



**EVERGREEN INDEPENDENT SCHOOL
EMERGENCY/DISASTER RESPONSE
QUICK REFERENCE
DOCUMENTS**

January 2021

EVERGREEN INDEPENDENT SCHOOL EMERGENCY/DISASTER RESPONSE
QUICK REFERENCE

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1. ACTIVATING THE DISASTER PLAN

AUTHORITY TO INITIATE PLAN

The authority to implement this plan in whole or in part is vested in the School Principal or delegate

INITIATION OF PLAN

School Principal or delegate and/or a Designated Staff Member may initiate the School Plan.

ACTIVATION OF PLAN

Any disaster call received by the staff during normal business hours will be forwarded to the School Principal or delegate who will obtain particulars of disaster as follows. With the form provided:

1.4.a EMERGENCY CALL RESPONSE FORM

Obtain the following particulars:

1. Name of person calling and telephone number calling from:

2. Location of Incident:

3. Type of Incident:

4. Impact expected for Evergreen Independent School:

5. Time of Call : _____

CALL BACK IMMEDIATELY TO VERIFY the disaster. If the number is busy:
THEN

Consult with the School Principal or delegate to get authorization
If unable to contact the School Principal or delegate

INITIATE THE PLAN
THEN
Try again to VERIFY THE CALL.

NOTE:

The decision to stand down from a "CODE ORANGE" will be made by the School Principal or delegate on the advice from the local authority.

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CODE RED: Fire Practice Log and Drill Report

The RACE response to fire and the evacuation of the School are practiced with staff and children monthly. These practices are to be documented using this Fire Practices Log and the Fire Drill Report:

Date: _____ Number of children in care: _____

Time: _____ Number of Staff on duty: _____

Location: _____

Name of the School Principal or delegate: _____

=====

Live Fire Drill False Alarm

Staff response time: _____

Pull Station activated: Yes No Not applicable:

Simulated 911 call: Yes No

Children were protected? Yes No

Was the fire alarm sounded Yes No Not applicable:

Were the correct actions taken to deal with the simulated fire? Yes No

Automatic doors closed? Yes No Not applicable

Were windows and doors closed? Yes No

Staff de-briefing held? Yes No

Any recommendations as a result of the drill?

Names of staff participating?

Form completed by: _____

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CODE BLUE: Medical emergency

Within a School a Code Blue would be responded to as if it happened in any public place.

911 would be called

Trained staff would attend to the victim

Until the ambulance arrives

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CODE ORANGE: DISASTER

A few simple steps can greatly reduce the risk of personal injury during an earthquake.

The first indication of an earthquake

- A low or loud rumbling noise.
- A sudden violent jolt.
- A shaking or moving of objects.
- Any combination of the above.

What to do immediately

- Protect yourself.
- **DUCK – COVER – HOLD**
- Move away from large windows and objects which may fall. Drop to the floor on your knees with your head down. If you are able, get under a heavy table or desk and hold on with one hand while protecting the back of your neck with the other

ACTIONS DURING AND IMMEDIATELY FOLLOWING AN EARTHQUAKE:

During the shaking Do not attempt to assist others until the shaking stops, protect yourself! .

- If you are inside, stay inside. Do not attempt to exit.
 - Move away from windows and mirrors that may shatter and objects that may fall.
 - Crawl under a strong table, counter, or desk if possible. Do not stand in a doorway.
 - Drop to your knees and cover your head and neck with your hands.
- If you are outside, stay outside.
 - Move away from the building and power lines.
 - Avoid overhanging structures.
 - Crouch or lie down.
 - Remain in your location until the shaking stops.

Once the shaking stops

Teachers will count off 60 SECONDS AFTER SHAKING STOPS.

Evacuate the building in the same manner as for Fire drills.

PREPARE FOR AFTERSHOCKS – respond with Duck, Cover and Hold.

The Principal will designate staff to undertake a building assessment. If the building assessment indicates that it is unsafe to remain the School Principal or delegate will contact their alternate locations to arrange to move the operation there. Notifications to parents and the Ministry of Health are made.

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CODE GREEN: EVACUATION PROCEDURE

Preparation for Evacuation;

- Shut off water, gas and electricity
- Know the location of the alternate site for your School Make arrangements for pets if applicable
- Follow the instructions of authorities
- Do not use the telephone except for life threatening emergencies

When Instructions are given to evacuate by local authorities the School Principal or delegate will:

1. Determine a safe exit.
2. The teacher assigned to each room will act as exit monitor.
3. Remove those in danger to behind a fire door if possible.
4. If no fire doors exist move to the exterior of the building and go to the centre of the field.
5. Once all children are out, the exit monitor will take the registers, emergency Packets and first aid kits and close the door on the way out.
6. Complete the Child and Staff Post Evacuation Status Report Form
7. Report anyone who is missing to the School Principal or delegate who will tell the First responder Authority in charge of the incident. At the Command Centre. The Command Centre is identified by a green light on a vehicle.
8. If unable to return to the building then arrange to proceed to your alternate setting.
9. Notify parents of your new location.
10. Notify the Ministry of Education.

CODE GREEN: CHILD AND STAFF POST-EVACUATION STATUS REPORT FORM

Date: _____ Time: _____

Reason for Evacuation:

Number of Children Attending: _____

Number of Children Present at the muster station: _____

Number of Staff working: _____

Number of Staff present at the muster station: _____

Other persons present: (parents, visitors): _____

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CODE YELLOW: MISSING CHILD

When a child is identified as missing the School Principal or delegate will be notified. Any information regarding the circumstances and/or person(s) involved will be passed on to the School Principal or delegate immediately. If an abduction is suspected the RCMP will be notified immediately. The School Principal or delegate will immediately inform all staff. The grounds will be secured by closing all gates.

If there is no reason to believe that an abduction has occurred the School Principal or delegate will order the staff to initiate the Code Yellow procedure as follows:

1. A sufficient number of staff will remain with the children to ensure their safety. Other staff are designated to search inside the School and the grounds. The search will be thorough including all cupboards, closets, washrooms, storage areas inside and storage, play apparatus, shrubbery and trees in the exterior.
2. Results of the search are reported to the School Principal or delegate and if the child is found then the incident report is completed.
3. If the child is not located on the initial search the School Principal or delegate then calls the RCMP to report the child as missing. RCMP will make the decision regarding the issuing of an **Amber Alert***. A photograph and description of the child's clothing are to be provided to attending RCMP.
4. The parents of the child are notified and updated on actions being taken.
5. The School staff will widen their search to the neighbourhood while awaiting the attendance of the RCMP. Staff searching should have a recent photograph of the child with them.
6. If an Amber Alert is to be initiated the RCMP will make that decision and the Principal will complete an Incident Report and notify the Ministry of Education.

***AMBER ALERT** – BC's AMBER Alert program is a tool used by the RCMP and Municipal Police Services for the most serious, time-critical child abduction cases. It is not intended for cases involving parental abductions, except in life-threatening situations. AMBER Alert can be used in any abduction that meets the criteria regardless of what relation the abductor has with the victim.

AMBER Alert is a province wide, innovative partnership among the province's law enforcement, Association of Broadcasters and external partner agencies to gain public support in the location of abducted children. New partnerships are constantly considered.

AMBER Alert is only activated by authorized users within the law enforcement agencies. ALL of the following conditions must be met before activating an AMBER Alert:

- The victim is under the age of eighteen (18)
- Police have reasonable grounds to believe the victim has been abducted
- Police have reasonable grounds to believe the victim is in imminent danger
- Police have obtained enough of descriptive information about the victim, abductor and the vehicle involved
- Police believe that the alert can be issued in a time frame that will provide a reasonable expectation that the child can be returned or the abductor apprehended

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CODE BLACK: BOMB THREAT PROCEDURE

Bomb threats must be taken seriously and considered real until proven otherwise.

The procedure to follow is:

1. Listen – be calm, don't interrupt, get as much information as possible
2. Document – using the Bomb Threat Form. The Form is on the following page. A copy of the form should be at each phone in the School if no reception area is identified.
3. Summon help, if available, using by hand signals and show the person responding these instructions:
 - a. Call 911 and ask for RCMP and Fire
 - b. Explain the situation
 - c. Relay advice given by RCMP/ Fire regarding evacuation
4. Staff should prepare for evacuation and implement evacuation on the instructions of RCMP/ Fire authority.
5. A search for unusual or suspicious objects should be undertaken. If such an object/container is found:
 - a. Leave it untouched
 - b. Make the School Principal or delegate and RCMP/Police aware of the exact location
 - c. Do not assume that it is the only one
 - d. Remove staff and children from the area immediately
6. Complete an Incident Report and inform the Ministry of Education.

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CODE BLACK: BOMB THREAT DOCUMENTATION FORM

Date: _____ Time: _____

Caller: Male Female Adult Juvenile

Origin: Local Long Distance

Bomb facts: When will it go off? _____
Where is it located? _____
What type of bomb is it? _____
What does it look like? _____
How powerful is it? _____
Is there more than one? _____

Voice characteristics: Loud Soft High pitched Deep
 Raspy Pleasant Intoxicated
Other: _____

Speech: Fast Slow Distinct Slurred Stutter
 Nasal Distorted Lisp

Language: Excellent Good Poor Fair Foul

Accent: Local Foreign Origin: _____

Manner: Calm Angry Coherent Irrational Deliberate
 Emotional Other: _____

Background Noises: Quiet Machines Airplanes Music
 Trains Factory Street traffic
 Animals Other: _____

NOTIFICATIONS: RCMP Fire Ministry of Education

Signature: _____

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CODE WHITE: VIOLENCE/AGGRESSION

If a staff member feels threatened they need to immediately summon assistance from another staff member. If threat persists the 911 is called.

Where a child is the subject of unusual/aggressive behaviour from another child:

Biting, scratching and hitting are part of normal development but are an unacceptable behaviour.

Parents are advised when their child exhibits such behaviours and are advised of methods of curbing such actions. Staff at the School will establish an action plan specific to the child and his/her behaviour so the staff approach is consistent and appropriate. If behaviour persists or parents seem indifferent, the parents will be advised to seek professional help on behalf of the child. If the child's behaviour cannot be modified and he/she poses a threat to the well being of other children then the parents will be asked to withdraw the child from the School's care.

Where there is an allegation of emotional, physical or sexual abuse by a staff member or someone who is not a person in care:

Aggressive behaviour is unacceptable. This includes verbal, emotional, physical or sexual abuse of a child. Any instance of an allegation against a staff member will be thoroughly investigated by the School Principal or delegate and discipline is progressive. A warning will be issued to the staff member first and if there is a re-occurrence the staff member will be dismissed. In the event that a child is physically harmed the staff member will be dismissed without a warning.

In any instance of an allegation against an individual who is not staff, the School has a role and responsibility to assist the appropriate authorities in the investigation and resolution of the incident. Further information regarding reporting and procedures is found in the Staff Resource Information Manual

In any of these instances a report will be made to the Ministry of Education.

CODE BROWN: HAZARDOUS SPILLS CLEANING GUIDELINES

The rule is to clean up the spill first and then sanitize. Wear disposable gloves always. Wear other personal protective equipment if there is a danger of splashing.

GUIDELINES FOR HARD SURFACES:

- ❑ Soak up and remove most of the spill using paper towels.
- ❑ Place the soaked paper towels directly into a plastic garbage bag.
- ❑ With mop or cleaning cloth, clean the soiled area with detergent and water to remove any visible dirt or body fluids.
- ❑ After cleaning, sanitize the area using a low level disinfectant – a mixture of one cup (250 ml) of household bleach (5% - 6% chlorine) in ten cups (2.5 liters) of water (1 part bleach to 10 parts water will do. In order to sanitize a surface, let the bleach solution stand for one minutes before drying.
- ❑ If you use a commercial disinfectant, follow the instructions on the label.
- ❑ Close the garbage bag, using masking tape to prevent it being opened and deposit in the regular garbage.
- ❑ Remove gloves and other protective equipment, deposit in regular garbage and wash your hands.

GUIDELINES FOR CARPET & UPHOLSTERY:

- ❑ Blot up the spill with paper towels
- ❑ Place soiled paper towels directly into the plastic garbage bag.
- ❑ Apply a household detergent or disinfectant to cover the spot. Let this sit for thirty (30) minutes
- ❑ Blot up the excess liquid with paper towels and dispose of them in the garbage bag as well
- ❑ Reapply detergent/disinfectant. Let dry overnight
- ❑ Close the bag using masking tape to prevent it being opened and place in the regular garbage.
- ❑ Remove gloves and other protective equipment, deposit in regular garbage and wash your hands.
- ❑ Steam clean carpet and upholstery, if necessary. Replace heavily soiled carpets and upholstery, that cannot be effectively cleaned and sanitized.

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GUIDELINES TO CLEAN AND SANITIZE CLEANING EQUIPMENT

- ❑ Wear disposable gloves or household rubber gloves that can be cleaned and sanitized.
- ❑ Wash mops, cloths, and brushes in hot soapy water and rinse. Ensure that all visible dirt is removed.
- ❑ Soak mops, cloths and brushes in a low level disinfectant solution for twenty (20) minutes. Sanitize the mop handle by cleaning and then wiping with a low level disinfectant
- ❑ Clean and sanitize reusable personal protective equipment such as household rubber gloves or plastic goggles.
- ❑ Clean and sanitize surface areas and sinks where you have cleaned equipment.

PROTOCOL FOR A SPLASH OF BLOOD OR BODY FLUID

“Splash” is defined as one where blood or body fluid comes in contact with lips, eyes mouth or open sore/ abrasion.

Follow the protocol below:

- ❑ Don't panic the risk of serious infection in a Day Care Centre is low.
- ❑ Rinse well with tap water for 10 – 15 minutes
- ❑ If a child is splashed:
 - Contact the parents
 - Take the child to the nearest hospital/medical clinic
 - Report the Incident to Licensing
- ❑ If a staff member is splashed:
 - Report to your Supervisor immediately. If you cannot do this leave a message for the Supervisor.
 - Go immediately to the nearest hospital Emergency Department/medical clinic.
 - For follow-up counselling see your doctor
 - Complete WorkSafe BC reports
 - The School Principal or delegate ensures that the incident is reported to the Ministry of Education..

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CODE GREY: SYSTEM FAILURE AND AIR EXCLUSION

In the unlikely event of noxious or toxic air in the vicinity of the School that has placed it in harm's way. You will receive a notification to "Shelter-in-Place" You may receive the instruction to shelter via telephone call, media announcement or loud hailer. When instructed to shelter take the following steps:

1. Immediately gather everyone indoors and remain there.
2. Close and lock all windows and outside doors
3. Tape gaps around door frames
4. Turn off appliances or equipment that either:
 - 4.1. Blow out air such as:
 - 4.1.1. Bathroom and kitchen fans
 - 4.1.2. Built in vacuum systems
 - 4.2. Sucks in outside air, such as:
 - 4.2.1. Gas stoves
 - 4.2.2. Fireplaces
 - 4.2.3. Clothes dryers
 - 4.2.4. Air conditioners
5. Turn down thermostats by about 5°C to minimize the on-time of furnaces
6. Leave all inside doors open
7. Avoid using the telephone except for emergencies so you can be contacted by authorities regarding the status of the event.
8. Stay tuned to local radio and television for possible information updates
9. Even if you see people outside do not leave your premises and until informed by authorities.
10. After the air pollution and passed or been nullified you will receive an "All Clear" message. You may also receive instructions to:
 - 10.1. Ventilate your School by opening all doors and windows, turning on fans and turning up thermostats.
 - 10.2. Once the School is completely ventilated, return all equipment to normal.

15. Damage Assessment Tool

- Use the Damage Assessment Checklist following this page to assess the damage to the building, and report the findings to the School Principal or delegate
- Differentiate between structural and non-structural damage. Although damage may appear to be extensive, evacuation may not be necessary.
- Do not occupy the building and prevent access if:
 - The building had collapsed partially or completely.
 - There is obvious and severe damage to primary structural supports, or other signs of distress.
 - There are large ground fissures or massive ground movement near the building.
- Prevent access to part of the building if:
 - There is a hazardous spill.
 - Gas or power lines have broken.
 - Windows are broken.
- Post signs in areas deemed to be unsafe indicating the danger.
- Immediately notify the Medical Health Officer On Call 1-800-204-6166 as to the status of the quality and quantity of the water supply.

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16. Damage Assessment Checklist

ACTIVITY	COMPLETE	COMMENTS
<u>Fire</u>		
<u>Exterior:</u> Structural Integrity: Landslides, bank failure, surface fissures, Flooding		
<u>Entry and exit routes:</u> Safe, accessible		
<u>Interior:</u> Structure Integrity: Fallen light fixtures, Broken windows, Fallen cupboards/furniture, Hazardous spills		
<u>Electrical System:</u> system integrity, shorting, fire & fallen power lines		
<u>Water:</u> System integrity, availability & purity		
<u>Sewage system:</u> functioning		

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ACTIVITY	COMPLETE	COMMENTS
<u>Telephone & paging system:</u> Functioning		
<u>Natural gas system:</u> system integrity & availability		
<u>Other</u>		

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17. BOIL WATER NOTIFICATION

Upon receipt of such a notification and where the School is dependent on a public water supply, as opposed to well water, the School will:

1. Use only bottle water for drinking.
2. Use paper plates and plastic utensils for food preparation and consumption
3. Use a waterless disinfectant for hand washing
4. Ensure that the water supply to sinks, drinking fountains and outside water sources (taps and hoses) are turned off
5. Post pre-prepared signage indicating the Boil Water Notification is in effect.

Facilities have a supply of Iodine tablets for the purpose of disinfecting water,

Note: Water may also be purified by bringing it to a rapid boil for 1 minute. Due to its chemical content, swimming pool or spa water should not be used as a primary source of drinking water.

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18. UTILITY OUTAGES

BC HYDRO

Before An Outage

1. Look at the building

- Identify the location of your meter room and electric service entrance
 - Make sure you have access to the meter room
 - If you have more than one electric meter, identify which meter serves each part of your building and the pieces of equipment that are connected to each meter.
- Identify the voltage levels that BC Hydro delivers to your location
- If your meter room does not have emergency lighting consider installing one.
 - Keep a flashlight, along with fresh batteries, in the meter room so that you can see your equipment if the power goes out.
- If your building has fuses, know the location and ratings. Keep two (2) sets of spares in reserve in case a fuse blows when services is restored

2. Look at the equipment

- Post an electrical one line diagram in the meter room to help the people working to restore power.
- Develop and implement a written maintenance program for your vault and electrical equipment.
- Prepare a list of equipment that will need to be reset after an outage.
- Contact the service providers for your telephone service, security system and fire protection service for information on how these systems will operate during and after, an electrical outage.
- Know what equipment can and cannot be turned off. Develop a plan for controlled shut-down if needed.

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3. Take steps to prepare

- ❑ Prepare and document your operational tasks and responsibilities during a power outage. Have an operational plan ready for shutting down and restarting electrical equipment and appliances.
- ❑ Have someone on site or on call who is qualified to work on your electrical equipment.
- ❑ Establish the back-up personnel responsible for handling emergencies that happen after hours and develop an after-hours notification system.
- ❑ Install surge protection devices to protect sensitive electronic equipment.
- ❑ Develop a list of emergency phone numbers
 - Include suppliers, electricians, contractors, elevator services, computer services, managers at your business and BC Hydro **1 888 POWERON (1 888 769-3766)**
 - Post the list in the meter room and in other strategic locations for quick access when needed.
- ❑ Set up a safety committee. Appoint safety coordinators in each section of your business to provide information and direction to employees in their work areas.
- ❑ Have a cell phone or cordless phone available or readily accessible. Cordless phones and your company's phone system may not work without electricity.
- ❑ Ensure that all key personnel have cell phones and that every one has a list of those numbers.
- ❑ Have a qualified electrician test the breakers to make sure they work and are not likely to break when repeatedly opened and closed.
- ❑ Put together and maintain an emergency kit including flashlights, battery powered radio, battery powered clocks, extra batteries and a copy of your emergency plan with key phone numbers.

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4. Prepare your employees

- ❑ Educate your employees on what to do if an outage occurs. Include information on:
 - Using elevators on your site
 - Shutdown procedures for air conditioning or refrigeration equipment, alarm systems and any other critical equipment or systems.
- ❑ Ensure that key staff know the procedure for reporting an outage and have a note of your BC Hydro account number or your **Site Location Identification (SLID)** handy.
- ❑ Have an emergency plan in place for employees who rely on medical equipment. This may include back-up power sources or transportation to another School .
- ❑ Provide flashlights to each department for use if the power goes out.
 - Do not use candles
- ❑ Keep protective gloves and goggles on hand so employees will be prepared to switch breakers back on when power is restored.
 - Be sure that the protective equipment used meets the requirements of WorkSafe BC Occupational Health & Safety regulations for the voltage levels in your School .

5. Check your backup systems

- ❑ If you have a back-up generator, know it's make, capacity and delivery voltage.
- ❑ Have someone on site or on call who is qualified to work with your back-up system
 - Make sure all manufacturers' operating instructions are carefully followed.
- ❑ Double check that all critical loads, including elevators and emergency lighting are connected to the back-up generator.
 - Verify that your back-up generator capacity is enough to handle this load.
- ❑ Establish a regular maintenance program for your back-up generator
- ❑ Test your back-up generator each month
 - Check the generator under load conditions to make sure it works
 - Include the switchgear and transfer switch to your test.

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- ❑ Remove potential hazards or hazardous materials that could be impacted by the operation of a back-up generator.
- ❑ Know how much fuel you have stored for the generator and how long that fuel would last during an outage.
 - Establish quick fuel delivery arrangements in case you run out of fuel
 - Install a fuel inhibitor (gasoline or diesel fuels) and plan to use, replace or polish this fuel at least once a year.
- ❑ Test your back-up battery systems (Uninterruptible Power Supply or UPS), emergency lighting, phone, security, fire protection each year.
- ❑ If you have a UPS system, know it's back-up capacity in minutes.
 - Update this information as you add or remove equipment
 - Develop a plan for the orderly shutdown of equipment before the capacity limit is reached.

6. When the power goes off

- ❑ Check your circuit breakers or fuses to make sure that the outage is not being caused by equipment problems in your School . Is power out in your whole area?
- ❑ Check to make sure employees are safe.
 - Check your elevators, equipment and the School in general for situations that may require immediate attention.
- ❑ If the outage is in your own system, contact your electrician or electrical contractor.
- ❑ If it is a BC Hydro outage, report it by calling **1 888 POWERON or *HYDRO (*49378)** on your cell phone. The automated outage reporting system will take you through several prompts to match up your telephone number, address and BC Hydro account number or it can connect you with a representative if you don't have this information handy.
 - If the outage has already been reported, the system will provide you with the most recent estimated time of power restoration, if one is available.
 - If BC Hydro does not have an outage recorded for your location , you will be transferred to an agent to record the details.
 - If you have a laptop or a computer on back-up power supply, you can go to **bchydro.com/outages** for outage information by region, including estimated restoration times where known. An estimated restoration time may not be available if a hydro crew has not yet assessed the cause and repair required.
 - Tune into you local news on your portable radio for up-dated outage information.

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- ❑ If you are using a back-up generator, make sure the transfer switch is properly isolated from your generator load and that power is not feeding back into the Hydro system
- ❑ Turn off major pieces of equipment not connected to your back-up generator, because some appliances or tools left on will start up automatically when service is restored, turning them off can prevent damage, injury or fire.
 - Leave a few lights on in visible areas so you know when the power is restored
- ❑ Go to the meter room and shut off the circuit breakers to the major pieces of equipment. This will help avoid power surges and possible damage to your equipment when the power is restored.
 - Be sure to leave the breakers on that control the lights to alert you when the power is restored.
- ❑ Contact the companies that service your air conditioning system, alarm and communications equipment for information or specific instructions.

7. When the power is restored.

- ❑ When power is restored, turn on the most essential equipment first and wait 10 – 15 minutes before re-connecting voltage sensitive and less critical equipment, to give the system a chance to stabilize.
- ❑ Close you circuit breakers one at a time.
 - Start with your non-critical, single phase breakers, first
 - Wait a minute or two to make sure your equipment is operating before moving to the next breakers
 - Turn on any three-phase equipment at the end of this process.
- ❑ Remember to re-set clocks, automatic timers and alarms
- ❑ Shut down you back-up generator and transfer load back to your electrical system, following the manufacturer's instructions.
- ❑ Check and replenish the fuel supply to your back-up generator.
- ❑ Review and update your outage plan in the light of learning from this outage, while the experience is fresh in everyone's mind.
- ❑ Meet with your Safety Committee to update procedures as necessary.
- ❑ Communicate and report what happened to all concerned.
- ❑ Report to Licensing as a Service Delivery Disruption. Contact information is found in Appendix K.

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GAS INTERRUPTIONS OR STOPAGES

WHAT DOES GAS SMELL LIKE?

Rotten eggs: a bad smell for a good reason

Natural gas and piped propane smell like rotten eggs or sulphur. Because natural gas is odourless, we add trace amounts of a chemical called mercaptan, which has a distinctive rotten egg or sulphur-like odour. It smells bad for a good reason! In case of a leak, we want you to be able to detect and identify it. We never charge to investigate a gas odour call.

What to do if you smell gas

If you smell gas or hear the flow of escaping gas, follow these steps immediately: Don't smoke, light matches, operate electrical switches, use either cell or telephones, or create any other source of ignition.

Leave the building immediately; leaving the door open and any windows that may already be open.

Turn your gas off **at the meter**, if you know how.

Get to a nearby phone and call the Terasen Gas 24-hour Emergency Line at **1-800-663-9911**, or **911** or the fire department emergency number.

If you are on a known flood plain access the Terasen Gas website for specific information:

http://www.terasengas.com/_Safety/SafetyHomeWork/EmergencyPreparedness/Floods/default.htm.

EVERGREEN INDEPENDENT SCHOOL EMERGENCY/DISASTER RESPONSE
QUICK REFERENCE

19. REGISTER OF STAFF CALLED BACK TO DUTY

DATE: _____

EMPLOYEE	TIME IN	ASSIGNMENT	TIME OUT	INITIALS

EVERGREEN INDEPENDENT SCHOOL EMERGENCY/DISASTER RESPONSE
QUICK REFERENCE

20. Ministry of Education Contact Information

250-387-6121