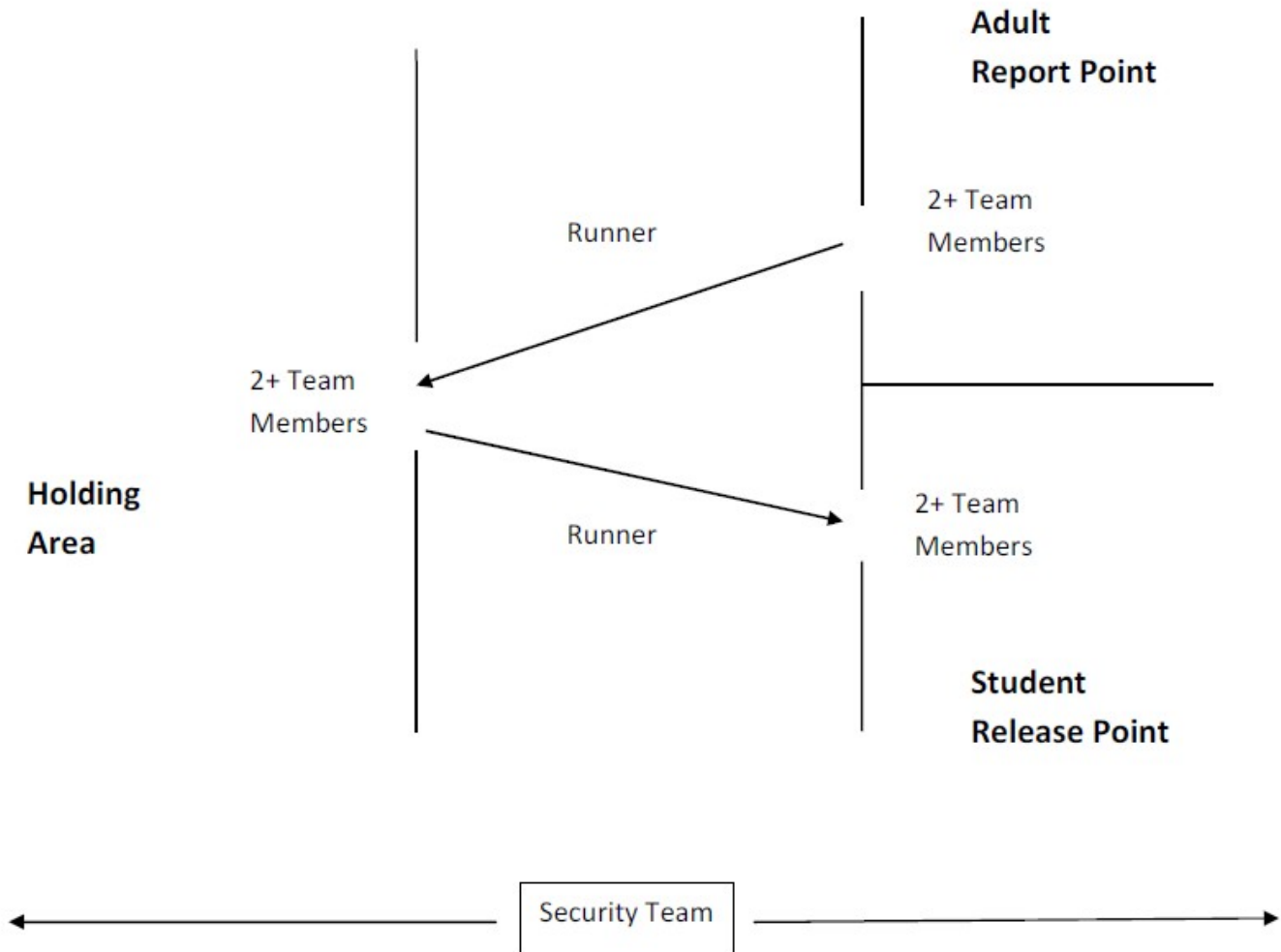
3. COMPLETED BY RELEASE GATE STAFF	
Name of Person Picking Up is same as Box #1 Above	<input type="checkbox"/> Yes
Photo ID/Driver's License Checked	<input type="checkbox"/>
or verified by student	_____

4. COMPLETED BY PARENT/REQUESTOR AT RELEASE GATE	
Requester Signature _____	Destination/Phone _____
Address/Directions if needed _____	
Time _____	Date _____

Double Gate Student Release System

- a. The double-gated system is to be utilized when laying out the Student/Parent Reunification Site is depicted below.
- b. Parents or guardians picking up a student report to the “Adult Report Point” at the upper right.
- c. Signs will be posted by the Student/Family Reunification Team and Security Team Members will be stationed to assist parents or guardians in finding the “Adult Report Point.” The arriving parents or guardians will be greeted by 2 or more members of the Student/Family Reunification Team who are working the report point. The Team Members will provide the parents or guardians a copy of the “*Student Release Form*” asking the parents or guardians to complete the first section.
- d. A Team Member will then confirm the identity of the parents or guardians utilizing a government issued picture identification (driver’s license, military ID, passport, etc.) and confirm that the parents or guardians are listed on the emergency data card for the student as being authorized to pick up the student.
- e. A Team Member will then complete the second section of the “*Student Release Form*” and hand it to a Runner to be carried to the Student Holding Area. The parents or guardians will be asked to step around to the “Student Release Point” and wait for the Runner to return. [NOTE: The “Adult Reporting Point” and the “Student Release Point” may be consolidated if there are too few Student/Family Reunification Team Members to run both locations.]
- f. The Runner will deliver the “*Student Release Form*” to the 2 or more members of the Student/Family Reunification Team who are working at the entrance to the “Student Holding Area.” The Team Members will have the requested student report to them, if the requested student is present in the holding area.
- g. A Team Member will then record on a roster they maintain that the student has been released from the holding area, check off the “Sent with Runner” entry in the third section of the “*Student Release Form*” and send the student with a Runner to the “Student Release Point.”
- h. If, however, the student was never at school that day (absent), is being attended to at the First Aid station, has been taken to the hospital, is not available for pickup due to some “other” situation, or is missing, the Team Member will make the appropriate entry in third section of the “*Student Release Form*” and enter comments to clarify the status. The Runner will deliver the “*Student Release Form*” to the “Student Release Point.”
- i. When the Runner delivers the “*Student Release Form*” and the student (if available) to the 2 or more Student/Family Reunification Team Members at the “Student Release Point,” the Team Members will call for the parents or guardians picking up the student. The parent’s or guardian’s identification will again be confirmed utilizing a government issued picture identification.
- j. The parents or guardians will then sign for the student and depart the area with the student. If, however, the parents or guardians must be notified that the student is not available for pickup, a Student/Family Reunification Team Member will escort the adult to the Notification Room, where the notification will be made privately based on the information provided in the third section of the “*Student Release Form*.”
- k. The Team members in the Notification Room will be responsible for helping the adult and finding answers to the resulting questions.

Double Gate System Diagram:



Annual School Emergency Preparedness Report

To be filled out by October each year

School: _____

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

	Reviewed	Updated or Completed	Not Updated or Completed	Will Complete By (date)
School Emergency Plan (EP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
School EP Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Staff EP Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Student Identification Tags	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
School First Aid Kits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Two-Way Radios, Walkie-Talkies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Emergency Container Contents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
School Hazard Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Parent Information Letter Sent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Comments:

Submitted by: _____
(Principal)

Date: _____



Emergency Container Content Inventory

Refer to Appendix 4: Emergency Equipment & Supplies – School Emergency Container, for the quantities suggested for the following items:

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

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

Inspected by: _____

Name(s)

Date

Building Tenants Information

School:	
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Tenant Name	Room	Contact Persons(s)	Phone No.(s)

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

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

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

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

School Earthquake Hazard Assessment Checklist

Each school should assess and make notes on possible hazards using the following checklist. Where possible, hazards should be eliminated or corrected

Classroom Hazards	
<input type="checkbox"/> Unsecured bookcases	<input type="checkbox"/> Unsecured audio/video equipment
<input type="checkbox"/> Unsecured wall shelving	<input type="checkbox"/> Unsecured computers & monitors
<input type="checkbox"/> Unsecured freestanding cabinets	<input type="checkbox"/> Rolling pianos (casters unlocked)
<input type="checkbox"/> Unsecured aquariums	<input type="checkbox"/> Miscellaneous clutter (restricts movement, especially in exit routes)
<input type="checkbox"/> Cabinets without door latches or restrained shelves	
<input type="checkbox"/> Heavy loose objects (on shelves or hanging more than 1 metre above the floor)	
Science, Industrial Education, Kitchen Hazards	
<input type="checkbox"/> Unsecured Gas Cylinders (when not in use, pressure regulators must be removed and caps in place).	<input type="checkbox"/> Emergency systems (fire suppression, safety showers, eye wash stations, spill containment equipment) not in not in proper operating condition.
<input type="checkbox"/> Improper Storage of Hazardous Materials (when not in use, chemicals must be capped and stored in a closed & latched approved chemical storage cabinet secured to prevent tipping, or in a designated storage room).	<input type="checkbox"/> Gas supply not turned-off and locked (when not in use).
	<input type="checkbox"/> Unsecured shop or kitchen equipment
	<input type="checkbox"/> Unsecured loose material storage
Office Hazards	
<input type="checkbox"/> Awkward desk placement (restricts movement).	<input type="checkbox"/> Heavy loose objects (on shelves or hanging more than 1 m. above floor.)
<input type="checkbox"/> Clutter under desk (restricts “Drop, Cover & Hold”).	<input type="checkbox"/> Open desk, file & cupboard drawers.
<input type="checkbox"/> Unsecured bookcases.	<input type="checkbox"/> Unsecured computers & monitors.
<input type="checkbox"/> Unsecured wall shelving.	<input type="checkbox"/> Important computer files not backed up
<input type="checkbox"/> Improper placement of file cabinets (if tip Over, blocks exit routes)	<input type="checkbox"/> Miscellaneous clutter (restricts movement, especially in exit routes).
Hallway & Common Area Hazards	
<input type="checkbox"/> Hanging framed pictures.	<input type="checkbox"/> Miscellaneous clutter (restricts Movement, especially in exit routes.
<input type="checkbox"/> Unsecured display cases.	

Building Damage Assessment Checklist

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

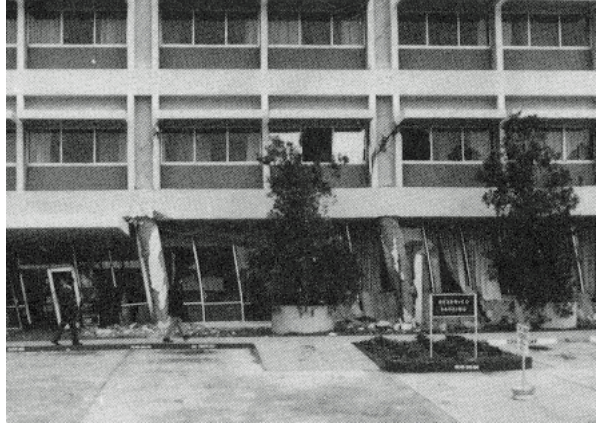
STEP 1: Survey the Building from the Outside
<p>Examine the structure on all accessible sides for damage.</p> <p>Look for cracking of exterior walls, broken glass and other signs of excessive drift.</p> <p>Examine exterior non-structural elements, such as cladding, parapets, signs, and ornamentation,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

Evacuate and cordon off all UNSAFE AREA(S) to protect people

SIMPLE BUILDING DAMAGE ASSESSMENT - EXAMPLES



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



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



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



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

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



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