



Emergency Preparedness – Policy & Procedure

NOTE: The attached is a document of the former Laurenval School Board. The content is currently being updated to reflect the needs of the Sir Wilfrid Laurier School Board.

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1.0 PURPOSE

The objective of an Emergency Preparedness Plan is to provide for the safety and security of all who attend a Sir Wilfrid Laurier School Board facility.

All employees have a responsibility to promote safety and security, and to take measures to reduce potential injury, death and property damage. The best way to minimize the impact of emergencies in our schools is to plan ahead. With the practice of prevention by preparation, all personnel are to participate in the development and implementation of a site-specific plan.

This Emergency Preparedness Plan is to become the core of each building's model. It outlines the expectations and measures that are to be integrated into each local system. In turn, the plans developed by each school must incorporate the needs of the local community.

The Sir Wilfrid Laurier School Board recognizes the work and jurisdiction of the municipalities in developing a regional program. Our board and school plans will be made available to the appropriate municipality. We will cooperate in the coordination of these larger programs.

The Sir Wilfrid Laurier School Board Emergency Preparedness Plan is to be viewed as a continuing activity of planning, educating, rehearsing and reviewing.

2.0 EMERGENCY ALERT SYSTEM

2.1 DEFINITION OF TERMS

- **EMERGENCY** means a situation caused by the forces of nature, an accident, an intentional act or otherwise that threatens the safety of people or property.

- DISASTER refers to an emergency of major proportions that surpasses the ability of the organization to respond fully. Resources may be committed for days and may require regional, provincial or federal coordination and assistance.
- RESPONSE TEAM refers to the personnel within a building who have specific responsibilities at the time of an emergency.
- OPERATION CENTER refers to a specific locale within a building from which all responses to an emergency are coordinated.
- An emergency response team is to be created in each Sir Wilfrid Laurier school or office. Each member of this team will report to the operation center, or other specified area, immediately at the announcement of the emergency.
- The membership of this team is to include, among others, the following personnel:
 - responsible authority (or delegate),
 - guidance counsellor representative,
 - support staff representative,
 - custodial staff,
 - School Council chairperson,
 - staff member(s) with current first-aid and cardio-pulmonary resuscitation training,

2.3 OPERATION CENTER

- An emergency operation center is to be established in the General Office or Receptionist Area of each building of the Sir Wilfrid Laurier School Board.
- In this room are to be found:
 - key ring with keys for fire alarm system, elevator, classroom master, maintenance rooms, special equipment, etc.,
 - the building floor plans (showing all exits),
 - the plans for the gas, electricity, plumbing, heating and ventilation systems,
 - gas mask
 - first-aid kits,
 - fully charged battery-operated bullhorn,
 - portable, battery-charged radio
 - flashlights,
 - sealing tape
 - evacuation routes,
 - shelter areas,
 - community dispersal site,
 - telephone chains and/or lists for students, staff (Appendix A) and the telephone numbers for the municipal response agencies for police, fire and ambulance services,

- bus route lists (students by bus route),
- list of students requiring special medical attention and their daily subject schedules.
- the written procedures for closing the ventilation system and sealing the building.

2.4 COMMUNICATIONS

- When an emergency occurs, the responsible authority must react in a positive and effective manner to gain a measure of control over the situation. The ability to control is directly related to the ability to communicate. For this reason, all avenues of communication must be identified and be ready for use under emergency conditions.
- An Emergency Alert System will be activated by the Director General under the following conditions:
 - when an emergency occurs at a Sir Wilfrid Laurier school or office,
 - when a community emergency, declared or undeclared, occurs that could threaten the health and security of students, staff and the facility,
 - the threat of either of the above.
- The responsible authority will alert the Sir Wilfrid Laurier School Board's switchboard operator. The caller will first indicate that an emergency exists and will provide as much of the following information as is available:
 - the identity of the caller
 - name of the facility,
 - location of the emergency,
 - nature and severity of the emergency,
 - details of injuries or fatalities,
 - initial action taken or contemplated,
 - type of assistance required.
- The switchboard operator then will immediately relay the information to the Director General, who will determine whether the emergency plan will be broadened to include other Sir Wilfrid Laurier personnel.
- Should the emergency occur after normal working hours, the Director General will be contacted at his/her residence. Designated individuals responsible for the emergency alert within their school, department, or region will maintain a current list at their residence of names and telephone numbers of people to be contacted.
- Specifically, with the announcement of an emergency, the communication process will include the following essential elements:

2.4.1 Internal

- At the first indication of an emergency the Response Team will be directed (P.A. code, runners, etc) to the emergency site or to the operation center.
- The appropriate municipal emergency response agencies will be contacted.
- The Sir Wilfrid Laurier School Board's switchboard operator will be informed.
- At the appropriate time, the staff are to be offered an explanation (staff meeting,

written memo).

- If the emergency occurs after normal working hours, the staff is to be informed of the incident by using a prepared text conveyed via a telephone chain.

2.4.2 Board

- The emergency message received by the receptionist is to be transcribed on an Emergency Alert Action check list (see Appendix B).
- The Director General will activate the Emergency Alert System.
- The neighbouring school(s) will be informed of the emergency as the personnel and building might be required for assistance and use.
- The transportation department will be required to prepare for mobilization.

2.4.3 Civic Agencies

- Some or all of the following civic agencies are to be contacted by the Control Team:
 - Fire
 - Police
 - Ambulance
 - City Hall
 - Community Shelter
 - Clergy

2.4.4 Parents

- Parents are to be informed, in writing, that a School Emergency Preparedness Plan has been designed and is ready for implementation (see Appendix C).
- When students have been evacuated from the school and have been sent home or to a community shelter, the parents are to be informed via a telephone chain (see Appendix A).
- For specific and detailed information on the emergency and its consequences, parents are to be informed by a written letter and/or by media announcements.

2.4.5 Media

- The initial and short-term response to the media will be the responsibility of the responsible authority.
- If the situation warrants no information and/or if the responsible authority does not have sufficient and complete information, the media should be so informed and told to report back at a specific time and place for a future announcement.
- The media must not be permitted to interview students or staff without the permission of the responsible authority.
- If it is decided to permit interviews with students, such should take place in the presence of the responsible authority.
- The secondary and long-term response to the media will be the responsibility of the Director General.

- The media will be requested to assist in the dissemination of public announcements.

3.0 RESPONSIBILITIES

- This Emergency Preparedness Procedures and Policy document will assist the responsible authority to develop a response to all emergencies. The duties and responsibilities that follow are not to be considered as exhaustive. Furthermore, these guidelines are not to be construed as imperative when circumstances exist that might jeopardize the lives of any individual or group.
- The responsible authority shall ensure that an updated copy of the school's plan and Emergency Information Sheet (see Appendix D) is completed and filed with the Director of Administrative Services prior to the first day of the school year.
- The school's plan shall address the following:
 - evacuation of occupants to a safe assembly area,
 - investigation of the emergency to determine source and severity,
 - confinement of the emergency to maximize evacuation time and to minimize damage,
 - briefing the municipal response agencies upon their arrival, and
 - compiling information for recording purposes.

3.1 PRINCIPAL (Responsible authority)

- develops a school Emergency Preparedness plan,
- ensures that all staff members are familiar with their respective duties,
- conducts six (6) evacuation drills during the school year, three (3) times in each of the fall and spring terms,
- conducts three (3) interior shelter drills during the winter session,
- at the time of an emergency, supervises specific activities relating to the needs of the school, staff, students and others involved in the incident.

3.2 VICE-PRINCIPAL/HEAD TEACHER (or delegate)

- acts as the principal in the absence of the principal,
- ensures that all plans, equipment and other materials are available in the emergency operation center,
- maintains liaison with the person(s) responsible for the building's alternate emergency evacuation location,
- ensures that the building has been completely evacuated,
- accumulates information that may assist in determining the cause and/or sequence of events.

3.3 GUIDANCE COUNSELLOR/HEAD TEACHER (or delegate)

- acts as the vice-principal/head teacher in the absence of the vice-principal/head teacher,
- provides for the evacuation of students and staff requiring special assistance/medical attention,

- supervises the immediate care of persons who are injured or hysterical,
- assists in re-locating students to safe areas of the building or grounds.

3.4 SUPPORT STAFF

- alerts the municipal response agencies of the emergency,
- informs the School Board receptionist of the emergency alert,
- maintains communication with parents and others who call the school,
- ensures that the private line is answered,
- assists the guidance counsellor in caring for those requiring special assistance and/or medical attention during the evacuation phase,
- assists the guidance counsellor in caring for the injured or hysterical students and staff.

3.5 CUSTODIAL STAFF

- ensure that all maintenance areas are checked and closed,
- reports to the emergency operation center for support to the municipal response agency,
- assists with traffic management,
- assists the vice-principal/head teacher in determining the cause of the emergency.

3.6 TEACHERS

- explain evacuation and interior shelter procedures to all students,
- be aware of nearest fire alarm station,
- remain calm, terminate lesson and proceed with evacuation,
- turn all machinery/equipment/appliances off,
- remain with their students at all times,
- lead students to safety based on the emergency plan for that school,
- keep in possession throughout the emergency a class attendance roster to verify all students' presence,
- do not release students to anyone who does not have the written permission of the principal.

3.7 OTHER STAFF

All remaining staff who do not have responsibility for students at the time of emergency must report to the principal for duty assignments.

4.0 EMERGENCY PROCEDURES

- Although every possible emergency cannot be anticipated, an attempt has been made to standardize emergency procedures and responses as much as possible.

- In all emergency cases, the response team should be alerted and the members are to proceed to the site of the emergency, or to the operation center.
- At the conclusion of each emergency an "Untoward Incident" report must be submitted to the Director General (see Appendix E) by the principal.

4.1 ACCIDENT OR SERIOUS INJURY

- When a student is seriously injured, the parents or guardians must be notified immediately.
- First aid should be administered and the student/staff member is to be comforted. A determination must be made regarding the severity of the injury and transportation to the hospital.
- The emergency medical services should be called if the injury is serious enough to warrant special transportation. If the injury requires treatment but is not serious enough to warrant an ambulance, the principal or his or her designee may transport the student to the hospital (instead of waiting for the parents to come to the school).
- The school board must be notified of the injury and an accident report must be submitted to the Director of Administrative Services. (see Appendix F)

4.2 ATTACK ON A STUDENT OR STAFF MEMBER

- If a student or staff member is attacked in the building, students should know to leave the scene immediately and to seek help from the nearest teachers or from the office.
- In the event of an attack on a student or staff member, other staff who witness the attack should do everything possible to distract the assailant - short of risking bodily harm.
- The receptionist will immediately notify the police and other agencies that can assist with the problem.

4.3 BOMB OR BOMB THREAT

- When a bomb threat is received the receptionist must follow the procedures as outlined in Appendix G. The local fire and police departments will be informed.
- When a bomb threat is received, the principal will coordinate a search of the halls, stairwells, washrooms, etc.
- All classes are to remain where they are until further directions are given.
- When a bomb or suspicious package is seen, the nearest fire alarm should be activated. The unidentified package must not be touched or disturbed.
- When a fire alarm is heard, each teacher will activate the evacuation procedure, which has been practiced in each class. This procedure ensures that all windows are closed and that students make an orderly exit from the classroom. The last person out of the classroom will close the classroom door.
- Students and teachers exit the building through the designated doors. If the primary evacuation route is blocked, or if it is known that a bomb is in that particular area, alternate routes are taken.
- When outside the building, each class moves quickly to a designated location on the grounds or to a designated location near the school. The teacher must maintain control over the students for which he or she has responsibility.

- The custodial staff will go directly to entrances to the school grounds and will direct all non-emergency traffic away from the building.

4.3 BOMB OR BOMB THREAT (con't)

- The principal will monitor the situation and will make decisions about moving groups of students away from areas that might be dangerous.

4.4 CHILD ABUSE AND NEGLECT (policy 300cc)

Preamble

- Neglected or abused children (17 years or younger) in Quebec are accorded protection by the Quebec Youth Protection Act (RSQ P34.1). The organizations empowered by the law are the Centre de services sociaux: a Director of Youth Protection being named in each CSS.
- Effective protection of neglected and abused children requires that many people act. School Board employees, because of their contact with school children, are in a good position to identify children where there is possible abuse or neglect.
- Guidelines on how to identify the abused or neglected child are to be developed.
- Fellow students are to be encouraged to report to the school authorities any suspected child abuse/neglect situation.
- Obligation to Report Child Abuse or Neglect
 - Articles 39 of the Youth Protection Act: Any Sir Wilfrid Laurier employee who suspects that a child's physical or mental health or welfare may be affected by abuse or neglect must report the suspected abuse or neglect to the Youth Protection authorities.
 - It is not the responsibility of the employee who reported the abuse or neglect to prove that the child has been abused or neglected or to determine whether the child is in need of protection. Therefore, any personal interview or physical examination of the child should only be carried out in the line of normal daily observations and discussions.
 - The Act protects the referring person by (1) assuring confidentiality: "No person shall reveal or be compelled to reveal the identity of a person who has acted in accordance with Section 39 or 42 with his/her consent"; and (2) assuring immunity against potential legal action: "No person may be prosecuted for acts done in good faith under Section 39 or 42."
- Referring Suspected Cases of Abuse or Neglect (see Appendix H)
 - In accordance with the law, an employee or volunteer working in the Sir Wilfrid Laurier School Board must report any and every suspected case of abuse or neglect to the appropriate authorities that same day.
 - In order to better coordinate such referrals, employees should inform the principal or head teacher immediately prior to making the referral.
 - A written record of the referral should be made by the referring person (Youth Protection Referral - Appendix H) at the time of making the referral and given to the principal. A copy will be forwarded to the Youth Protection Authority.
 - The principal shall retain the form in confidence.

4.4 CHILD ABUSE AND NEGLECT (policy 300cc) (cont'd)

- Student Transfers
 - When a student has indicated that he/she will be moving or can be presumed to have moved by virtue of an extended (20 days) and unexplained absence, the Principal must inform the Youth Protection authorities.
- Prolonged Absence or Additional Suspicion of Abuse or Neglect
 - Should there be any suspicion of further abuse or neglect (including an unacceptable absence), another referral should be made (making reference to the original referral).
- Confidentiality
 - All documents pertaining to Youth Protection shall be considered confidential, in keeping with the Sir Wilfrid Laurier School Board policy concerning the Student's Personal File and Bill 65. Documents with unsubstantiated complaints shall be destroyed.
- Awareness of this Policy
 - The Sir Wilfrid Laurier School Board shall undertake annually to inform all its employees of their obligations as outlined in this policy.
 - All Sir Wilfrid Laurier School Board employees are expected to be familiar with current board policy and procedures regarding their obligations under the Youth Protection Act.

4.5 EARTHQUAKE AND/OR EXPLOSION

- When an earthquake and/or explosion occurs and debris is scattered in a classroom, students and teachers should immediately crawl under their desk tops. Eyes should be held tightly closed and arms should be used to cover heads. If time permits, jackets or books or other objects should be used to cover the head.
- When the initial tremor and/or explosion has ended, teachers and students should evacuate the building, when so advised, following normal evacuation routes. If normal routes are blocked, alternate routes (including windows) should be used.
- When outside the building, each class moves quickly to a designated location away from the building so as to avoid crumbling walls and falling debris. The teacher must maintain control over the students for which he or she has responsibility.
- The receptionist will call the local fire department or other emergency agencies.
- After closing all gas and water valves and shutting all electricity, the custodial staff will go directly to entrances to the school grounds and will direct all non-emergency traffic away from the building.
- The principal will monitor the situation and will make decisions about moving groups of students away from areas that might be dangerous.

4.6 FIRE

- When a fire is seen, the nearest fire alarm should be activated. This is done by pulling a lever on the fire alarm switch.
- When a fire alarm is heard, each teacher will activate the evacuation procedure, which had been practiced in each class. That procedure ensures that all windows are closed and that students make an orderly exit from the classroom. The last person out of the classroom will close the classroom door.
- Students and teachers exit the building through the designated doors. If the primary evacuation route is blocked by fire, alternate routes are taken. The decision to follow a secondary evacuation route is the responsibility of the adult in charge of the students.
- When outside the building, each class moves quickly to a designated location on the grounds or to a designated location near the school. The teacher must maintain control over the students for which he or she has responsibility.
- Secondary route evacuations must be practiced.
- The receptionist will call the local fire department or other emergency agencies.
- The custodial staff will go directly to entrances to the school grounds and will direct all non-emergency traffic away from the building.
- The principal will monitor the situation and will make decisions about moving groups of students away from areas that might be dangerous.
- The principal must adhere to the Fire Prevention Check List (see Appendix I)

4.7 HOSTAGE-TAKING OR KIDNAPPING

- If a student is kidnapped or taken hostage, the appropriate agencies must be notified immediately.
- Witnesses to the kidnapping or hostage-taking should make every effort to get a description of the person or persons involved, should make every effort to identify the car or other means of escape, and should try to get the license number of the vehicle.
- Witnesses should note the direction in which the persons leave the school grounds.

4.8 INADEQUATE LEARNING ENVIRONMENT (policy 139cc)

- The school principal will cancel classes for sections of the building or for the entire building when there is evidence that conditions do not allow for an adequate learning environment or when there is danger to the health or safety of students and teachers.
- The following are examples of an inadequate learning environment:
 - structural damage such as collapse of walls, roofs or other significant and sudden deterioration in the structural integrity of the building,
 - sewage system back-up,
 - flooding in classrooms and corridors such that student movement in sections of the building becomes curtailed and normal classroom functions are disrupted,
 - loss of municipal water services; a decision to cancel classes in the building or section of the building will be taken within sixty (60) minutes of the loss of service if

the return of service cannot be assured within sixty (60) minutes of the loss of service,

- no heat in the building; a decision to cancel classes in the building or section of the building will be taken within sixty (60) minutes of the loss of heat if the return to normal conditions cannot be assured within one hundred and twenty (120) minutes of the loss of heat; it is recognized that classroom temperatures should normally exceed 18° Celsius (64°F),

4.8 INADEQUATE LEARNING ENVIRONMENT (policy 139cc) (cont'd)

- malodors, fire hazards, insect or vermin infestation, communicable diseases based upon a report from an appropriate municipal or provincial department to the school principal,
- lack of adequate ventilation in an air-conditioned building resulting from a breakdown of the air-conditioning system,
- pollution of drinking water when municipal/provincial authorities advise against consumption of tap water without special treatment, unless other means of obtaining drinking water are provided,
- lack of adequate lighting; a decision to cancel classes in the building or section of the building will be taken within sixty (60) minutes of the loss of service if the return of service cannot be assured within sixty (60) minutes of the loss of service.
- It is understood that the examples listed do not limit the criteria which may be considered when cancelling classes in a portion of the building or in the entire building.

4.9 INCAPACITATED TEACHER

- If a teacher becomes incapacitated, one or more students should go immediately to the nearest classroom with a teacher and should tell that teacher of the problem. That teacher should go immediately to the aid of the incapacitated teacher.
- A different student should go immediately to the office and should tell the secretary and principal. Someone from the office should go immediately to the classroom.
- The receptionist should place a call to an emergency medical services unit.

4.10 INTRUDER OR IRRATIONAL STUDENT OR STAFF

- A supervision roster is to be established so that all halls in the building are monitored during the school days. If a stranger enters the hallway, the monitor in that hallway will call to or signal another staff member who is nearer the office area. The second person will immediately go to the office to get help.
- The monitor who sees the stranger will call to that stranger and will ask him or her to come directly to the office area. If the stranger does not respond or acts in a strange manner, the monitor will continue to observe the stranger while calling loudly for assistance.
- When teachers hear the monitor calling for assistance, they should immediately close and lock the classroom door. Under no circumstances is the teacher to leave the students.
- Using a book or other hard object, the teacher will bang three times on the north and south walls of his or her classroom. That will be a signal to the next teacher that an intruder is in the hall and doors should be locked from the inside (if possible).

- The teacher should warn the students of the possibility of some danger and should ask that they move to the floor under their desk tops. The teacher should also explain evacuation through the window in case it is needed.
- The teacher should move to safe place near the locked door and should do whatever is necessary to keep the intruder out of the classroom. That may mean that the teacher must use a hard object (textbook, yardstick, etc.) to hit at any hand that tries to come through the window to unlock the door.
- The monitor at the end of the hall observes from a safe vantage point and keeps track of the intruder's movements. The monitor must know into which classroom the intruder has gone if the intruder is no longer in the hallway.
- The office staff initiates a call to the police while the principal or his or her designee moves to the area where the intruder was observed.
- The other monitors begin moving through their hallways, asking teachers to close and lock the classroom doors.
- The office staff alert the custodians and instruct them to move to the area where the intruder was observed.
- Office staff also notify all teachers with students on the playground. These students are moved to the perimeter of the playground, away from the area where the intruder was observed.
- As long as the intruder does not physically endanger students or staff, he or she is simply observed until law enforcement agents arrive. If students or staff are endangered, the principal, the monitor, and the custodial staff should do whatever is necessary to draw the attention of the intruder away from those students and staff members.

4.11 POWER / HEAT FAILURE

- With the loss of electricity the normal bell schedule is terminated and all students are to remain with their present teacher in that room.
- All students are to move away from all machinery/equipment/ appliances.
- Classroom teachers are to await instructions from monitors.
- All staff not teaching are to assist in hall supervision.
- The receptionist will inform the school board.

4.12 TOXIC CHEMICAL RELEASE

- If there is an explosion or chemical spill at a near-by industry, or as a result of a rail or road accident, students should remain in the building. Students who are on the playground should be taken inside as soon as possible.
- The building must be sealed by closing all outside-air vents and taping all closed windows and doors.
- If the explosion or chemical spill is an immediate danger to the students and staff of the school - as indicated by mandates from the emergency preparedness agencies - students and staff should exit the building through the door on the side of the building opposite the industry site. Standard fire drill routines will be in effect, except for the

4.12 TOXIC CHEMICAL RELEASE (con't)

change in exit doors. In controlled lines, the students and staff should walk into the community and away from the industry site. Handicapped and other students who cannot walk will be placed in teachers' cars and driven to the specified community shelter.

- The school board will send buses to the school or to the evacuation route to pick up these children as they move and will take these children to a safe site.

4.12 TOXIC CHEMICAL RELEASE (con't)

- When the toxic substance has been identified, obtain from the municipal or industrial authorities as much information on how to react to that substance. If this information is not available contact CANUTEC at 613-966-6666 (collect).

4.13 TRANSPORTATION INCIDENT

4.13.1 Airplane crash on or near campus

- When an airplane crash occurs and the impact scatters debris into a classroom, students and teachers should immediately crawl under their desk tops. Eyes should be held tightly closed and arms should be used to cover heads. If time permits, jackets or books or other objects should be used to cover the head.
- When the initial phase of the crash (which might include one or more explosions) has ended, teachers and students should evacuate the building, following normal evacuation routes. If normal routes are blocked, alternate routes (including windows) should be used.
- When outside the building, each class moves quickly to a designated location on the grounds or to a designated location near the school. The teacher must maintain control over the students for which he or she has responsibility.
- The receptionist will call the local fire department or other emergency agencies.
- The custodial staff will go directly to entrances to the school grounds and will direct all non-emergency traffic away from the building.
- The principal will monitor the situation and will make decisions about moving groups of students away from areas that might be dangerous.

4.13.2 Bus Accident (Field Trip)

- Before a bus or buses leave with students going on a field trip, a list of riders for each bus will be left at the school. Riders are expected to return on the same bus. A copy of the list is taken by one of the chaperons. A map of the routes to and from the field trip destination will be left at the school and will be clearly marked to show the routes.
- When the report of the bus accident comes in, the principal or his or her designee will notify the Director General, the Supervisor of Transportation and the responsible police service.
- The principal will also print or have printed a list of students who normally ride that bus. That information will come from the computer records for the school. The list should include special medical considerations and signed medical releases provided by parents at the beginning of the school year (if any).

- The Régie régionale de la santé et services sociaux for the region where the accident occurred are to be notified by the Director General for possible intervention and/or coordination with hospitals and ambulances.
- The principal will use the rider list to notify parents. If the location or condition of students is known, that information will be conveyed to the parents.
- The principal will remain at the school while board and school staff go directly to the site of the accident and to hospital locations. Those who go to remote sites will carry a copy of the rider lists with them. (These are picked up at the school before leaving to go to the site.)
- The attendance clerk will operate the computer and will print information from the records of students involved in the accident. The information will include medical considerations that can be relayed to hospitals serving the students and staff involved in the accident.
- The principal, with the Director General, will travel to the site of the accident and to the hospitals where victims are being treated.
- When the report of a bus accident comes in, the principal will print or have printed a list of students who normally ride that bus. That information will come from the computer records for the school. The list should include special medical considerations and signed medical releases provided by parents at the beginning of the school year (if any).
- The principal or his or her designee will notify the Director General, the Supervisor of Transportation and the responsible police service.
- The Régie régionale de la santé et services sociaux for the region where the accident occurred are to be notified by the Director General for possible intervention and/or coordination with hospitals and ambulances.
- With the school emergency kit, the principal will go directly to the site of the accident.
- The principal will assist in the identification of injured students.
- If needed, the principal will provide a meeting location in the school for parents and school/board personnel.

4.14 WEATHER WARNING

- Upon receiving a weather warning, the principal is to review the required emergency procedures.
- The local radio stations and telephones are to be monitored for further information.
- If a severe thunderstorm accompanied by high winds strikes, move students away from windows and doors and out of large open areas such as gymnasias or auditoria. All electrical and gas appliances are to be disconnected.
- If a tornado warning is issued, all students are to be moved away from windows and doors and out of large open areas to a central hall on the ground floor.
- In the event of a severe winter storm, the principals will be informed by the Director General of possible school closing.

- Whenever a storm strikes, the principal must ensure that everyone remains inside until advised otherwise.
- If a building evacuation is necessary, the school's dispersal plans are to
- be implemented.

5.0 DISPERSAL PLANS AND PROCEDURES

- Evacuation of the facility, sheltering in safe areas of the school or the deliberate dispersal of students to their homes are some of the protective actions that should be addressed in any plan. The circumstances under which one or more of the protective actions may have to be undertaken will vary with the type of threat. Nevertheless, a single emergency plan which presents a range of alternatives will normally suffice
- If the situation permits, it is considered desirable to disperse children to their homes. Planning should include a telephone fan-out system for contacting parents/guardians and alternate arrangements for the provision of continuing care for pupils whose parents/guardians are not at home. An example of a telephone fan-out system for communicating with parents is contained in Appendices A1 and A2.
- The available warning time could restrict the range of options that could be exercised. For example, given a tornado warning, it probably would be necessary to take shelter in the school. On the other hand flood warnings normally would provide ample time to evacuate schools in the potential flood path. Every school should therefore make plans for sheltering, evacuating and/or dispersing students and staff using the following simple steps:
 - Survey the school and identify safe areas for sheltering against the threat of sudden, severe storms.
 - Survey other schools and buildings taking particular note of those that offer meal and accommodation facilities for long term care of pupils.
 - Select and map out areas for sheltering and/or evacuation. Develop plans and arrangements for the use of alternate facilities.
 - Develop shelter and evacuation procedures, assign groups to shelter/evacuation areas.
 - Develop dispersal plans for dealing with longer term or forecast emergencies when pupils may have to be returned to their homes.

5.1 EXTERIOR EVACUATION

- The responsible authority will conduct three (3) evacuation drills during the school year, (fall, winter and spring)
- The plans for the evacuation routes must be posted in each room of the building.
- The principal and teachers will discuss drill expectations and behaviour with the students during an assembly and in regular class time.
- The local fire response agency is to be invited to participate for the second and the third drill. Their constructive comments are to be incorporated into the review process.

5.2 INTERIOR SHELTER (Confinement)

- The responsible authority will conduct one (1) interior shelter drill during the winter session.
- The plans for the interior shelter routes must be posted in each room of the building,
- The principal and teachers will discuss drill expectations and behaviour with the students during an assembly and in regular class time.
- The local fire response agency is to be invited to participate for this drill. Their constructive comments are to be incorporated into the review process.
- During this exercise the ventilation system is to be closed and the windows in at least one part of the building and the main entrance are to be sealed. If confinement is restricted to one room (eg. Gymnasium) that room should be sealed.

6.0 TRAINING PROGRAM

- School staff should be trained to perform their assigned general or specific tasks within the emergency plan. First aid training should be provided for all staff and cardio-pulmonary resuscitation (CPR) training should be provided to selected personnel. Organizations such as the Red Cross and St. John Ambulance are available to provide information and assistance in arranging and implementing training programs.
- The implementation of the emergency plan, either in an actual emergency or in a drill or exercise, is the single best way to train personnel in emergency response functions. A program of drills and exercises should begin with limited objectives and graduate progressively over a period of time to a full scale exercise involving all participants.

7.0 EDUCATION PROGRAM

- Just as the emergency planning and training program should be an ongoing activity of the school, an emergency education program should also be incorporated as part of the school curriculum. The following subjects are considered to be informative and related to the emergency preparedness program:
 - Natural emergencies such as floods, forest fires, tornadoes, snowstorms and epidemics.
 - Man-made emergencies such as structural fires, explosions, dangerous goods accidents, and road, rail and aircraft accidents.
 - Protective measures to mitigate the effects of emergencies and disasters.
 - Meteorology and weather warning systems.
 - Peaceful uses of nuclear energy and radioactive materials.
 - Fire prevention and the chemistry of fire extinguishing.
 - Community organizations responsible for health and safety - fire, police, health, ambulance and public utilities.
 - The community emergency response plan.
- Any or all of these topics could be addressed as part of Health, Career and Life Management, Physical Education, Science or Social Studies programs at appropriate grade levels, or addressed during a general assembly.
- Presentations or information/training sessions for students might also be arranged with local Red Cross, St. John's Ambulance or other qualified emergency response groups.

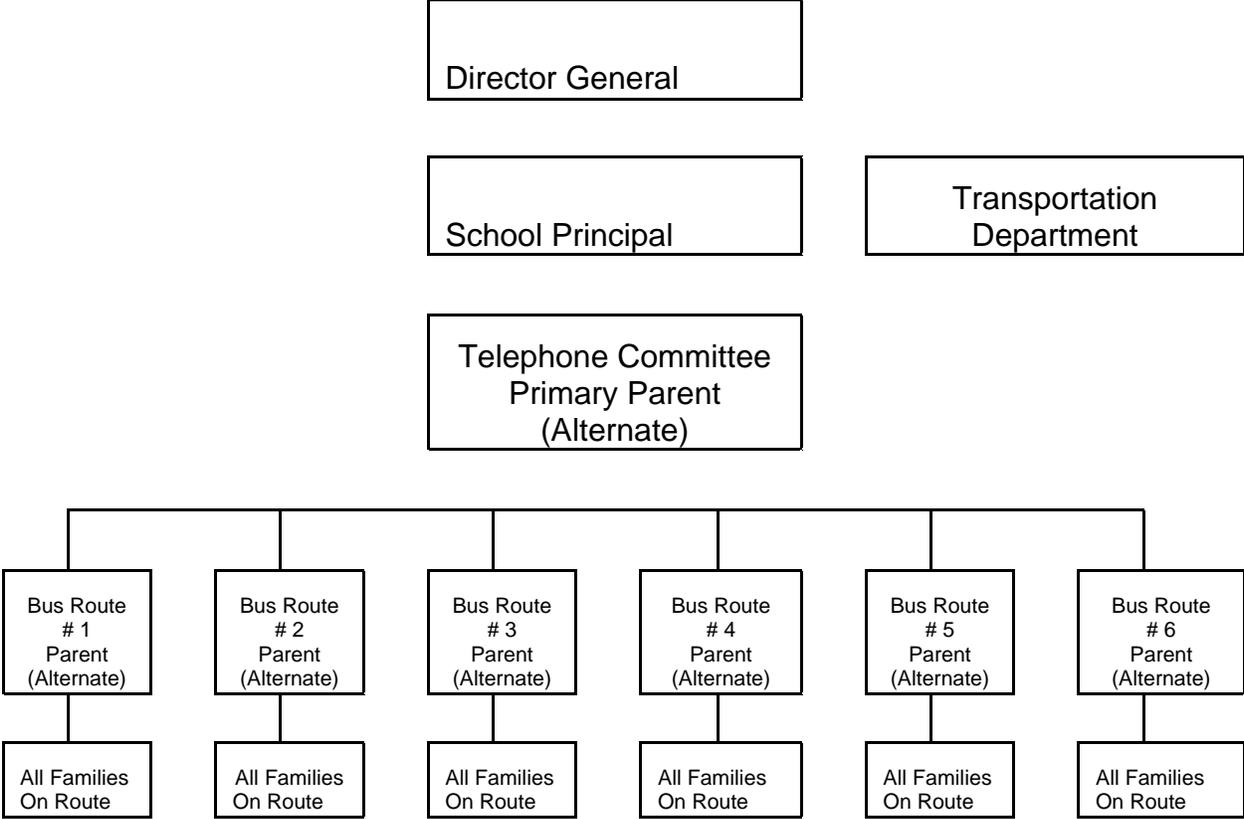
8.0 SAFETY

- To reduce the dangerous consequences of an emergency, the following safety measures are to be initiated:
 - the schools' Emergency Preparedness plan must be rehearsed, reviewed and refined,
 - evacuation routes/arrows must be clearly visible on the corridor walls,
 - training for all members of the staff is to be implemented,
 - each building must be inspected thoroughly and regularly by the Director of Administrative Services to verify the functional operation of all systems,
 - at all times, all exterior doors are to be locked from the outside (except the main door) and every door must be equipped with interior panic bars,
 - all visitors must wear visitor badges,
 - all Sir Wilfrid Laurier School Board personnel must wear identification badges.

9.0 CONCLUSION

- All parents and staff are to be informed of the necessity for emergency preparedness. When everyone has been familiarized with the aims and methods of the program, they can help to obtain the support of the community.
- The community will be relieved to know that plans exist to provide the children with the highest possible degree of protection and that it is neither advisable nor necessary for them to rush to the school when warnings sound. The school staff will also find that parents can make a valuable contribution if they are kept informed.
- When an emergency preparedness program is presented as a continuing community activity, its significance as part of everyday living will become evident and young people will begin to understand why they must continue to be concerned with this issue.
- Children who develop an awareness of the value in being prepared for emergencies are more likely to meet them calmly and realistically. Furthermore, their influence in family groups can have a highly beneficial impact on the overall emergency preparedness of the community.

**EMERGENCY SCHOOL CLOSURE
TELEPHONE CHAIN**



Procedures:

1. School Board notifies schools and all bus drivers.
2. Principal calls primary parent or the alternate responsible for telephone fan-out.
3. Primary parent calls bus route parents or their alternates (one parent and one alternate assigned per bus route).
4. Bus route parents call each family listed in sequence on their assigned bus route. Where no response is received, the preceding parent is recalled and requested to meet the bus and take temporary responsibility for the children of the absent family.

- Each element of the circuit must include the following information:
 - Name
 - Home and Emergency/Alternate Telephone Number
 - A note if number is unpublished to protect privacy

PROCEDURE

- Competent authority begins the telephone circuit by calling:
 - across to A and
 - down to D
- Person at the beginning of each string makes two (2) calls as follows:
 - across to activate their string and
 - down to activate the next lower string
- Person at the end of each string calls down to ensure that the next string has been activated.
- Person at the end of the last string calls the competent authority (or delegate) to indicate that the circuit is complete.
- If there is no answer, immediately call the next person on the string so that the circuit is not broken. The names of those people where contact was not made are to be telephoned to a designated person for follow-up arrangements.

**Sir Wilfrid Laurier School Board
EMERGENCY ALERT ACTION**

DATE	<input type="text"/>	TIME OF CALL	<input type="text"/>
SCHOOL	<input type="text"/>	RECEIVED FROM	<input type="text"/>
		RECEIVED BY	<input type="text"/>

1.

CURRENT SITUATION

2.

INJURIES	FATALITIES	PROPERTY DAMAGE
----------	------------	-----------------

3.

ACTION TAKE TO DATE		
POLICE	FIRE	AMBULANCE(S)
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

4.

ASSISTANCE REQUIRED
<input type="text"/>
NO
YES
DETAILS:
<input type="text"/>

**Sir Wilfrid Laurier School Board
EMERGENCY ALERT ACTION**

RECEIVED FROM

TIME

5.

FURTHER ACTION/ACTIVATE PLAN	
<input style="width: 95%; height: 20px;" type="text" value="NO"/>	
<input style="width: 95%; height: 20px;" type="text" value="YES"/>	

6.

OTHER Sir Wilfrid Laurier School Board PERSONNEL TO BE INVOLVED/INFORMED		
	NAME	TIME
Call 1		
Call 2		
Call 3		
Call 4		
Call 5		

7.

COMMUNITY RESOURCES TO BE CONTACTED			
	AGENCY	NAME	PURPOSE
Cont act 1			
Cont act 2			
Cont act 3			
Cont act 4			
Cont act 5			

8.

OTHER ACTION CONTEMPLATED

SIGNATURE

SUGGESTED LETTER TO PARENTS

The following letter has been designed to acquaint parents with the emergency preparedness program in schools and to enlist their support.

Since conditions vary in different localities, a letter written for one community may not be appropriate for another. In preparing such letters, consideration should be given to the size of the community and school; demographics and general characteristics of the community; and the objectives of the letter.

This letter is only a suggested model of what might be used when corresponding with parents.

Dear Parents:

In accordance with the Sir Wilfrid Laurier School Board's emergency preparedness policy, we would like you to be aware that every possible precaution is being taken to ensure the safety of your children. We are co-operating very closely with our municipal authorities in this activity.

Each school has prepared and implemented an emergency preparedness program which is designed to teach your children about emergencies and disasters. The program includes an emergency plan which provides for dispersal of pupils to their homes when circumstances permit, or for their retention at school or evacuation to alternate shelter when the situation warrants.

If emergency warning time is sufficient, children will be dispersed to their homes. Otherwise, they will be retained at school until conditions indicate that it would be safe to return them to their homes.

It is our sincere hope that a serious emergency situation will never occur, however the implementation of the emergency program will help ensure the health and safety of your children under all anticipated emergency conditions.

Principal

EMERGENCY INFORMATION SHEET

BUILDING NAME _____

LEVELS OR GRADES _____

NUMBER OF STUDENTS _____

NUMBER OF STAFF _____

STUDENTS _____

SUPPORT _____

ADMINISTRATIVE _____

NUMBER OF CLASSROOMS _____

SPECIAL BUILDING FEATURES (specify)

MASTER KEY RING: CONTROL ROOM _____

STUDENTS/STAFF REQUIRING SPECIAL ASSISTANCE
NAME _____ ASSISTANCE REQUIRED _____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

UNTOWARD INCIDENT REPORT

School: _____

Date: _____

Description of incident: _____

Action taken to date: _____

Action anticipated: _____

SIGNATURE: _____

ACCIDENT REPORT**Commission scolaire Sir Wilfrid Laurier
Sir Wilfrid Laurier School Board**

Responsible Person: _____ Tel. No.: _____

Claimant

1. Name: _____ Given Name: _____ Age: _____
2. Address: _____ Tel. No.: _____
3. School: _____ Tel. No.: _____ Person to contact: _____
4. Date: _____ Time: A.M. _____ P.M. _____
5. Place of accident: School: _____ School Yard: _____ Other: _____
6. Nature of injury: Briefly describe injury and accident.

7. Name of responsible teacher or supervisor at time of accident: _____

8. Measures taken immediately:

First Aid: _____

Transport to Medical Service: _____

Transport to home: _____

Transport to hospital: _____

9. Witnesses: a) Name: _____
Address: _____ Tel. No.: _____
- b) Name: _____
Address: _____ Tel. No.: _____

10. Person Contacted: _____ Specify relationship to victim _____

Principal's Signature: _____ Date: _____

BOMB THREAT PROCEDURES

When a bomb threat is received:

listen

be calm and courteous

do not interrupt the caller

obtain as much information as possible

initiate call trace action, if available, and notify the responsible authority by pre-arranged signal while the caller is on the line

complete this form and give it to the responsible authority.

Telephone trace number

Recorded Data

DATE

TIME

DURATION
OF CALL

Exact wording of threat

QUESTIONS TO ASK

What time will the bomb explode?

Where is it?

What does it look like?

Where are you calling from?

Why did you place the bomb?

What is your name?

IDENTIFYING CHARACTERISTICS:

Sex Male Female Uncertain	Estimated Age	
<input type="text"/>		
<input type="text"/>		
Accent English French	Other	
<input type="text"/>		
<input type="text"/>		
Voice Loud Soft	Other	
<input type="text"/>		
<input type="text"/>		
Speech Fast Slow	Other	
<input type="text"/>		
<input type="text"/>		
Pronunciation Good Nasal Lisp	Other	
<input type="text"/>		

<input type="text"/> <input type="text"/>			
Manner	Emotional	Calm	Other
<input type="text"/>			
<input type="text"/>			
<input type="text"/>			
Background noises -			
Voice was familiar (specify)			
<input type="text"/>			
Caller was familiar with area			
<input type="text"/>			

THREAT RECIPIENT'S PARTICULARS:

Name	Telephone
Dept./Br./Sect.	
Person to contact	Telephone

YOUTH REFERRAL PROTECTION

NAME OF STUDENT: _____ DATE OF BIRTH _____
ADDRESS: _____

REFERRAL MADE TO: _____ C.S.S.V.M.
_____ C.S.S.M.M.
_____ C.S.S.J.F.S.
_____ C.S.S.L.L.

Name of intake worker (or other agency person) taking referral: _____

DATE OF REFERRAL: _____
TIME OF REFERRAL: _____

REASON FOR REFERRAL: _____

Case accepted for evaluation _____ Initial or name of referring person _____

Child determined to be in need of protection.

Confirmation received by: _____ (name of school employee)
from: _____ (name of agency person)
date: _____

Comments: _____

FIRE PREVENTION CHECKLIST

- Buy CSA or Quebec Hydro approved electrical equipment only.
- Worn or faulty electrical wiring, appliances, tools or machinery should be repaired immediately.
- Electrical equipment, appliances or machinery shall never be turned on and left unattended.
- Replace fuses only with those of appropriate amperage.
- Science Fair projects which entail the use of electrical wiring, extension cords or other electrical connections or equipment should be inspected by a qualified person.
- Do not roll heavy furniture or equipment over extension or appliance cords.
- Ensure security of all overhead fixtures in gymnasiums.
- Clean lint filters in all laundry equipment after each load.
- Kitchen and/or domestic cooking appliances or equipment shall be kept clean and in good repair.
- Dispose of rubbish and litter daily.
- Heat producing experiments or processes should be conducted on surfaces which can withstand the expected temperatures.
- Chemicals must be labelled and stored appropriately within compatible groups/types.
- The use of aerosol sprays of any kind should be reduced wherever possible.
- Keep doorways and corridors clean and unobstructed at all times.
- Stairwells shall not be used for storage at any time.
- Rags soaked or laden with oil, wax, paint polish or other solvents and flammables shall be disposed in closed metal containers to avoid the possibility of spontaneous ignition.
- Keep all liquids in containers with tight fitting lids.
- Prohibit naked lights or flame within fifteen (15) feet of pressurized or liquified gas storage tanks.
- Do not use flammables or organic solvents in a kitchen or room where cooking appliances or equipment are used.
- Use alcohol burners with care and ensure that each burner can be tightly capped.

- Store gasoline driven machinery in suitable locations away from traffic and egress routes, doors or vestibules.
- Do not carry butane or propane lighters while working with oxy-acetylene cutting or welding equipment.
- Use flashback arrestors on all acetylene or similar torches.
- Store flammables in appropriate containers or in safety cabinets away from heat or other energy sources.
- Ensure drapes and/or curtains are flame retardant.
- Flame arrestor screens in laboratories and shops shall be maintained clean and in good condition.
- Whenever deep fat fryers or other grease containers are heated, ensure that a tight fitting lid is available in case of ignition.
- Keep fire fighting equipment and other fire extinguishing aids in good condition.
- Keep the Building Fire Plan up to date at all times.
- Discharged or suspect fire extinguishers should be replaced through central stores.
- Airing of clothing before a radiator or in a boiler room is hazardous and is not permitted.
- Portable electric heaters are not allowed in schools. Where electric heaters are used, they must be fixed to the wall to prevent tipping or being placed adjacent to furniture or other combustible material.
- The use of paper and flimsy material for temporary decorations and costumes is dangerous, as these materials tend to be extremely flammable.
- A large fire hazard exists when excessive amounts of flammable materials are used in classroom displays. Large quantities of papers, plastics and cellulose suspended from walls and ceilings constitute a serious fire risk. Teachers must ensure that classroom displays do not become excessive and under **NO CIRCUMSTANCES** should display work, furniture or screens impede speedy egress from rooms in event of fire.

Emergency Preparedness – Transportation Plan (Part II)

Resolution n°

Revision: On an as need basis

1.0 MISSION STATEMENT

The objective is to provide for the safety and security of all who attend a Sir Wilfrid Laurier School Board facility. This must be done in a safe, orderly and timely manner minimizing any risk given the circumstances.

For the purposes of expediency this document will use the male gender when referring to a person.

2.0 EMERGENCY ALERT SYSTEM

2.1 **Definition of Terms**

- **Emergency** means a situation caused by the forces of nature, an accident, an intentional act or otherwise that constitutes a danger of major proportions to life or property.
- **Response Team** refers to the personnel who have specific responsibilities at the time of an emergency.
- **Control Room** refers to the specific locale from which all responses to an emergency will be coordinated.

2.2 **Transportation Response Team**

The transportation emergency response team will report to the transportation offices of the Sir Wilfrid Laurier School Board immediately at the announcement of the emergency or at a location otherwise designated.

The members of the team will include:

- Supervisor of Transportation
- Assistant Supervisor of Transportation
- Transportation Technician

2.3 **Control Room**

The control room or transportation office will have the following emergency items on hand:

- Bus routes by stops and times.
- Computerized lists of students by bus stops.
- Lists of elementary students in alphabetical order by first name.

- Lists of students requiring special medical or other attention.
- Current list of names and emergency telephone numbers of people to be contacted.
- List of emergency response teams by region.
- Fully charged battery- operated bull horn.
- Current site plan for school parking lots including all vehicle exits, entrances and bus loading zones.

2.4 Communication

When an emergency occurs, the responsible authority must react in a positive and effective manner to gain a measure of control over the situation. The ability to control is directly related to the ability to communicate. For this reason, all avenues of communication must be identified and be ready for use under emergency conditions.

An Emergency Alert System will be activated by the Director General under the following conditions:

- When an emergency occurs at a Sir Wilfrid Laurier School or office,
- When a community emergency, declared or undeclared, occurs that could threaten a facility and/or the health and security of students and staff.
- The threat of either of the above.

The Director General will determine whether the emergency will include the transportation department.

Should the emergency occur after normal working hours, the Director General will contact the Supervisor of Transportation who will maintain a current list of names and emergency telephone numbers (residence, cellular) of people and companies to be contacted.

Specifically, with the announcement of an emergency involving transportation, the communication process will include the following essential elements:

2.4.1 Transportation Department

- The Technician is to record the emergency message on an Emergency Alert Action check list (see Appendix B).
- The transportation department will prepare for mobilization. Specifically if the emergency is school bus related the communication process will include.
 - Bus number
 - Description of Emergency
 - Location of emergency to determine how many stops are left and who is on the bus
 - Names of injured passengers
 - Hospital where passengers were taken
- The following civic agencies will be contacted by the response team depending on the emergency and if required.
 - Fire
 - Police
 - Ambulance

- Contact the school(s) involved immediately with preliminary information.
- Once assessed the Principal or delegate must be called and informed of the pertinent information on the status of the situation.
 - Bus number
 - Description of emergency
 - Location of emergency to determine how many stops are left and who was potentially on the bus.
 - Names of injured passengers.
 - Hospital that received the injured passengers.
 - How injured passengers were transported.
 - Status of the other passengers.
 - Corrective measures proposed and/or underway.

2.4.2 Media

- The initial and short term response to the media will be the responsibility of the Supervisor of Transportation or delegate.
- If the situation warrants no information and/or if the responsible authority does not have sufficient and complete information, the media should be so informed and told to report back at a specific time and place for a future announcement.
- The secondary and long term response to the media will be the responsibility of the Director General.
- The media will be requested by the Director General to assist in the dissemination of public announcements.

3.0 **RESPONSIBILITIES**

- This Emergency Preparedness Policy document will assist the responsible authority to develop a response to all emergencies. The duties and responsibilities that follow are not to be considered as exhaustive. Furthermore, these guidelines are not to be construed as imperative when circumstances exist that might jeopardize the lives of any individual or group.

The transportation department plan shall address the following:

- Evacuation plan for each school individually or by region.
- Identification of potential emergencies where transportation is involved.
- Measures to be taken in responding to the emergency.
- Compiling information for recording purposes.

3.1 **Supervisor of Transportation (responsible authority)**

- Develops and maintains a transportation Emergency Preparedness Plan.
- Ensures that all staff and transporters are familiar with their respective duties.
- At the time of an emergency, supervises specific activities relating to the needs of the department, staff, students and others involved in the incident.
- Organizes an annual bus safety program in October where all aspects of bus safety are discussed including;

- Emergency bus evacuation
- Proper loading and unloading procedures
- Responsibilities of students in emergency situations

3.2 Assistant Supervisor of Transportation

- Acts as the Supervisor of Transportation in the absence of the Supervisor.
- Ensures that all plans, equipment and other materials are available in the emergency room.
- Maintains and updates all student lists of transportation addresses and bus stops.
- Maintains bus stops and times for each route.
- Alerts the municipal response agencies of the emergency.
- Informs the school board receptionist of the emergency alert.
- Records the emergency message on the Emergency Alert Action check list (see Appendix B).

3.3 Transportation Technician

- Ensures that all site plans for school parking lots including all vehicle exits, entrances and bus loading zones are up to date.
- Ensures that designated board drivers and buses are on call at all times for an emergency.

4.0 EMERGENCY PROCEDURES

Although every possible emergency cannot be anticipated, an attempt has been made to standardize emergency procedures and responses as much as possible.

In all emergency cases, the response team will be alerted and the members are to proceed to their designated emergency post at the site of the emergency or the control room.

At the conclusion of each emergency an Untoward Incident report must be submitted to the Director General (see Appendix E) by the Supervisor.

4.1 Accident or Serious Injury on board a School Bus

- When a passenger is seriously injured, the driver is to inform the transportation department immediately. The transportation department calls the principal who will notify the family.
- First aid is to be administered and the student/staff member is to be comforted. A determination must be made by the driver regarding the severity of the injury and if transportation to the hospital is necessary.
- An ambulance should be called if the injury is serious enough to warrant special transportation. If the injury requires treatment, but is not serious enough to warrant an ambulance, the driver, upon approval of the Supervisor of Transportation, will drive the bus with all the students to the hospital where he will be met by the Supervisor or delegate to take charge of the situation until parents arrive.
- The School Board must be notified of the injury and an accident report must be submitted to the Supervisor of Transportation (see appendix F).

4.2 Attack on a Student or Bus Driver

- If a student or driver is attacked in the bus, students should know to stay seated, remain calm, quiet and stay out of the incident.
- In the event of an attack on a student, the bus driver should do everything possible to distract the assailant - short of risking bodily harm to himself and all students in his charge.
- If the driver is unable to rectify the situation the driver will immediately notify the police and the transportation department.
- In the event of an attack on a driver, students should know how to use the emergency communications on board to call police.

4.3 Bomb or Bomb Threat

- When a bomb threat is received the procedures as outlined in appendix G are to be followed. The bus driver is to be contacted by cellular telephone in order to obtain necessary information and give specific procedural instructions including:
 - Location of bus on route
 - Procedures for evacuation of passengers
Note: The driver will designate emergency exits to be taken depending on the number of students on board and where the bomb is located.
 - School being served
 - Approximate number of students on board
 - Location of bomb on the bus
 - Do not touch or disturb the bomb
 - A description of the bomb

4.4 Fire

- If there is smoke or a fire on the bus the driver will take immediate action.
- The driver will evaluate the seriousness of the fire and determine if evacuation is necessary.
- If necessary the driver will authorize evacuation by the emergency exit available.
- When outside the school bus, the group moves quickly to a designated location away from the bus. The driver must maintain control over the students for which he has responsibility.
- The driver will call 911 or 310-4141 (This is a toll free number throughout the province of Quebec. There is no area code required when dialing.)
- The driver will call his or her dispatcher to advise of the situation. The dispatcher will advise the transportation department.
- The transportation department will contact the appropriate emergency response teams.
- The Supervisor of Transportation or delegate will travel immediately to the emergency site to monitor the situation.
- The dispatcher will immediately send a replacement vehicle.

4.5 Hostage Taking or Kidnapping

- If a student is kidnapped or taken hostage on board or while boarding or leaving a school bus, the Transportation Department must be notified so that appropriate agencies can be notified immediately.
- Witnesses to the kidnapping or hostage taking should make every effort to get a description of the person or persons involved, should make every effort to identify the car or other means of escape, and should try to get the licence number of the vehicle.
- Witnesses should note the direction in which the persons leave the area where the school bus is located.

4.6 Incapacitated Driver

- If a driver becomes incapacitated, one student should call the telephone number posted in the front interior of the bus for assistance. A pictogram will be posted giving the student one digit to key in. This will allow even the youngest child to get help.
- The dispatcher receiving the call will immediately inform the appropriate emergency teams and contact the school board's transportation department.
- The Supervisor of Transportation or delegate will travel immediately to the emergency site to monitor the situation.
- The dispatcher will immediately send a replacement vehicle.

4.7 Intruder or Irrational Student

- If an intruder or irrational student approaches a bus, the driver is to keep the doors closed and call the police.
- If the intruder or irrational student persists, the driver will call the police and advise the dispatcher of the situation.
- The dispatcher will inform the School Board.
- As long as the intruder does not physically endanger students, he or she is simply observed until law enforcement agents arrive. If students are endangered the driver should do whatever is necessary to draw the attention of the intruder away from the students. If able, the driver should leave the stop and then call police.
- If students were to disembark the driver should complete his run and then return the passengers involved to their home address.

4.8 School Evacuation

The following examples suggest reasons that would prompt a school evacuation:

- a) Inadequate Learning Environment
- b) Power/Heat Failure at a School
- c) Toxic Chemical Release
- d) Transportation Incident (airplane crash on or near campus)
- e) All other emergencies requiring evacuation of premises.

Once the Supervisor of Transportation has been advised to evacuate one or more schools, he/she will ensure that all Transportation Department key personnel are briefed on the emergency and are prepared to answer any requests from the evacuating school and receiving facility if applicable.

Supervisor instructs carriers to evacuate the school(s) giving the following information;

- a) the location(s) to be evacuated.
- b) the time frame that vehicles are required.
- c) the reason for the evacuation.
- d) the site- specific instructions relating to the hazard.
- e) the specific loading and unloading procedures.
- f) the specific communication link (telephone number, etc.) to ensure immediate access to the transportation emergency team.
- g) destination of buses (ex: return home or to another building).
- h) if buses are required as temporary shelters.

In the event of evacuation to another school carriers will be given the following information;

- a) the name and location that will receive the evacuees.
- b) the number of evacuees to be loaded per bus (max. 100) depending on the urgency of evacuation.

If the evacuation time coincides with the closing time for another school where the evacuating buses are normally assigned, the following procedures in order will apply;

- a) evaluate the maximum delay expected, if possible, and determine if it is acceptable to have students wait for the buses.
- b) if the delay is unreasonable inform school(s) to initiate the telephone chain informing parents to pick up children.
- c) school will remain open to shelter any children remaining behind.

- Emergency Response Team

The Sir Wilfrid Laurier School Board serves an extensive territory. For that reason the territory has been broken into eight (8) regions containing specific schools. Each region is served by selected carriers who are prepared to respond to the needs of the region as a whole or in part.

Please refer to the emergency evacuation procedure that is updated yearly.

4.9 Bus Accident (Field Trip)

- Before a bus or buses leave with students going on a field trip, a list of riders for each bus will be left at the school. Riders are expected to return on the same bus. A copy of the list is taken by one of the chaperons. The transporter will have on hand the route taken by the bus.
- When the report of the bus accident comes in, the Principal or his or her delegate will notify the Director General and the Supervisor of Transportation. If the report comes to the School Board office the Principal will be called.
- The Principal or delegate will use the rider list to notify parents. If the location or condition of students is known, that information will be conveyed to the parents.
- The Principal will remain at the school while School Board and school staff go directly to the site of the accident and to hospital locations. Those who go to remote sites will carry a copy of the rider lists with them. (These are picked up at the school or School Board Office before leaving to go to the site.)
- The attendance clerk will operate the computer and will print information from the records of students involved in the accident. The information will include medical considerations that can be relayed to hospitals serving the students and staff involved in the accident.
- The Director General with the Supervisor of Transportation, will travel to the site of the accident and to the hospitals where victims are being treated.

4.10 Bus Accident (Regular Route)

- When the report of a bus accident comes in, the Principal or the Transportation Department will print or have printed a list of students who normally ride that bus. That information will come from the computer records for the school. The list shall include special medical considerations and signed medical releases provided by parents at the beginning of the school year (if any).
- The Principal, or delegate, will notify the Director General and the Supervisor of Transportation.
- With the school emergency kit, a designated member of the school staff will go directly to the site of the accident.
- School staff will assist in the identification of injured students.
- If needed, the Principal will provide a meeting location in the school for parents school and School Board personnel.

5.0 SCHOOL BUS SAFETY EDUCATION PROGRAM

To reduce the dangerous consequences of an emergency, the Transportation Department will organize, staff and instruct the following safety programs to students in the fall of each year.

5.1 Kindergarten/grade 1

Students are introduced to general school bus safety during a 45 minute session. The program is conducted in a class with the help of visual aids and will focus on the following issues;

- The perimeter of a school bus
- The danger zones
- The emergency exits
- Stay away from the wheels
- The 12 bus safety rules
- Using the cellular telephone in an emergency

5.2 Grades 2 & 3

This program is conducted on the school bus. The students spend 45 minutes discussing and practicing the following school bus safety issues;

- The 12 bus safety rules
- The danger zones
- Emergency exits
- All of the above is practiced.
- Response to intruders on the bus.
- Using the cellular telephone in an emergency.

5.3 Grade 4

This program is conducted on the school bus. The students spend 45 minutes discussing and practicing the following bus safety issues;

- The 12 bus safety rules
- Emergency evacuation is practiced in depth.
- Response to an intruder on a bus.
- Using the cellular telephone in an emergency.

5.4 Grade 5 & 6

This program is conducted in class with the assistance of visual aids (Grade 5 video Death Zone , grade 6 video Towards School Safety .) The students spend 45 minutes viewing and discussing the following issues;

- Responsibilities as senior students
- Discussing particulars of each video and suggesting improved behavior.
- Discussing real life emergencies that can happen on a school bus and how to react appropriately.
- Response to an intruder on a bus.
- Using the cellular telephone in an emergency.

5.5 High school students using public transportation

The following information will be provided to parents prior to the beginning of the school year. Parents are encouraged to review both documents with their children.

- By-Laws on Fare Documents and User Conduct (Provided by S.T.L.)
- Rules and Safety Tips For Students Using Public Transportation In The City Of Laval. (Provided by S.W.L.S.B.)



Emergency Preparedness – Crisis Intervention & Trauma Treatment (Part III)

Resolution n°

000628-CA-0331

Revision: On an as need basis

1.0 FOREWORD

The most difficult time for people to make decisions is when they are under the stress of an emergency. This document aims at reducing that stress and ensuring that the best decisions are made to protect our students and staff in an emergency.* (**EMERGENCY PREPAREDNESS - POLICY AND PROCEDURES - SIR WILFRID LAURIER SCHOOL BOARD*)

2.0 PURPOSE

This document provides continuing and evolving plans of methodology and procedure to be followed in the occurrence of a traumatic crisis. The intention is to ensure optimum support for those involved while maintaining as minimal disruption of the educational process as possible.

3.0 EMERGENCY MANAGEMENT

The primary tier of management occurs at the site of the problem. The schools response team will perform the necessary actions to control the situation. When the crisis becomes or threatens to become one of such proportion that the school response team cannot manage, the second tier of management must be activated. The regional crisis team will provide the necessary resources to support the primary tier.

4.0 INTERVENTION

- An emergency response team is to be formed in each Sir Wilfrid Laurier school (see SWL Emergency Preparedness Policy and Procedures).
- The Educational Services Department shall organize, train and supervise a regional crisis team whose members shall be available to assist the school principals in responding to a traumatic event.
- If intervention and/or consultation services from the regional crisis team is/are required, the principal shall request such services by contacting the Director of Educational Services.

5.0 ACTION PLAN

Effective response to a traumatic crisis requires a continuum of planning. Suggested guidelines, in the sequence of their immediacy, have the principal:

♦ Stage 1

- receiving the notification of the crisis
- confirming the event
- gathering all the necessary information
- contacting the responsible person(s)
- informing the Director General
- alerting the school response team
- preparing a staff meeting and support services for students

◆ **Stage 2**

- chairing a staff meeting
- announcing the situation to the student body
- alerting the Director of Educational Services to notify the regional crisis team

◆ **Stage 3**

- implementing an appropriate intervention plan of support
- consulting with those directly involved for a release of information and for specific arrangements
- contacting all parents by telephone or by letter
- preparing a news release, in conjunction with the Director General, if necessary

6.0 SUPPORT PLAN

Support is vital throughout all treatment interventions. Anticipated needs will include many of the following:

- debriefing sessions
- individual and/or group meetings
- consulting municipal and religious resources within the community
- scheduling age-related psychoeducational classroom activities and strategies
- scheduling follow-up activities that involve individual and/or group counselling, spiritual counselling and further classroom activities
- assigning appropriate staff members to assist specific students or staff
- monitoring at-risk individuals

7.0 SCHOOL RESPONSE TEAM

The membership of the school response team is to include, **among others**, the following personnel:

- responsible authority (or delegate)
- guidance counsellor representative(s)
- support staff representative
- custodial staff representative
- school council chairperson
- staff member(s) with current first-aid and cardio-pulmonary resuscitation training

8.0 REGIONAL CRISIS TEAM

- The regional crisis team's membership shall be drawn from all of the response teams of the neighbouring, (or other), schools.
- The Director General shall determine which individuals will assist in response to a particular event based upon the skills and expertise required.
- The role of the regional crisis team will be to assist the principal in the continuing administration of the school, to advise the principal in developing a school-based support plan and to maintain follow-up support for students and staff.

9.0 TRAINING

The members of all school response teams are to attend an annual training session that will include workshops in:

- school administration activities
- plant or building operations
- first-aid and emergency care
- counselling for post-traumatic stress reaction and disorders
- debriefing sessions
- general supervision

 COMMISSION SCOLAIRE SIR-WILFRID-LAURIER SIR WILFRID LAURIER SCHOOL BOARD	Policy n° 2000-CA-06
Emergency Preparedness - Crisis Management Protocol (Part IV)	
Resolution n°	CC-070328-CA-0123
Revision: On an as need basis	

Effective Crisis Management

1.0 CRISIS MANAGEMENT AND SAFETY PROTOCOL

The commissioners, administrators, and staff of the Sir Wilfrid Laurier School Board recognize the need to provide students, staff and parents with a safe and secure learning environment. The creation and promotion of safe schools is one of the goals the Sir Wilfrid Laurier School Board has identified and adopted in its *Strategic Plan 2004-2007*.

Crisis management is a central component of comprehensive School Safety. The most important consideration in both crisis management and school safety efforts is the **health, safety and welfare** of the students and staff. It places strong emphasis on the four phases of crisis management, namely, **Prevention/Mitigation, Preparedness, Response and Recovery** using strategies which range from building safety design to discipline policies and programs which improve school climate.

Crisis management is that part of a school Board's and school's approach to school safety which **anticipates potential problems and establishes a coordinated response to minimize injuries, stress and disruptions in the school community.**

A crisis can happen before, during, or after school and on or off school grounds. A crisis can range in scope and intensity from incidents that directly or indirectly affect a single student to ones that impact the entire community.

For the purpose of this **Protocol**, "crisis" is defined as:

A sudden, generally unanticipated event that profoundly and negatively affects a significant segment of the school population and often involves serious injury or death.

A **Risk Analysis and Vulnerability assessment** conducted on the schools of the Sir Wilfrid Laurier School Board reveals that they are subject to natural hazards and man-made disasters ranging from accidental fires, bomb threats, hostage situations, shootings and kidnapping. It is unlikely that any school will escape the necessity of responding to a crisis that will have the potential to impact not only the affected school but the entire School Board. Such critical incidents will require an effective and timely response.

This document is meant to define roles and procedures that a school and the School Board will use in responding to a school-related crisis or emergency. It is the intent of this protocol to assist schools in returning students to classes in an efficient and effective manner and to provide the services, technical assistance and resources needed to deal with the situation **during and after the crisis has occurred and has been brought under control.**

2.0 **OBJECTIVES IN MANAGING A CRISIS**

BEFORE:

- To define roles and responsibilities of the School Crisis Management Team (SCMT) and the School Board Crisis Intervention Team (SBCIT) in the response and resolution of a crisis

DURING:

- To protect the safety and well-being of students and staff at the time of the emergency
- To protect the school's property and records
- To deploy the human or material resources deemed necessary to resolve it

AFTER:

- To restore normal conditions with minimal disruption and within the shortest delay possible
- To offer grief counseling, guidance and support to all affected
- To "debrief" following the crisis in order to review the effectiveness of the School Crisis Response Plan and to revise the plan if required

SCHOOL CRISIS MANAGEMENT TEAM

A **School Crisis Management Team (SCMT)** will be composed of individuals that work within the school. Although the composition of the team will largely depend on **the size** of the school and **availability of resources** the following composition is, where feasible, recommended:

- School administrator(s) AND delegate in case of absence;
- Staff members with current first-aid, CPR training;
- Support staff;
- Maintenance staff;
- Guidance representatives
- Parent representative (for planning only)

3.0 **ROLES AND RESPONSIBILITIES**

Under the leadership of the Principal the **School Crisis Management Team (SCTM)** shall be responsible for the following:

BEFORE:

- Establish a **School Crisis Response Plan**
- Orient staff and students to procedures and training of designated roles
- Determine in-service training needs and conducting drills
- Provide crisis management information to students, staff, parents and the community
- Conduct periodic reviews and updating the **School Crisis Response Plan**

DURING:

- Manage the crisis in accordance to a pre-determined response plan outlining designated responsibilities

AFTER:

- Provide support to students and staff in coping with the impact of the crisis
- Debrief to be conducted with staff following the crisis in order to review the effectiveness of the **School Crisis Response Plan** and to revise the plan if required

SCHOOL BOARD CRISIS INTERVENTION TEAM

A **School Board Crisis Intervention Team** (SBCIT) shall be established at the Board Office. The team will be composed of:

- Director General
- Deputy Director General
- Director of Educational Services
- Assistant Director of Complementary Services
- Director of Material Resources
- Director of Transportation and School Organization
- Director of Information Technology
- Coordinator of Communications

4.0 ROLES AND RESPONSIBILITIES

BEFORE:

- Establish board-wide procedures ensuring a minimum standard in crisis preparedness and response capability
- Oversee the implementation of maintenance of said procedures
- Ensure that **School Crisis Response Plans** are maintained and updated at all schools under the jurisdiction of the School Board
- Oversee and organize training programs for **School Crisis Managements Teams**
- Maintain Board protocols regarding health and safety with municipal agencies
- Maintain agreements with outside emergency resources (municipal, provincial)

DURING:

- Ensure that someone always answers calls in case of emergency
- Direct all operations of the School Board in the management of the crisis
- Assessing the situation, determining the need to activate the **School Board Crisis Intervention Team** and assigning tasks based on the overall needs for managing the crisis
- Establish and maintain open lines of communication between the emergency site and School Board office including the use of computers
- Oversee the activities of School Board personnel in the management of the crisis
- Remain in contact with the leaders of the outside **Emergency Resources**
- Establish a clearing house for calls from the community, and the media
- Authorize the release of information to the media
- Authorize the purchase and delivery of materials or services that may be required
- Coordinate transportation plans as required
- Assist in obtaining student/staff information from the Board's computer databank

AFTER:

- Provide support to administrators, students and staff in coping with the impact of the crisis
- Initiate "debriefing" session(s) with the **School Crisis Management Team** and **Board Crisis Intervention Team** for the purpose of making necessary adjustments to the **School Crisis Response Plan**
- Maintain a **School Board Incident Report** system
- Provide the Management Committee with Board-authorized debriefing reports of school incidents

DEFINITION OF CRISIS LEVELS

5.0 LEVEL ONE CRISIS

A localized incident or emergency which school personnel can handle by following school procedures. Examples: power outage, minor accidents, water disruption, small fire, etc.

PROCEDURES

SCHOOL

- Initiate established procedures or **proper response** and assess threat level
- Provide required first aid or services
- Call School Board if major material purchase or service is required
- If needed, file an “incident” report

6.0 LEVEL TWO CRISIS

A moderate to severe emergency, which **may** evolve to a crisis requiring intervention from the **School Board Crisis Intervention Team** and assistance from outside **Emergency Resources**. Examples: structural or physical plant failure, vandalism, bus accident, gas leak, chemical spill, fire necessitating evacuation, etc.

PROCEDURES

SCHOOL

- Initiate **proper response** and assess threat level
- Provide required first aid or services
- **IF NEED BE:**
 - Initiate emergency call(s) – 911 or emergency number as per our local municipality
 - Establish communication with Director General
- File “incident” report

7.0 LEVEL THREE CRISIS

A major disaster or crisis, with the potential to cause severe injuries, destruction or distress for students and staff. Its magnitude will require the intervention of the SCMT, the SBCIT, and outside **Emergency Resources**. Examples: armed intruder, shooting, kidnapping, tornado, fire requiring re-location, hostage taking.

PROCEDURES

SCHOOL

DURING:

- Activate School Crisis Management Team
- Initiate emergency call(s) – 911
- Initiate pre-determined response and provide command and emergency services until authorities arrive
- Establish communication with the Director General
- Follow directives set out by the **Emergency Resources** authorities or Director General

AFTER:

- Initiate recovery plan as per Board directives including rebuilding and student-staff grief counselling and guidance
- Initiate “debriefing” session(s) with staff and **Board Crisis Management Team** and make necessary adjustments to the pre-determined response of the **School Crisis Response Plan**
- Initiate a “debriefing” session following the resolution of the crisis and make necessary adjustments to the specific response of the **School Crisis Response Plan**
- File “incident” report

BOARD

DURING:

- Assess the situation, determine the need to activate the **School Board Crisis Intervention Team** and assign tasks based on the overall needs for managing the crisis
- Work jointly with the **School Crisis Management Team** and with the outside **Emergency Resources** in stabilizing the crisis
- Establish a clearinghouse for calls from the community, and the media
- Authorize the release of information to the public and media
- Authorize the purchase and delivery of services or materials needed for the management of the crisis
- Coordinate transportation plans as required to manage the crisis

AFTER:

- Provide support to Administration, students and staff in coping with the impact of the crisis
- Initiate “debriefing” session(s) with Administration and **Board Crisis Management Team** for the purpose of making any necessary adjustments to the **School Crisis Response Plan**
- Provide the Management Committee with Board-authorized debriefing reports of school incidents
- Maintain the **School Board Incident Report** system