



# Emergency Response Plan

James Hill Elementary

2011/2012

Revision Date: October 5/11

## Section 4 - Elementary Plan Template

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## Current School Year Information

James Hill Elementary - 2011/2012

Administrators: Mike Etheridge, Principal  
Dianne Chretien, Assistant Principal

Teacher In Charge: Colleen Giddings

First Aid Staff Designate(s):  
Dianne Chretien, Mike Etheridge, Rhonda Davis, Ruth DeRoche  
Lynne Whipps, Anne Power, Karen Dinwoodie

Planning Committee (original plan): Dave McGowan, Kerry McNeill,  
Penny Shaver, S. Greer, S.Vaydo

Facilitator: Charlie Fox

Plan Revision: Mike Etheridge - present facilitator

### Drill Schedule for: JAMES HILL ELEMENTARY

<u>Drill Type</u>	<u>Date</u>
Fire Drill:	September 13, 2011 November - 2011 March - 2012 April - 2012
Earthquake Drill:	September 28, 2011 October 20, 2011 April 2012
Lockdown Drill:	September 29, 2011 February - 2012

\*\*\*These dates are tentative and more drills may be organized as needed.

## Site Map Page(s)

### Legend:

- Detailed Evacuation Routes - include provision for students with disabilities
- Marshalling Area(s) detailing location of classes
- Location of Command Centre/Communications Centre
- Location of Emergency Supplies/Kits for teams
- Designated First Aid Post area
- Designated Student Release Centre
- Location for temporary Latrines area
- Location for temporary Morgue area
- Coded locations for major utilities shut-offs on master map (next page)

<b>Gas -</b>	Gas
<b>Electricity -</b>	E
<b>Water -</b>	W
<b>Fire Extinguishers</b>	O



## Summary of Roles and Special Responsibilities

**Command Post:** Incident Commander - Mr. Mike Etheridge

### Responsibilities:

1. Establish Command Post / Communications Centre at designated location.  
\* **note** - the commander should not leave the command post area - delegate!  
\* **note** - a time log should be started immediately and kept by the Communications Recorder.
2. Check that all classes have been evacuated and the building is clear. If necessary, take steps to prevent unauthorized re-entry by students or others.
3. Check that Emergency equipment and supplies are located and delivered to proper areas as necessary.
4. Check staff list for those able/unable to assume assigned duties.
5. Determine reassignment of duties as necessary.
6. Check that the First Aid Post is established and triage support begun if necessary.
7. Examine reports of missing/injured/possible hazards from Marshalling Area Reports
8. Utilities Shut-down/Damage Report team(s) - equipped/areas assigned (if necessary)
9. Search team(s) established - equipped/areas assigned (if necessary)
10. Volunteers organized (all volunteers should be directed to Command Post for assignment)
11. Determine need for and probability of outside support arriving.
12. Temporary Latrine area set-up (if necessary)
13. Temporary Morgue area set-up (if necessary)
14. Emergency Supply Stores set-up for distribution (as necessary)
15. Student Release Centre established (when appropriate)
16. Determine options for getting staff / students under cover as soon as possible
  - re-entry of school if declared safe for re-entry
  - relocation to alternative emergency site (if practical and viable)
  - set-up of emergency field shelters (tarps/tents/vehicles - as available and necessary)
17. Establish communication with District Office at earliest opportunity.

**Communications Centre:** Mrs. Dianne Chretien

### Responsibilities:

1. Establish Communications Centre near Command Post
2. Begin a journal of events immediately, including details of decisions being made, times, commands given, events as they unfold - these details can be made in point note form, but should include times, names and enough information to provide a reasonably accurate accounting of events in the aftermath.
3. compile reports of missing/injured/possible hazards from Marshalling Area reports for the Command Post.
4. Take names of and assignments given to any volunteers.
5. Liaison with any media who come on site.
6. In the event of a major disaster, establish a radio 'listening post' to pick up emergency information on local radio.

## **First Aid Post**

Certified staff include:

Denise Moedt	- Academy of Emergency Training, Level 1 - expiry - Oct. 2011
Anne Power	- Worksafe B.C. - Occupational First Aid Level 1 - expiry - Oct, 2013
Lynne Whipps	- Worksafe B.C. - Occupational First Aid Level 1 - expiry - Oct, 2013
Mike Etheridge	- Academy of Emergency Training, Level 1 - expiry - Oct. 2011
Karen Dinwoodie	- Academy of Emergency Training, Level 1 - expiry - Oct. 2011
Dianne Chretien	- Worksafe B.C. - Occupational First Aid Level 1 - expiry - Oct, 2013
Rhonda Davis	- Academy of Emergency Training, Level 1 - expiry - Oct. 2011

\* All first aid certificates will be upgraded in the fall of 2011.

### **Responsibilities:**

Identify and establish First Aid Post at selected location (Emergency Site Map)

- Check contents of Emergency Response Kit
- Set up ground cover tarps/cover/blankets/other as necessary
- Begin triage of victims - remember 'Life before Limb'
- Begin treatment of victims beginning with the most life-threatening injuries
- Stabilize victims and transport to hospital as soon as possible or necessary (request ambulance help through the Communications Centre)

## **Student Release Centre**

Ms. Linda Bloxham

### **Responsibilities:**

- Set up Student Release Centre at location identified on Site Map
- Keep accurate and detailed records of students released (name of student - to whom released)
- In the event that ambulances arrive to transport victims to hospital, keep accurate track of ambulance vehicle numbers and the name of the hospital the ambulance is transporting to. (Remember that if there are sufficient victims, a number of them may be sent to hospitals other than the local one. It can be extremely difficult to track them down afterwards without adequate information kept at the time they are sent.)
- Check 'Student Records' to ascertain which students will most likely need care for more than a few hours. Pass this information to the Command Centre as is necessary.

## **Utilities Shut-Down/Damage Assessment Team** (following an Earthquake)

**The school has an automatic shut off valve for gas lines in the case of an earthquake.**

Mr. James Reich and Mrs. Colleen Giddings are responsible for building damage assessment.

### **Responsibilities:**

Looking for areas of the building which do not appear to have suffered structural damage so that students/staff can be put under shelter as soon as possible - if major structural damage is noted or suspected, then the alternative site may have to be assessed as well - report to Command Centre for further instructions

- 3) Prepractice in location and operation of Utilities.

### **Marshalling Area:** All Teachers

- 1) Location of Marshalling Area and details of how classes are grouped.  
-classes are to be grouped in their buddy arrangements with the older students caring for the younger ones.
- 2) Reporting system and types of information to go to Command Post.

Once in the marshalling area the teacher shall send the following information to the Command Centre

- students/staff/others - in marshalling area or accounted for
- students/staff/others - missing and presumed still in building
- hazards noted in building (where and type of hazard)
- students/staff/others - injured and sent to first aid post
- 'covering off' details

Example of a possible teacher report:

*Division 1/ Mr. Maines - all students accounted for - students K. Kyle, and T. Timber sent to First Aid post for injuries - noticed strong gas smell in East Wing - Emergency Exit blocked by rubble in South East corridor at end of hall. Covering off Div. 1 for Mr. Reich.*

### 3) **Covering Off**

Teaching Staff are primarily responsible for the conduct and safety of their students.

Mrs. Bickell/Mrs. Laird will cover off Mrs. Chretien who will report to the Communications Centre when coverage is in place.

Special Ed. T.A.'s will cover off for eachother if some are needed at the First-Aid post.

Available for covering off - Mrs. Debbie Brozer and Mrs. Roxanne Vanderveen

# **First Aid and Trauma Support**

## **Illness or Minor Injury occurring in the School**

- 1) Bring student illness or minor injury to the attention of a school administrator.
- 2) The administrator will determine if parents should be contacted or if first aid treatment is necessary.

## **Serious Illness or Severe Injury**

- 1) Send for Anne Power or Lynn Whipps and stabilize the victim.
- 2) Mrs. Power and Mrs. Whipps will determine need for further action.

## **First Aid Attendants**

- 1) Request additional support as necessary.
- 2) In case of accident, ensure that an accident report form is filled out.

## **Traumatic Incidents**

- 1) In the event of a traumatic incident, the school administrator will determine the need for outside support.
- 2) Staff may be called together for an emergency staff meeting during the day to discuss details of the incident and how it will be handled by the school.
- 3) The signal for an emergency staff meeting during the day is the announcement 'staff meeting - attendance is mandatory'.
- 4) In no case should individual staff comment on the incident to members of the press. Refer questions to the administration.

# **'One Call' System for District Emergency Support Service**

## **(School-wide Emergency Response)**

### **'One Call' System**

The 'One Call' Emergency Phone Call to Access District Support

In the event of an emergency involving only one school, it is possible to access District #35 Emergency Services by making a single call.

#### Steps:

- 1) Call (604) 532-1400 and then as soon as you hear the recording, dial 1-532. This will trigger appropriate District responses without further phoning on the part of the school.
- 2) If necessary, phone 911 to access community services such as fire department, police, ambulance service.

#### **District Support Available:**

##### A) District Support Personnel

- Support personnel can be dispatched to the school to offer assistance as necessary.

##### B) Communications with Media\*

- Liaison with media will be coordinated through Assistant Superintendent of Schools or designate.
- A Press Information Officer will be dispatched to the school to handle all media communication.

##### C) District Emergency Counselling Service

- The Emergency Response Counselling team can be assembled to help deal with trauma counselling at the school.

##### D) Emergency Maintenance Services

- Maintenance Services can be accessed on an emergency basis.

##### E) Emergency Transportation Services

- Transportation (bus) services can be accessed on a temporary basis for evacuations, emergency shelter and other emergency situations.

## **Dismissal of Students**

- 1) Any dismissal of students outside of regular dismissal time must be authorized by the Superintendent of Schools or designate.
- 2) In the event of an emergency situation where resumption of normal school functions is not likely for an extended period of time, contact the Superintendent of Schools or designate.
- 3) If the decision to dismiss students during regular school hours is authorized, parents or emergency contacts must be contacted before elementary students can be dismissed from the school. **\*Parent contact is essential.**

### **Evacuation of Building During Class Time**

In the event that an evacuation is sounded during class time:

- 1) Staff should take class list information (if immediately available) and have students proceed from the building in an orderly fashion, walking rather than running. Students do not have time to collect coats or bags during a fire alarm.
- 2) Staff should walk at the head of the line, giving instructions to the last person in line to close the classroom door(s).
- 3) In the event of heavy smoke conditions, proceed on hands and knees to nearest exit.
- 4) If obstructions are encountered the staff at the head of the line should halt the line, go to the rear of the line and lead the group to an alternative exit.
- 5) Once out of the building, proceed to the marshalling area and report an accurate count of students to the command centre.

### **Evacuation of Building During Non-Structured Time**

In the event that an evacuation is ordered during unstructured time (recess/lunch)

- 1) Staff should quickly check classrooms and washrooms as they exit in an orderly fashion. Close doors where possible. Students also leave through the nearest exit.
- 2) Staff and students assemble outside in the marshalling area. Staff make as accurate a count as possible and report missing students, staff or others to the Command Post.

## Alternate Emergency Signals and Responses

**Lockdown** (danger signal - which will be given on P.A. and staff will secure building)

Lockdown situations occur when it is necessary to secure staff and students from possible danger in the hallways. For example: an armed intruder in the building.

In the event of a lock-down situation, a command will be given over the PA system. The lock down will either be **Code Red, Code Yellow, or Code Green.**

- 1) **Code Red - Full Lock Down.** The exterior doors will not be locked but all room doors and shutters will be locked - no movement inside the school.
- 2) **Code Yellow - Perimeter Lock Down.** The exterior doors of the school will be locked to allow limited movement inside the school. No one will be allowed to enter or exit the school.
- 3) **Code Green - All Clear.** Classroom doors/roll shutters can be opened again.

### Emergency Assistance Required

Office or other location requires immediate emergency assistance.

- 1) The signal will be “<< **Name** >> **required in** << **location** >> **immediately!**” The key word *signalling an emergency* is ‘immediately’.
- 2) Staff hearing their name with this signal respond to the location as quickly as possible.
- 3) If the signal “**Assistance required in** << **location** >> **immediately!**” then any staff in the vicinity of the location should respond as quickly as possible.

## Communications/Media in an Emergency Situation

During a time of crisis, whether large or small scale, the media may rush to your school and may in fact beat 911 emergency personnel. In such a situation it is best to remain calm, even in the face of contentious demands on your time, when you need the time to deal with the emergency.

### Ways to respond to media requests:

- 1) Set up an area for media and announce that information is being gathered for a statement or release which will be issued very quickly. If the media request is by phone, explain that you are rushed for time - give the name of the designated media spokesperson, when and where he/she will be available and how to get in touch with this spokesperson.
- 2) A trained district support person should be on hand to deal with media within minutes if the 'One Call' system has been accessed. This person will require the following type of information to answer media questions.

#### What happened?

(As quickly as you can put details together, do so. Do not however speculate. If you aren't certain of details, say so.)

#### How did it happen? (read "Who's to blame?")

(Honesty is the best policy. If a mistake was made, admit it up front. Your credibility will depend on your openness.)

#### What is being done about it?

### Ways not to respond to media requests:

- 1) Refuse to talk to media when they arrive or phone.
- 2) Put your hand in front of the camera and order the crew off of the school grounds while saying "No Comment!" in a loud and forceful voice.
- 3) Speculate, make assumptions, or relay rumours.
- 4) Use sarcasm or make blaming statements about somebody else.
- 5) Ask that your comments be "Off the Record" - There is no such thing as **Speaking Off The Record**.

## Specific Emergencies and Drills

### Fire

The first person encountering a fire should immediately begin the following steps:

- 1) Pull the nearest fire alarm to initiate building evacuation procedures.
- 2) If feasible, access a fire extinguisher and attempt to extinguish the blaze.
- 3) If unable to extinguish the blaze immediately, follow evacuation procedure.

In the event that a fire alarm is sounded during class time:

- 1) Staff should take class list information (if immediately available) and have students proceed from the building in an orderly fashion, walking rather than running. Students do not collect coats or bags.
- 2) Staff should walk at the head of the line, giving instructions to the last person in line to close the classroom door(s).
- 3) In the event of heavy smoke conditions, proceed on hands and knees to nearest exit.
- 4) If obstructions are encountered the staff at the head of the line should halt the line, go to the rear of the line and lead the group to an alternative exit.
- 5) Once out of the building, proceed to the marshalling area and report an accurate count of students to the command centre.
- 6) Trained fire fighters will fight the fire and search the building.

In the event that a fire alarm is sounded during unstructured time (recess/ lunch):

- 1) Staff should quickly check classrooms and washrooms as they exit in an orderly fashion. Close doors where possible. Students also leave through the nearest exit.
- 2) Staff and students assemble outside in the marshalling area. Staff make as accurate a count as possible and report missing students to the command post.

\* Touch doors before opening - if hot, do not open.

\* Under no circumstances attempt to use an elevator during a fire - the elevator doors may open on the fire.

\* In heavy smoke conditions, crawl on hands and knees so that you can breathe. Smoke inhalation can cause unconsciousness if you attempt to stand upright.

\* Don't panic!

## **General Emergencies**

### **Chemical Spill/Noxious Fumes**

In the event of an accident near the school involving Noxious Chemicals transport (example: derailed train, truck in an accident, etc.), do not evacuate students or staff unless directed to do so by the Fire Department. Do close all windows and secure ventilation systems.

- 1) The Principal, if necessary, should contact the appropriate '911' service(s) and use the District 'One Call' system to alert Senior Management.

If an evacuation of the building is required, use the P.A. or send an adult to order an evacuation that will keep staff and students out of contact with fumes. (example: All classes use interior hallways to exit through the West foyer area. Divisions 5, 6 and 7 do not use outside exits.)

Make sure the evacuation message is clear and understandable.

In the event that it is ascertained that the Noxious Fumes are coming from within the school, the administrator should order an immediate evacuation, again, keeping classes out of contact with fumes if possible by ordering alternative exit procedures.

### **Natural Gas Leak**

In the event that the fumes are identified as a natural gas leak from within the building, the evacuation of the school should be immediate and consideration should be given to moving the customary marshalling area to a location more distant from the school.

School doors should be locked to prevent access until the building is declared safe for entry.

- 1) Order the school evacuation.
- 2) Contact '911' and report the situation.
- 3) Use the 'One Call' system to alert the District.
- 4) Shut off the natural gas supply at the intake (use natural gas wrench). School District Personnel will be responsible for this.
- 5) Move the student marshalling area to a further location from the building.

## **Bomb Threat**

If a bomb threat is received, remain calm. Get as much information from the caller as possible.

### Typical questions to ask:

- Where is the bomb right now?
- When is it going to explode?
- What kind of a bomb is it?
- What does it look like?
- Why was it placed?
- What is your name?
- Where are you calling from?

### Other details - You will need to make note of other details:

- 1) The exact wording of the threat.
- 2) The caller's voice (sex, age, tone, familiar or not)
- 3) Background noises

Immediately upon disconnecting from the call - dial \*57 on that line - use this function immediately. The \*57 function will allow tracing of the caller's number and will also automatically be routed to the R.C.M.P as a trace on a bomb threat.

In this situation, the Principal will first contact the police and then use the 'One Call' system to alert Senior Management.

The Principal shall evaluate the threat and make a decision as to whether the school should be evacuated. When the police are on site, they may order an evacuation, if that decision has not already been made.

## Earthquake - General Evacuation Information

At the first signs of an earthquake (building shaking, items starting to 'hop', etc.) the teacher should:

- 1) Issue a 'Drop, Cover and Hold' order
  - students get under shelter (desks, tables, cover head and neck, etc.) as practised
  - instruct students to remain calm
- 2) Teacher also takes cover (As per drill - immediately!)
- 3) Count aloud until trembling stops
  - begin 30 second count (aloud) after trembling stops
  - remain calm
  - continue to reassure students
- 4) Have students quickly check themselves and then students around them for signs of injury. (Power may be out and people in shock may not recognize that they have an injury)
- 5) Issue order to carefully come out from safe spot
- 6) Shoes
  - ensure that students have shoes on their feet or can cover feet if possible. (There is extreme likelihood of broken glass)
- 7) Evacuation procedure - Evacuate the building to the predetermined marshalling area:
  - Put on appropriate clothing (jackets, etc.) if available.
  - Bring class emergency kit and register (if possible)
  - Make note of damage to the school as you exit .  
(record blocked hallways, fire, gas smells, etc. on your report to the command centre)
  - Send report to the command post as per school earthquake response plan
  - Implement school earthquake procedures as per school earthquake response plan
  - Inform First Aid of severely injured
  - Treat minor injuries in the Marshalling Area

## Danger Alert - Lockdown

Some situations may require alternative emergency signals. For example, a bomb threat or chemical spill would likely be initiated by P.A. directives in order to avoid hazardous areas or situation. (Please see the Reference Manual, Section 2 for more details).

A 'Coded' Signal refers to situations when a 'Lockdown/Secure the Building' action is required.

The voice signal for our school is: **"Lockdown - Code Red or Lockdown - Code Yellow"**

This signal indicates the need to **secure the building**. All interior and exterior doors are to be Closed and Locked until the 'all clear' signal.

e.g. deranged gunman  
hostage situation  
person with a weapon

1. Classroom Teachers - quickly check hall outside your classroom, bring in any students - close and lock your door(s).
2. Students/Staff in the hall, gym, etc. - duck into the nearest classroom; if the doors are already locked and a classroom with a window is nearby, be visible through the window and knock for admittance to that room. If it is not possible to get into a room quickly, hide behind a door or in a washroom.
3. If in a washroom, get in a stall, lock it, and keep your feet and head from being visible.
4. Remain quiet and locked up until the P.A. signal **"Code Green - All Clear"**. This signals that the lockdown is now over.
5. If in 'Non-Structured' Time, marshal all students and staff into classrooms and follow the above procedures.

## Survey of Needs Results

- |  |   |
|--|---|
| 1. Emergency contact and release information | -in office, Ms. Bloxham to take outside.<br>-teachers to take any relevant information out with them.     |
| 2. Emergency First-aide                      | -classroom teachers to take emergency packs from class<br>-the large emergency pack is in the white kiosk |
| 3. Shovels, tarps and equipment              | -in the white kiosk   |
| 4. Food                                      | -note summary of resources page<br>-local homes   |
| 5. water                                     | -bottled water in kiosk, -city water available by hose (200' in the kiosk) from a local home              |
| 6. communication                             | -we must rely on cell phones of staff, if they have them  |
| 7. blankets and warm clothing                | -medical room<br>-cloak rooms<br>-local homes   |

## Summary of Resources

Resources taken from the immediate community resources which could be made available to the school in the event of an emergency.

### Fire and Rescue

Fire Hall -Fraser Hwy at 222nd

### Medical

Hospital -Fraser Hwy at 221st  
Doctor's office -48th and 223rd

### Security

Police Station -48th & 222nd

### Food and Water

Grocery Store -221st and 48th  
Restaurant -Fraser Hwy and 223rd

## Location - Storage for Emergency Provisions/Equipment

1. Classroom Emergency Packs are located in each classroom
2. School Emergency pack is in the White Kiosk in the paved school parking lot.
3. Tarps, shovels, hose, wheel barrow etc. are also in the white kiosk.

