



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE via MS Teams
School Board Office
June 9, 2022 – 6:00 p.m.**

Present: Allison Watson, Trustee (Committee Chair)
Margot Swinburnson, Trustee (Committee Member)
Dianna Seaton, Trustee (Committee Member)
Christina Kempenaar, STA
Lou Leslie, CUPE
Windy Beadall, SPVPA
Scott Stinson, Superintendent/CEO
Stephanie Hedley-Smith, Associate Superintendent
Paul Block, Associate Superintendent
Dave Strange, Associate Superintendent

Guests: Alexis Mckean

Regrets: Sandra Arnold (SPEAC)

CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.

1. Opening Remarks from Chair, Allison Watson

Chair Watson said this is the last meeting for the school year. The first meeting of the new school year will be in September and then elections will happen in October. She thanked everyone for their participation this year. The Chair also acknowledged Paul Block for the preparation of the monthly agenda packages.

2. COMMITTEE REPORT of May 3, 2022 Education-Policy Committee meeting

The committee report for the May 3, 2022 Education-Policy Committee meeting was reviewed by the committee. No errors or omissions were noted.

3. BAA COURSE PROPOSALS

There are no BAA course proposals for this meeting.

4. REVIEW OF POLICIES/REGULATIONS

a. Draft Revised Policy – F-204 “Naming of Schools” – Paul Block

Associate Superintendent Block reviewed the proposed revisions to the policy. He advised that it was being modernized with greater clarity surrounding consultation and input with Indigenous

stakeholders. He said that Regulations have been drafted but are not yet ready for committee review.

Recommendation:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy F-204 “Naming of Schools”

- b. Draft Revised Policy and Regulations – D-121 “Animals on District Property/In Classrooms” – Paul Block

Paul Block reviewed the proposed revisions to the Policy and Regulations. Input and guidance on the proposed revisions were sought from the Inclusive Education Services and the Facilities departments.

Trustees Swinburnson and Seaton suggested the addition of the words “reptile, fish and birds” to the Regulations under the section entitled “Principals shall:”.

Recommendation:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy and Regulations D-121 “Animals on District Property and in Classrooms”.

- c. Draft Revised Policy and Regulations – F-502 “School Catchment Areas & Student Placement” – Scott Stinson

Superintendent Stinson spoke about the proposed revisions to the Policy and Regulations. Adjustments have become necessary to support enrolment growth and equity for registration.

Recommendation:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy and Regulations F-502 “School Catchment Areas & Student Placement”.

- d. Draft Revised Regulations C-332 “Identification, Assessment and Planning – Psychoeducational Assessments” – Dave Strange

Associate Superintendent Strange reviewed the proposed revisions to the Regulations. He indicated that these are “housekeeping” changes and do not change the intent of the Regulations. He noted that the District’s school psychologists provided valuable input with regard to the revisions

6. **NEW BUSINESS**

- a. School Plans and Student Success Metrics – Farzaan Nusserwanji

Mr. Nusserwanji, Executive Director – Information Technology, spoke about the purpose and work plan for School Plans and supporting student success and achievement data. He said School Plans are a legislative requirement under FESL (Framework for Enhancing Student Learning) whereby Boards must implement and publish school plans on or before September 30 each year. The IT department has led the development of the school plan template, provided data dashboards, and is building a website to support school-based leadership. Alexis Mckean, Curriculum Co-ordinator – Technology, presented the school plan template. The template can be viewed through the District’s Engage intranet site. Mr. Nusserwanji noted that the dashboards were developed by Mohammad Amin – Manager of Data Integration Analytics. He requested that the committee review the work plan and provide input and feedback.

7. **FOR INFORMATION**
8. **FOR FUTURE MEETINGS**
9. **ADJOURNMENT AND NEXT MEETING DATE:** Sept. 6, 2022

DRAFT

School District #62 (Sooke)

NAMING OF SCHOOLS	No.: F-204
	Effective: Oct. 24/00 Revised: Reviewed: June 7/22; June 28/22

SCHOOL BOARD POLICY

The Board believes that the naming of schools should be undertaken following consultation with affected constituents.

To this end, the Board will seek name suggestions from students, parents, staff, community and the **Indigenous Nations with whom the district partners: Scia'new Nation – Beecher Bay, T'Sou-ke Nation – Sooke and the Nuu-chah-nulth, Pacheedaht Nation** ~~and the community~~ within the school's attendance **catchment** area before making its final decision. Generally, a minimum of three names will be provided for the Board's decision.

The process for naming a new school will begin as soon as possible after the school site has been purchased and where construction is scheduled in the Board's current capital plan.

Except where otherwise determined by the Board, new schools will be named in reference to geographical characteristics, **local Indigenous culture and language** or historical names. If a school is to be named in honour of a person, consent of the individual will be obtained. In cases where a school is to be named after a deceased person, except one who was renowned, agreement from close surviving relatives will be sought.

Final choice for a school name rests with the Board.

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

June 28, 2022

Draft revised Policy F-204 "Naming of Schools" is now ready for Notice of Motion.

NOTICE OF MOTION:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy F-204 "Naming of Schools".

School District #62 (Sooke)

ANIMALS ON DISTRICT PROPERTY & IN CLASSROOMS	No.: D-121
	Effective: April 28/09 Revised: Feb. 23/10 Reviewed: June 7/22; June 28/22

SCHOOL BOARD POLICY

The purpose of this policy and procedure is to ensure the greatest possible level of safety for students and staff with regard to animals on School District property and in school buildings.

In general, animals are not allowed to be on School District property **during school hours**. This general prohibition includes domestic dogs, cats, birds, and other pets, and especially applies to potentially dangerous exotic animals.

Some exceptions may be allowed, only with the prior approval of the Principal, and could include:

- Vision, hearing and service dogs **animals**.
- Police dogs under the control of a police officer.
- Pets for show-and-tell.
- Small pets kept in classrooms under the supervision and care of a teacher.
- A demonstration at a school assembly.
- **Bird/pest control animals**

Principals and Vice-Principals reserve the right to revoke privileges on a person to person basis.

~~Prior to allowing animals in schools or classrooms, steps are to be taken to ensure that students and employees are not allergic to the presence of these animals, that the animals will present no physical danger to students or employees, and that the animals are free from any disease or parasites. Prior to introducing any animals into classrooms and using animals as part of the educational program, teachers shall make all efforts to ensure that students receive instruction in the proper care and handling of animals.~~

Animals included in the exceptions listed above may be permitted provided:

- **The animal is being brought in for the purpose of contributing to a structured humane educational curriculum.**
- **It has been established that there are no students or staff who would be adversely affected by animals in the school or classroom.**
- **The animal is a domesticated animal in a confined habitat or under control and is not permitted to breed.**
- **The animal is not a nocturnal species and has a sleep pattern compatible with the school day.**
- **The animal can live in the classroom overnight without supervision.**
- **The teacher takes sole responsibility for the care and welfare of the of the animal.**

Animals will be removed from the school or classroom:

- **If the animal places the safety of students or staff in jeopardy or becomes a health hazard.**
- **If the animal is an impediment to learning.**

Owners of animals will be responsible for the safe and sanitary removal of their pet's excrement from buildings and grounds **and may be liable for any damage to property or injuries to staff or students.**

Venomous snakes and insects will not be allowed on School District property or in school buildings without the written consent of the Principal who will be satisfied that they are caged and present no safety issues.

DRAFT

ANIMALS ON DISTRICT PROPERTY & IN CLASSROOMS	No.: D-121
	Effective: April 28/09 Revised: Reviewed: June 7/22; June 28/22

ADMINISTRATIVE REGULATIONS

The Principal must give prior approval before ANY animal is allowed on School District property or in school buildings during school hours, after taking into account any allergies or specific concerns anyone in the school may have. The Principal will only be able to give approval for the exceptions listed above **in the policy**. Any requests that fall outside of this policy shall be referred to the Assistant **Associate** Superintendents.

The intent of this policy is to be communicated by the Principal to all staff, students and parents in the month of September with the beginning of the new school year.

Requests for Service Animals:

- **Upon receipt of the request, the Principal will consult with the District Principal of Safe and Healthy Schools and the family Associate Superintendent.**
- **Following this consultation, the Principal will communicate the decision to school-based staff.**

The animals shall:

- **Not be allowed to roam freely within the school setting and, in the case of small classroom pets, should be confined to a habitat within the classroom.**
- **In the case of small classroom pets, be cared for during weekends and holiday periods.**

Principals shall:

- **Be consulted and provide a decision prior to the inclusion of a live animal, reptile, fish or bird in the school or in a classroom.**

Teachers shall ensure that the following conditions have been met prior to introducing an animal into the classroom:

- **Procedures on the safe handling and care of the animal are posted and reviewed with students which states that the animal is only handled by students when the following conditions are met:**
 - **it does not endanger or stress the animal and the handling of the animal is related to the curriculum being taught.**
 - **the handling of the animal is in accordance to species specific handling instructions and a student is directly supervised by the experienced caregiver or teacher.**
- **Procedures for the feeding of the animal and maintenance of any enclosure for hygienic purposes are established.**
- **Inform parents or guardians of the intent to keep a small classroom pet.**

- **Take responsibility for the care and welfare of any small classroom pet during weekends, holidays, and school breaks.**
- **Ensure that an animal is removed from the classroom if the animal may place the safety of children/or staff in jeopardy or is a health hazard for children/or staff, or is an impediment to learning.**
- **Be responsible for the removal of all refuse or waste pertaining to classroom animals and ensuring it is placed in the appropriate receptacle safely.**
- **In the event of the death of an animal it is disposed of in a manner that is safe and sensitive to student emotions.**

DRAFT

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

June 28, 2022

Draft revised Policy and Regulations D-121 "Animals on District Property and in Classrooms" are now ready for Notice of Motion.

NOTICE OF MOTION:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations D-121 "Animals on District Property and in Classrooms".

School District #62 (Sooke)

SCHOOL CATCHMENT AREAS AND STUDENT PLACEMENT	No.: F-502
	Effective: Oct. 13/81 Revised: June 9/87; Feb. 28/06 Reviewed: June 7/22; June 28/22

SCHOOL BOARD POLICY

Recognizing the constraints of transportation, programs and facilities, the Board of School Trustees **Education** will establish school attendance **catchment** areas **for the purpose of student attendance**, and may adjust these from time to time as necessary. School attendance **catchment** areas are available from the district web site (www.sd62.bc.ca) and in print at the Board office and schools.

The Board recognizes however, that special programs, family arrangements, course requirements, parent/student preference and perhaps other circumstances will lead to requests for some students to enroll in a school other than the one in whose attendance **catchment** area they reside. In general, and within the constraints noted above, the Board supports a "flexible boundary" system **reflective of student choice**, as far as it is applicable **practicable** in a rapidly expanding area. ~~and directs that, within the guidelines of policy and regulations, school change applications be approved where possible. The Superintendent of Schools and/or the principal of the school involved may make exceptions when the interests of students and/or the district are better served.~~

The Superintendent of Schools shall develop procedures for dealing with school change requests (**SCRs**), and shall outline these procedures in Administrative Regulations. Approval of requests shall follow these guidelines.

A. Program Related Requests

If the district recommends that the student enroll in a program which is only available in another school, approval of the request shall be automatic. Family-initiated requests to change schools where the neighbourhood school does not offer that course or programme required by the student shall be approved if space is available.

B. General Requests

1. The receiving principal must be satisfied that there is adequate accommodation at the appropriate grade level in the requested school.
2. The parent/guardian assumes responsibility for transportation if the situation does not meet the requirements of Board policy on student transportation.
3. Efforts shall be made by the District office to resolve any difficulties between home and school which may have given rise to the school change request.

Statutory References:

British Columbia *School Act*: Sections 2, 3 and 74.1

District Policy:

Policy and Regulations F-100 – Transportation

Policy C-350 – Parent-Student Appeals

SCHOOL CATCHMENT AREAS AND STUDENT PLACEMENT	No.: F-502
	Effective: Feb. 28/06 Revised: Sept. 24/13; Oct. 2/18 Reviewed: Oct. 2/18; June 7/22; June 28/22

ADMINISTRATIVE REGULATIONS

Student Placement:

1. The Board will make available an educational program to all persons of school age in British Columbia who enroll in the district **in alignment with the *School Act***.
2. The Board may assign and reassign students to specific schools.
3. The Board may, in accordance with any terms and conditions specified by the Board, permit a person who is older than school age to attend an educational program or to enroll and receive instruction in an educational program sufficient to meet the general requirements for graduation.
4. For each school year, the Superintendent or designate may establish a date by which an application to enroll a person in an educational program must be received by the Superintendent or designate for the purposes of this policy. The Superintendent may establish different dates for different grades, educational programs, or schools, based on the categories of catchment area, non-catchment area and non-school district.
5. Parents requesting a change of school for their child will be required to complete a school change form (**SCR**) available from schools or from the District Web site (www.sd62.bc.ca.)
6. Prior to **confirming** approving school change requests, the receiving principal shall:
 - a. consult with the principal of the neighbourhood school **being requested** and, ~~if it seems appropriate, refer the parent to the neighbourhood school principal for further discussion.~~
 - b. be satisfied that the student can be properly accommodated in the grade and/or program.
 - c. be satisfied that sufficient space will remain in the school to accept any new registrations from students' resident in the school's neighbourhood.
 - d. **Consult with the Associate Superintendent for their Family of Schools to determine any district priorities and for final approval.**
7. If the Superintendent or designate determines that space and facilities are available at the school in which the educational program is made available, a person whose application was received by the Board by the date established is entitled to be considered for enrolment in that educational program in the following descending order of priority, as established by the *School Act*:
 - a. A catchment area child who, in the previous school year, attended the school at which the educational program is made available.
 - b. A catchment area child with siblings currently attending **the school**.
 - c. A catchment area child.
 - d. A non-catchment area child.

- i. with siblings previously registered in the school.
 - ii. who have Day Care arrangements in the **Sschool** catchment area.
 - iii. any other requests.
 - e. A non-school district child.
8. If the Superintendent or designate determines that space and facilities are available at the school in which the educational program is made available, a ~~non-school district~~ child referred to in #9 **7** is entitled to enroll in an educational program in priority to **any other registering child** ~~a school district child~~ whose application was received by the Board after the date established for applications.
 9. If two or more persons have the same priority category, the persons have, as between themselves, priority according to the date and time established under the above process. **The Board may choose to hold a "lottery" to determine registration for any priority category established in #7 so as to allow sufficient time for all children to be registered prior to the date set by the Board.**
 10. For students accepted to a school outside their own catchment area parents/guardians are to assume full responsibility for the transportation of the student to and from school and any related extra supervision requirements.
 11. Once a transfer is granted, the student may not be able to return to the catchment area school during that school year.
 12. The Board shall incur no additional costs as a result of the approval of any transfer application.

School Catchment Areas:

13. Each school, with the exception of, Juan de Fuca Distributed Learning (JDFL), BYTE and District Academy Programs, shall have a designated catchment area. Additionally, each school offering French Immersion programming shall have defined catchment areas specific to the program. Schools with multiple programs may also have specific catchment areas.
14. Boundary areas for catchments will be reviewed by the Board as required. **The review process will include broad consultation with affected families and school communities.**
- ~~15. For each school year, the Superintendent or designate may establish a date by which an application to enroll a person in an educational program must be received by the Superintendent or designate for the purposes of this policy. The Superintendent may establish different dates for different grades, educational programs, or schools, based on the categories of catchment area, non-catchment area and non-school district.~~
- ~~16. Parents requesting a change of school for their child will be required to complete a school change form (**SCR**) available from schools or from the District Web site (www.sd62.bc.ca.)~~
- ~~17. Prior to **confirming** approving school change requests, the receiving principal shall:~~
 - ~~a. consult with the principal of the neighbourhood school **being requested** and, if it seems appropriate, refer the parent to the neighbourhood school principal for further discussion.~~
 - ~~b. be satisfied that the student can be properly accommodated in the grade and/or program.~~

~~c. be satisfied that sufficient space will remain in the school to accept any new registrations from students' resident in the school's neighbourhood.~~

~~d. **Consult with the Associate Superintendent for their Family of Schools to determine any district priorities and for final approval.**~~

~~18. If the Superintendent or designate determines that space and facilities are available at the school in which the educational program is made available, a person whose application was received by the Board by the date established is entitled to be considered for enrolment in that educational program in the following descending order of priority, as established by the *School Act*:~~

~~a. A catchment area child who, in the previous school year, attended the school at which the educational program is made available.~~

~~b. A catchment area child with siblings currently attending.~~

~~c. A catchment area child.~~

~~d. A non-catchment area child.~~

~~i. with siblings previously registered in the school~~

~~ii. who have Day Care arrangements in the **Sschool** catchment area~~

~~iii. any other requests~~

~~e. A non-school district child.~~

~~19. If the Superintendent or designate determines that space and facilities are available at the school in which the educational program is made available, a non-school district child referred to in #9 is entitled to enroll in an educational program in priority to **any other registering child** a school district child whose application was received by the Board after the date established for applications.~~

~~20. If two or more persons have the same priority category, the persons have, as between themselves, priority according to the date and time established under the above process. **The Board may choose to hold a "lottery" to determine registration priority for any priority category established in #9 so as to allow sufficient time for all children to be registered prior to the date set by the Board.**~~

21. For the purposes of this policy, a person's **catchment area is determined by their** residency is determined as of the date that application to enroll is submitted to the Superintendent or designate.

~~22. For students accepted to a school outside their own catchment area parents/guardians are to assume full responsibility for the transportation of the student to and from school and any related extra supervision requirements.~~

~~23. Once a transfer is granted, the student may not be able to return to the catchment area school during that school year.~~

~~24. The Board shall incur no additional costs as a result of the approval of any transfer application.~~

25. **Recommendations for catchment boundary changes will be brought forward to the Board for a final decision.**

26. Appeals of decisions made with regard to this policy are governed by Policy C-350 **Parent/Student Appeals.**

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

June 28, 2022

Draft revised Policy and Regulations F-502 "School Catchment Areas and Student Placement" are now ready for Notice of Motion.

NOTICE OF MOTION:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations F-502 "School Catchment Areas and Student Placement".

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

June 28, 2022

Draft revised Policy and Regulations F-501 "Emergency Preparedness" are scheduled for adoption.

RECOMMENDATION

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT the draft revised Policy and Regulations F-501 "Emergency Preparedness".

School District #62 (Sooke)

EMERGENCY PREPAREDNESS	No.: F-501
	Effective: Mar. 27/07 Revised: Mar. 26/13; Reviewed: Feb. 1/22; May 3/22; June 28/22

SCHOOL BOARD POLICY

An emergency is a sudden, unexpected occurrence requiring immediate action to stabilize a situation. Emergencies effecting school facilities and/or school transportation that may prevent use for an unspecified period of time may include **but not limited to**, the following:

- a) Fire
- B) Threats to School Occupants or Facilities (i.e. Bomb Threat)
- C) Hold and Secure & Lockdown
Lockdown Drills
- D) School Bus Accident
- E) Severe Weather
- F) Earthquake
Earthquake Guidelines for Bus Drivers
- G) Hazardous Spills, Accidents, or Explosions
- H) Abduction
- I) Incident on Field Trip
- J) Pandemic

See also (Appendix A – Student Release Procedures)

The Board recognizes the importance of being prepared for various types of emergencies, both natural, **technological** and human, that could occur while school is in session. This necessitates the need to develop appropriate plans and procedures to deal with such emergencies at school facilities or involving school transport. To this end it is important that students, employees and parents be knowledgeable about the various emergency plans and procedures and to be prepared should such an emergency occur.

Direct responsibility for what may occur immediately following a response to a 911 call will lie with the ~~Prime~~ **First** Responders (such as the RCMP, fire department, **BC Ambulance Service**, Regional Emergency Operation Center, or VIHA Chief Medical Officer). The District's first responsibility is to ensure the immediate safety of students and staff by activating the appropriate emergency plan.

To assist and expedite setup **an appropriate emergency response to any situation affecting the District**, the Board directs that emergency plans and procedures be developed, implemented and maintained for all school, district facilities and school buses, and that:

- a) all employees shall be made aware of the emergency plans and procedures to be followed at their work site, to ensure their safety and the safety of others.
- b) students and employees shall practice the emergency procedures implemented at their school or work site.
- c) parents shall be advised of the emergency procedures developed at their child(ren)'s school(s) by September 30.
- d) if materials and supplies (emergency preparedness kits) beyond those normally provided by the school district are to be kept on hand to augment the school emergency procedures, then it shall be the responsibility of each school to obtain and maintain such supplies in good order.
- e) ~~this policy shall be reviewed annually by the District Health and Safety Committee, and school plans shall be reviewed annually by school Joint Health & Safety Committees and submitted to the District Health and Safety Committee by October 30.~~
- f) "Advice for Parents – School Emergencies" document should be posted on each school's web page (See Student Release Procedures, sample forms and letters section).

School District #62 (Sooke)

EMERGENCY PREPAREDNESS	No.: F-501
	Effective: Mar. 27/07 Revised: Mar. 26/13; Reviewed: Feb. 1/22; May 3/22; June 28/22

ADMINISTRATIVE REGULATIONS

1. Emergent

- a) In the event of an emergency, employees are expected to remain at their worksite to ensure the safety and security of students under their care and/or the District's care until otherwise directed by the school principal (or designate) or facilities supervisor; those employees who have a child(ren) in other schools should have arrangements in place for the care of their child(ren) by others until they can be released from their duties.
- b) Immediately after calling 911, the caller is to notify the school principal (or designate) who will notify the Superintendent of Schools (or designate).
- c) All emergencies impacting on the normal operation of a school facility or school bus transporting students are to be immediately reported to the Superintendent of Schools, indicating the nature and location of the emergency and people involved, including type and severity of possible injuries and if assistance of district staff is required.
- d) The Superintendent of Schools or designate(s) will:
 - i. provide appropriate direction regarding the specific emergency, from an emergency command centre located at the School Board Office or where required.
 - ii. liaise with local government agencies according to the type of emergency, including the R.C.M.P., local fire departments, hospital officials, Ministry of Children and Families, and others.
 - iii. as the emergency warrants, ensure prompt and accurate information is released to staff, parents and media, when appropriate, to stem isolated comments or opinions that might cause unnecessary anxiety concerning the particular incident. The official media contact will be the Superintendent (or designate).

2. School/Site - Planning

An Emergency Preparedness Plan is to be developed and maintained annually:

- a) The Principal shall be responsible for the administration and maintenance of an Emergency Preparedness Plan at the school.
- b) The Transportation Manager shall be responsible for the administration and maintenance of school bus Emergency Preparedness Plans.
- c) The Facilities Manager (or designate) shall be responsible for the administration and maintenance of district work sites, other than schools, and school bus Emergency Preparedness Plans.

- d) The Emergency Preparedness Plans for each school/site should be based on the District plan, adjusted according to the school/site needs, and must consider the following factors:
- i. method of immediate response in accordance with the nature of the event.
 - ii. method of evacuation, primary and secondary routes of egress (an emergency evacuation drawing shall be posted at the entrance/exit of each school district building and room, displaying the primary evacuation route to the outside assembly area).
 - iii. number of physically-challenged people requiring assistance to evacuate the facility/school bus including wheelchair-bound students, employee(s) and visitors.
 - iv. first aid treatment, including qualified first aid attendants and supplies, and procedures for getting school first aid kit(s) to evacuation area, if required.
 - v. personal care, including appropriate supervision, psychological counselling as required, arrangements to provide nourishment, alternate washroom facilities.
 - vi. time of day.
 - vii. potential for inclement weather conditions.
 - viii. potential school/site interior and exterior hazards, including:
 - natural gas and propane service lines and shut off valves,
 - storage of chemicals and flammable materials,
 - power lines, to building facilities,
 - water mains, septic systems to building,
 - location and height of interior storage, including size and materials stored,
 - location of combustible artwork displays and teaching materials that are attached to classroom and school hall walls (should not exceed 20% of the area of the wall).
 - ix. method of accounting for whereabouts of students, staff and visitors, including procedures for student release.
 - x. inventory of neighbourhood hazards, resources and temporary shelter sites.
 - xi. protocol for release of employees from their work responsibilities after an emergency occurs to attend personal affairs.
 - xii. emergency communication in the event of a power failure.
 - xiii. methods for contacting staff and parents/guardians.
- e) Principals (or designates)/supervisors are to ensure each employee under their direction is aware of the Emergency Preparedness Plans for each identified emergency that could affect their work and work site.
- f) The school "Emergency Preparedness Plan" should be easily identifiable and located in an office for access by all school employees, as well as any other location(s) deemed necessary, including classrooms, and a copy shall be kept in the Fire Safety Box for First Responders.
- g) An emergency evacuation drawing shall be posted at the entrance/exit of each school district building and room, displaying the primary evacuation route to the outside assembly/muster area.
- h) A sign-in book for all non-staff such as visitors, parents, guests etc. to be readily accessible at the main office. Proper signage posted at all entrances to remind all non-staff to sign-in/out when doing business in the schools and/or school grounds. Staff should be encouraged to wear/carry their School ID Card on their person at all times.

- i) Emergency drills are to be practiced on a regular basis for students and employees as follows:
- Schools:** a minimum of 6 fire (3 each semester), 1 earthquake, 1 Lockdown, 1 student release drill (may be held in combination with fire or earthquake drill, and can be planned for end of school day).
 - Facilities/Board Office:** a minimum of 1 fire, 1 earthquake.
 - Transportation:** a minimum of 1 bus evacuation (all drivers).
- A record of the date, time and comments for each drill will be kept at the school, site or by the bus supervisors.
- j) Parents of new students enrolling in a school during the school year shall be made aware of the school's Emergency Preparedness Plan as part of the enrollment material.

3. Roles and Responsibilities

- a) School/Site Joint Occupation Health & Safety Committees:
- will review and **adjust** submit the school/site Emergency Preparedness Plans to the District Health & Safety Committee by October 30.
- b) ~~District Health and Safety Committee:~~
- ~~• will review and approve all site Emergency Preparedness Plans by Christmas each year, to ensure the readiness of the plans.~~
- c) Principal:
- is responsible for the administration and maintenance of the Emergency Preparedness Plan
 - will make parents/guardians aware of school's Emergency Preparedness Plan and procedures for parents/guardians to take in the event of an emergency at their child's (children's) school.
 - will ensure that all staff (including replacement staff) are provided with appropriate keys for their work areas, and will ensure the keys are returned when the staff member's assignment ends.
- d) School/Site Staff:

As part of an Emergency Preparedness Plan, the roles and responsibilities of all employees shall be defined and reviewed annually by the school/site Joint Health & Safety Committee. All staff will make themselves familiar with their responsibilities.

The following is a suggested list of these roles and responsibilities.

- i. A principal or supervisor is the "person in charge" of developing, implementing and coordinating the site emergency plan which includes assigning responsibilities for: the initial site sweep during any evacuation, first aid support, student assembly area, Parent Check In/Student Release Area and utilities, ensuring:
- establishing a command post.
 - monitoring evacuation of building(s).
 - receiving reports from evacuated staff, recording details, monitor evacuation or assigned tasks relating search and rescue, first aid, communications, utilities, assembly area(s) and student release station(s); maintain continued safety of

- students, staff and visitors; delegate any other tasks that may be required to be completed.
- ii. Initial site sweep (**only if safe to do so as per RDA**):
 - by assigning individuals to check for persons during evacuation to determine the building is clear.
 - iii. Site first-aid personnel - to develop procedures to:
 - store first aid equipment and supplies in marked, safe accessible areas at the site for use in an emergency.
 - establish a first aid reception area to treat the injured, including special needs students.
 - identify "medical alerts".
 - maintaining first aid reception area in a clean and organized state.
 - report the status of injured to principal (or designate)/supervisor as directed.
 - iv. Communications - to develop plans to:
 - provide communications to the principal (or designate) or supervisor to coordinate with prime responders, first aid station, student assembly area, Parent Check In/Student Release Area.
 - establish communications with the Superintendent of Schools to advise of the condition of students and staff, including any district staff, student support staff, maintenance/custodial staff and/or transportation staff that may be located at the school site; and condition of facility/bus.
 - communicate with the local community emergency operations centre of Provincial Emergency Plan, if circumstances so warrant.
 - v. Student Assembly Area - to develop plans to:
 - provide a safe assembly area away from known and/or potential hazards with clearly defined boundaries, (i.e. using marking tape and/or traffic cones, etc.), including other facilities within the community.
 - conduct a head count of all students.
 - provide personal care as required.
 - vi. Develop plans for student release.
 - vii. Site Utilities - to develop procedures to:
 - shut off natural gas/propane supply, electrical supply and water supply to school building, if possible, without exposing persons to greater risk of injury should the emergency require this action be taken, but ONLY if it is necessary to do so.

4. After the Emergency - Review

- a) The principal (or designate) or site coordinator will prepare a procedural "debrief" document which will:
 - i. Outline the incident or event.
 - ii. Note what worked, based on the Emergency Plan.
 - iii. Describe necessary change should a similar incident or event occur.
 - iv. Conclude with recommendations.
- b) To prepare this document, prime responders, students, employees and parents may be consulted by the writer.

- c) The debrief document will be forwarded to the Superintendent and the District Health and Safety Committee **Department.**

DRAFT

EMERGENCY PREPAREDNESS

No.: F-501

Effective: Mar. 27/07

Revised: Mar. 26/13

~~ADMINISTRATIVE PROCEDURES F-501~~

EMERGENCY PREPAREDNESS PROCEDURES

a) Fire

1. As the possibility of a fire occurring at a school facility is real, appropriate procedures must be established for the safety of all students and staff, as well as the recognition of potential fire hazards.
2. Fire practice drills shall be held three times each fall term (September to December) and three each spring term (January to June) at schools and annually at the School Board Office, including Maintenance and Transportation facilities. A record of the date, time and comments for each drill will be kept in the Fire Safety Plan box.
3. The emergency fire safety plan will be updated annually and will:
 - a) include a school floor and site plan, showing the locations of:
 - all fire emergency pull stations.
 - all firefighting equipment.
 - fire alarm panel.
 - mechanical and furnace/boiler room(s).
 - fire evacuation routes to outside and assembly area.
 - fire department connection to building sprinkler system.
 - fire hydrant(s) located on or near school.
 - location of gas and power shut offs.
 - b) provide a list of physically-challenged and/or wheelchair-bound students and staff indicating their whereabouts during the school work day and the need for assistance to evacuate these people (with advice from the local fire department).
 - c) provide a list and location of hazardous materials that might be harmful to students, staff and/or fire department personnel, should they become involved with a fire.
4. When a fire is found or suspected:
 - a) activate the facility fire alarm before making any attempt to extinguish the fire, **if trained**.
 - b) ensure all occupants are able to evacuate the building immediately to a safe assembly area.
 - c) attempt to confirm the location of the fire in the facility, to advise the responding fire department.

d) telephone 911, advising the operator of:

- name of school.
- location/address of school.
- nature of fire, if known.
- whereabouts of school/building occupants.

e) upon hearing a fire alarm, teachers should:

- ensure all classroom activities stop, (gas and equipment ,where applicable, are shut off).
- ascertain if safe to exit classroom via designated evacuation route, (if classroom door closed, before opening determine if door is excessively hot; if so, do not open).
- if able to exit classroom as planned, direct students to walk in a quiet and orderly manner along evacuation route to designated assembly area.
- when exiting, attempt to close classroom windows, if possible.
- allow students to take clothing immediately accessible to them when evacuating.
- ensure class list, which includes that day's attendance, is taken out and attendance is immediately taken at the assembly area.
- immediately report any missing students, staff and/or visitors to the Principal (or designate).
- if unable to exit the classroom, have students sit on floor against outside wall.
- if unable to exit via classroom door, open exterior window and evacuate if on ground floor or call for help if unable to evacuate through open window.

f) Principal (or designate) (or person in charge, i.e. Chief Fire Marshall) to check site property access:

- to determine if all students/staff, and visitors have safely exited the school building(s), informing fire department officials immediately upon their attendance of names and ages of unaccounted for students, staff, visitors and their possible location in the building including **a site specific plan to support any wheelchair bound students and staff to evacuate from the building**. ~~any wheelchair bound students waiting in secure areas of the school for assistance to be removed from the building.~~
- to ensure all entrances to school property are open and not blocked.
- to stand by and be of assistance to fire department officials as needed.

g) Visiting SD62 Staff /Contractors/ Other Visitors:

- must exit building and report to Principal (or designate)/Chief Fire Marshall

5. Physically-challenged individuals must be assisted by SD62 staff members to evacuate the building.
6. If it is determined the safest place for a physically-challenged student is in the classroom or at a refuge area, the Principal (or designate) (or person in charge) shall be immediately notified of the student's identity and location so emergency rescue personnel can remove the student safely.

7. Should it be impossible or unsafe to return to the school building due to the fire, dismissal procedures should be followed. If it is a time other than normal dismissal time, follow emergent student release procedures.
8. All media queries regarding a fire at a school district school or facility shall be handled through the office of the Superintendent of Schools, in consultation with the local fire department.

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b) Threats to School Occupants or Facilities (i.e. Bomb Threat)

1. Threats to school may involve a bomb, chemical substance or any other material that can cause physical harm to the buildings' occupants and to school district facilities.
2. All threats will be taken seriously.
3. The details of a threatening call are to be recorded immediately including:
 - a) if possible, use telephone trace *69 to identify source of the call
 - b) the date and time of the call,
 - c) the exact wording of the threat,
 - d) the time the threat will occur,
 - e) if a bomb, its location and appearance,
 - f) the name of the caller,
 - g) the age and gender of the caller,
 - h) any noticeable accent or identifying vocal characteristics,
 - i) background noise which might identify the location from where the call is originating.
4. Notify Principal/Supervisor as soon as possible who will, in turn, notify the District designate responsible for Violence Threat Risk Assessments.
5. If a written communication is found on a school district site or in a building. Notes on paper should be handled with care (by the edge) placing it in a folder as soon as possible so as to not disturb any physical characteristics of the note or any evidence that might be on the note. Notes written on walls etc. should be photographed and the surrounding area secured so that no one can tamper with it prior to police inspection.
6. When a threat to school occupants and/or school facility, including school grounds, is received, the school Principal (or designate) is to be immediately advised in a confidential manner.
7. A school Principal (or designate) will notify the local RCMP (911) first, and then the Superintendent of Schools.
8. In consultation with the RCMP, and Principal (or designate) shall decide whether to evacuate the school premises.
9. Evacuation should follow the same procedures as a fire drill, with students and staff exiting the building in an orderly manner and assembling in a designated area where attendance of students can be determined. (Ensure class lists with day's attendance are taken out with class, as well as staff list.)
10. If the threat received indicates a "bomb", the use of school "walkie-talkie" radios is to be curtailed immediately until it is determined the threat is false or the bomb's mechanism does not include a radio frequency transmitter.
11. School staff noting any objects that seemed out of place or looked suspicious should not disturb the item(s) but report their location immediately to the RCMP or principal (or designate) present.
12. A school that has been evacuated and a search results in no threat being present, the students and staff shall return to the school at the direction of the Principal (or designate) after consulting with the attending RCMP.

13. All media queries regarding incidents of this nature are to be handled by the RCMP, in consultation with the Superintendent of Schools.

e) Hold and Secure & Lockdown

A violent incident or threat may include armed or physically abusive intruders, students possessing weapons, gang or group assaults, hate-motivated violence, or any other type of occurrence where the "act or threat of violence" is or may interfere with the safety and security of students and staff and the normal operation of a school.

Violent Incidents/Threats at school district sites will be dealt with by either initiating Hold and Secure or Lockdown procedures, and may be initiated by the Principal (or designate), person in charge, or the police (RCMP).

Hold and Secure is a procedure that prevents unauthorized persons from entering the school and is commonly used when the threat, i.e. contamination, weapons or weather, is threatening the general community. This procedure allows school activities to continue as normal during the outside disruption and until the threat is cleared.

1. Hold and Secure signal is given via PA speakers (or other method determined by site emergency plan); "This is a Hold and Secure, this is a Hold and Secure, this is a Hold and Secure." (repeat 3 times).
2. Office staff will call 911 (unless emergency services personnel were the ones to initiate the Hold and Secure procedures) and then call or email the School Board Office to notify Superintendent (or designate). Notification regarding Hold and Secure should also be posted on school website and social media site(s).
3. Staff/Students go directly to their respective classrooms. Have students who are outside immediately return to school building by bell tone or bullhorn signal. Students with a spare block are to report to the nearest classroom or staffroom or office.
4. Principals/vice principals and/or assigned staff check that all exterior doors and entrances are locked and secure. Non-enrolling teachers/staff go to nearest classroom or staffroom or office.
5. Teachers/Staff secure classrooms:
 - Lock the door,
 - Take and submit attendance,
 - Record any additional staff/students that are in the room.Each room is unique, so do the best you can. The primary concerns are remaining in the building, locking doors and taking attendance.
6. The principal (or designate) will announce the nature of the Hold and Secure so that everyone knows what is happening. Updates may come over the PA or by other prearranged method. Teachers can inform students of situation updates.
7. Depending on the outside threat, teachers may have students do quiet seatwork and use discretion regarding bathroom breaks and classroom movement.

8. Monitor main entrance and allow only AUTHORIZED personnel into building through this point. It may be necessary to restrict people from leaving. This is the job of the office staff and VPs.
9. "All Clear" will be announced 3 times after threat has been resolved.

Examples of Hold and Secure situations:

- Police incident nearby (search warrants, K9 track, high risk arrests nearby)
- Serious car accidents nearby
- Bear on school property
- Downed trees/power lines/residential gas leak/house fire

NOTE: **Hold and Secure** may move to **Lockdown** should threat become active inside the school.

Communication:

- The Superintendent (or designate) will be responsible for communication with the community via various media.
- Information pertaining to the reason for the Hold and Secure will be updated to the school website. The District will also post updates on the District website.
- The principal (or designate) will inform teachers of the nature of the Hold and Secure.
- The principal (or designate) or the teachers will inform students of the reason for the Hold and Secure.

* It is important to remember that while many of these Hold and Secure situations will be brief in nature and will not affect most classroom activities, there are cases where there may be a lengthy disruption of regular activities.

* In a situation where there are injuries, the status and location of the individuals should be made known to the Principal and all attempts should be made to provide first aid.

Lockdown is a procedure used when there is an immediate threat to the school, i.e. school intruders. Lockdown minimizes the intruders' access to the school and secures staff and students in rooms. As part of this procedure, everyone must remain in the room until the situation has been declared safe by an authorized person, i.e. principal or police personnel. It is intended to limit access and hazards by controlling and managing staff and students in order to increase safety and reduce possible victimization.

Should a threat be identified, the individual who identifies the threat should contact the principal or vice-principal who will determine if Lockdown procedures should be initiated. Based on an immediate threat to school safety, school officials or local law enforcement agencies may call a Lockdown.

1. Lockdown signal is given by PA speakers (or other method determined by site emergency plan); **"This is a Lockdown, this is a Lockdown, this is a Lockdown."** (repeat 3 times).
2. Office staff call 911—remain on the line with the Police. The caller will be required to provide updated information to police to assist in their response.
3. Contact the Superintendent's office as soon as safely possible. This will be done by a Vice Principal or designated office staff member.
4. All persons report to the **nearest securable** classroom immediately. If you see the threat and can get out of the building—do it!
5. Teachers/staff **check hallways for students**. Once students are in the classroom:
 - **Lock doors,**
 - Turn out lights,
 - Instruct students to be **quiet,**
 - **REMAIN CALM,**
 - Move students **out of line of sight** of doors and windows,
 - Pull interior window shades—only if applicable,
 - Encourage students not to talk or use cell phones,
 - **DO NOT CONTACT THE OFFICE,**
 - **DO NOT LEAVE THE CLASSROOM UNTIL DIRECTED TO DO SO BY ADMINISTRATION OR POLICE PERSONNEL,**
 - The Principal or Vice Principal will contact you to determine if you are missing any students from your class or if there are extra students.

Each room is unique, so do the best you can. The primary concerns are locking doors, keeping quiet and remaining out of sight.

*** IF TEACHERS AND STUDENTS ARE IN OTHER AREAS OF THE SCHOOL ***

School emergency plans should include directions for students/staff members who may not be in a classroom at time a Lockdown is called, and could include:

Gyms, counselling offices, library, cafeteria, supply room, staff room—if room has a door that locks, remain in the room and lock the door, otherwise move to nearest classroom.

Shop or cooking class—Shut down all equipment and follow Lockdown protocol.

Washrooms—Go to nearest classroom.

~~Outside Classes—Teachers should gather students and proceed to a predetermined safe zone away from the school. Stay in place until emergency personnel arrive.~~

~~Office—Outside office doors are to be locked. Office secretaries, principal and vice principal are to remain in main office.~~

~~**If safe to do so**, the principal or vice principal will designate an office staff member to go out front and liaise with arriving emergency personnel.~~

~~An office secretary will be designated to:~~

- ~~• Receive other students to the main office.~~
- ~~• Supervise students/visitors in main office.~~
- ~~• Lock office doors.~~

~~6. Teachers/Staff are not allowed to open doors for ANYONE under ANY circumstances. **You don't know who the threat is or how many there are.**~~

~~7. Teachers/Staff take attendance and record staff/students that are in the room, missing and extra students from the hall and await further instructions, if possible.~~

~~8. If safe, a representative from the office staff will move to the front entrance of the school to liaise with responding emergency personnel. It will be their job to give detailed information regarding school layout. They will have radio contact with either a vice principal or principal.~~

~~9. All activities cease. Ignore Fire alarms and automated time bells, unless there is FIRST hand knowledge of fire.~~

~~10. Students/Staff outside building must evacuate to a predetermined, off-campus location. Rally point may change under direction of police.~~

~~**"All Clear"** will be announced 3 times after threat has been resolved.~~

~~A principal or vice principal will then begin calling individual rooms, checking on classroom Lockdown status and student/staff attendance— if possible given the circumstances of the situation.~~

~~* In a situation where there are injuries, the status and location of the individuals should be made known to the Principal and all attempts should be made to get first aid.~~

~~A Lockdown or Hold and Secure may occur on any day and at any time, including the beginning or the end of the school day. A Lockdown may last for several hours.~~

How to Run Lockdown Drills

**** NOTE FOR DRILL PURPOSES** — LOCKDOWN delegates will circle school

- ~~The words **LOCKDOWN DRILL** will be used instead of **LOCKDOWN**.~~
- ~~Admin and police (if available) will check washrooms, gym, staff room, classrooms and library doors.~~
- ~~Admin and police (if available) will check to ensure hallways are clear.~~
- ~~Admin and police (if available) will return to office area with report.~~
- ~~The **ALL CLEAR** will be given and classes will resume.~~
- ~~A follow-up email or announcement will be given on the success of the drill.~~

d) School Bus Accidents

1. In the event of a school bus accident or fire:
 - a) drivers are to take appropriate action to evacuate students from the bus to a safe and secure area.
 - b) drivers are to report the accident, via radio if possible, to Dispatch or the Transportation Manager or another bus driver, and will make the appropriate notes in the bus "Accident Investigation Report" book.
 - c) The recipient (Dispatch, Transportation Manager, or other bus driver) shall immediately contact emergency services (police, fire, ambulance – 911) and will notify the Superintendent of Schools of the details of the incident.
 - d) the Transportation Manager or designate will arrange for alternate transportation for students and will advise the affected school Principal (or designate) of the accident.
 - e) the Transportation Manager will obtain a list of students eligible to be on the bus at the time of the accident; and, with the school Principal (or designate) or school representative, determine which students were on the bus at the time of the accident. They will record the names of students transferred to the hospital and those students en route to or from school. The Supervisor shall then communicate this information to the Superintendent of Schools.
2. Should the accident cause injury to students and/or the bus driver, the Superintendent of Schools will appoint a school district representative(s) to attend at the hospital(s) to ascertain the extent of injuries and to assist hospital officials as may be required.
3. The Superintendent of Schools will delegate an employee to contact a parent of each student involved in the bus accident, to advise of the accident and the student's condition, and present whereabouts. (Persons making contact with parents should not discuss causes of the accident or give opinions.)
4. Students will be given the opportunity to speak with a district or school counsellor(s) concerning the accident.
5. All media queries are to be directed to the Superintendent of Schools.

e) Severe Weather (including flooding)

1. If a severe storm does occur in this area during non-school hours, the Superintendent of Schools, upon receiving appropriate information, will determine the need for school closure.
2. If a violent storm occurs during school hours, students and staff should remain in the school building away from exterior windows and walls, ensuring classroom windows are closed.
3. The Superintendent of Schools is to be advised immediately if evacuation of a school is necessary (with details of the incident).
4. If evacuation of the school building is required, standard evacuation procedures are to be followed. *[See section a) Fire]*
5. Should it be necessary to dismiss students from school or an evacuation site, student release procedures should be implemented. *[See Appendix A]*

f) Earthquake

Earthquakes happen with no warning; therefore, life-protecting actions must be taken at the first indication of ground shaking. Even in the most severe earthquakes, buildings rarely collapse completely. Injury and even death are most often caused by the shattering and falling of non-structural elements, such as window glass, ceiling plaster, lighting fixtures, chimneys, roof tiles, and signs. There will be no time to think what to do; therefore, of all earthquake preparedness measures, EARTHQUAKE DRILLS ARE THE MOST IMPORTANT.

PRIOR TO AN EARTHQUAKE

Earthquake Plan

Each school/site must prepare, and review annually, an earthquake plan that includes;

- standard procedures (see below).
- identification of specific areas of concern at the site (propane tanks, gas lines, power lines, trees, shops, kitchens, etc.).
- responsibilities of staff members.
- evacuation routes and muster area(s).
- plans for moving to an alternate site (including location of alternative sites and method of transportation).
- method(s) for communicating at the site, with school board office and parents.
- student release procedures.

Earthquake Drills

Earthquake drills must be conducted at least once a year at all school district schools and sites. Staff is encouraged to coordinate the school drill with the annual BC ShakeOut drill.

School drills should be preceded by classroom discussions. These should be about the need for and purpose of drills. The noises of building movement, windows breaking, and objects falling, that accompany an earthquake, can cause emotional stress and panic. Students should be prepared for this by classroom discussion.

Drills are most effective if they simulate emergencies such as jammed doors, and blocked hallways and stairways. Simulation exercises should occur outdoors as well as inside the school.

Drills must include "Drop, Cover, Hold" procedures and should include evacuation and muster procedures (like fire drills).

Thought should be given to any changes in procedures required if an earthquake should occur at times other than during class time, i.e. recess, exam week, during an assembly, at the beginning or end of the day.

Emergency Kits

Since it may be necessary to "shelter in place" for an unspecified amount of time, it is suggested that schools put together earthquake kits.

School emergency kits (preferably stored in outdoor kiosk) must include:

- Copy of your emergency plan.
- Current staff list including emergency contact info (may be kept in school office).
- Current whole school student list with emergency contact info (may be kept in school office).
- First aid kit.

Please see Appendix B for a list of other supplies that could be included.

- ~~AM/FM Radio—wind up or battery powered (and extra batteries).~~
- ~~Dust Masks (enough for all staff & students).~~
- ~~Water (6 litres per person if possible).~~
- ~~Cups.~~
- ~~Food that won't spoil (i.e. "Mayday Emergency Rations").~~
- ~~Paper towel.~~
- ~~Waterproof matches.~~
- ~~Flashlights—wind up or battery powered (and extra batteries).~~
- ~~Plastic garbage bags.~~
- ~~Emergency blankets/wool blankets.~~
- ~~Water purification drops.~~
- ~~Tarps and tents.~~
- ~~Shovels.~~
- ~~Gloves.~~
- ~~Safety goggles.~~
- ~~Hard hats.~~
- ~~Rope.~~
- ~~Survivor saw.~~
- ~~Axe.~~
- ~~Marking tape.~~
- ~~Temporary toilet.~~
- ~~Toilet paper.~~

Classroom emergency kits (in a waterproof container) could include:

- ~~Current class List with Contact/Release Information.~~
- ~~Paper.~~
- ~~Pen.~~
- ~~First aid kit.~~
- ~~Gloves plastic (non-latex).~~
- ~~After Bite.~~
- ~~Safety pins.~~
- ~~Toilet paper.~~
- ~~Wet wipes.~~
- Whistle.

DURING AN EARTHQUAKE

When an earthquake or after-shock occurs, take cover immediately.

If you are indoors "DROP, COVER, HOLD ON, COUNT TO 60":

- **DROP** under desks or tables or other solid furniture.
- **COVER** your head and torso to prevent being hit by falling objects.
- **HOLD on** to the object you're under so that you remain covered. Be prepared to move with the object until the shaking has finished.
- **COUNT TO 60 before coming out of your safe spot to allow objects that may have shifted during the shaking to settle.**
- If you can't get under something strong, or if you are in a hallway, flatten yourself or crouch against an interior wall and protect your head and neck with your arms.
- Face away from windows or glass display cases.
- If you are in a wheelchair, lock the wheels and protect the back of your head and neck.
- Count out loud until all the shaking has stopped, then recount again to 60, as this allows time for items to finish falling and possibly the first after-shock to occur.
- 60 seconds after all shaking has stopped carefully check for injuries and dangerous objects around, such as broken glass before moving or standing up.
- In science labs and industrial ed. shops, extinguish all burners before taking cover (or as soon as possible).
- In science labs and industrial ed. shops stay away from hazardous chemicals that may spill.
- In library, move away from where books and bookshelves may fall and take cover.
- Do not use an elevator. If you are in an elevator during an earthquake, hit the button for every floor and get out as soon as you can.

Ground shaking during an earthquake is seldom the cause of injury. Most earthquake-related injuries and deaths are caused by collapsing walls and roofs, flying glass and falling objects. It is extremely important for a person to move as little as possible to reach the place of safety he or she has identified because most injuries occur when people try to move more than a short distance during the shaking.

If you are outdoors:

- Stay outside.
- Go to an open area away from buildings, trees and power lines. The most dangerous place is near exterior walls.
- Stay at least 10 meters away from downed power lines to avoid injury.

If you are in a vehicle:

- The driver should pull over to a safe place and turn off the engine. It is important to keep the roads clear for rescue and emergency vehicles.
- Avoid bridges, overpasses, underpasses, buildings or anything that could collapse.
- Driver and passengers should stay in the vehicle. It is especially important not to exit the vehicle if downed power lines are across it.
- If in a bus, stay in your seat until the bus stops. Then, take cover in a protected place if possible. Otherwise, sit in a crouched position and protect your head from falling debris.
- Place a HELP sign in your window if you need assistance.
- Listen to the radio for instructions from emergency officials.

If you are near the coastline (in tsunami zone) during a strong earthquake:

- Evacuate to higher ground as soon as possible.
- Do not re-enter area until officials declare it safe.

AFTER AN EARTHQUAKE

Conditions after an earthquake vary considerably and judgment will be required.

All staff members are expected to remain at work to assist with students, until authorized by their Principal/Supervisor to leave. However, every effort will be made to help staff ascertain the status of their own family so that they can focus on the task at hand with an easier mind.

If no significant damage has occurred to the building it will not be necessary to evacuate, and Hold and Secure procedures should be followed while school and community officials determine the full extent of damages.

If little damage has occurred at the school/site, but damage has occurred elsewhere and roadways or communications have been disrupted, or if it is unsafe to exit the building due to conditions in the immediate area, it may be necessary to "shelter in place" for a period of time.

In cases of fire or gas leak evacuate immediately.

Where structural damage has occurred:

- staff and students will need to evacuate buildings, or parts of buildings. Be prepared to find alternate exit routes.
- evacuate SLOWLY and CAUTIOUSLY to be safe. Watch for debris hanging over exits.
- take earthquake kits with you if they are located in the building and can be reached on the way out.

- muster at predetermined area if safe to do so, otherwise another location will have to be chosen based on the circumstances.
- take attendance.
- do not re-enter building until it has been determined it is safe to do so (preferably by someone trained in rapid damage assessment).
- District staff will assist wheelchair bound individuals to evacuate.
- if you are unable to evacuate a damaged area, or you need assistance, hang the HELP sign in the window.
- After evacuating, the Principal or Supervisor, in consultation with the Superintendent and Emergency Rescue personnel, will need to determine if students (and staff) will be released from the site, or if they will be moved to an Emergency Social Services Reception center. In either case, standard release procedures will be followed [see section e) Severe Weather].

Things to keep in mind:

- Stay calm and help others if you are able.
- Be prepared for aftershocks. Stay away from brick walls and chimneys as they may be damaged or weakened and could collapse during aftershocks.
- If power has gone out, and it is safe to do so, turn off all lights and appliances to avoid fire danger when power is turned back on.
- Do not turn off utilities UNLESS they are damaged. Leaking gas will smell like rotten eggs. Once gas is turned off it may NOT be turned back on except by a licensed gas technician.
- Do not flush toilets if you suspect sewer or septic lines are broken.
- Use extreme caution with hazardous materials or spills. When in doubt leave the area.
- Only make phone calls if you require emergency services.
- Texting is the method of communication least likely to be affected, but use it sparingly to check on the safety of family members. Do not "chat".

The main priorities after an earthquake are:

- Immediate safety and first aid.
- Establishing communication at your site, within the school district, with emergency services and with families of students and staff.

Earthquake Guidelines for Bus Drivers

Minor Earthquakes

In minor earthquakes, stop and/or "take cover" procedures should be followed, and vehicles should be driven to a safe point and halted. If there is no reported damage to roads and structures, normal operations should resume if electrical service is operable and there are no fires, gas leaks, or visible, serious damage to buildings.

Major Earthquakes

This plan is intended for implementation only in case of a major earthquake and/or where there is obvious damage to roads and structures. The basic emergency plan assumes that damage will be widespread, roads will be difficult or impossible to use, and buses will be rerouted to those schools that are still operating. In local emergencies such as chemical spills, follow the instructions from the Transportation Manager.

If a major earthquake occurs during non-school hours, employees should wait for instructions before coming to work. The instructions may be given by telephone contacts, radio over the Emergency Broadcast System, or broadcast on local TV stations.

Instructions for Drivers During an Earthquake

1. If travelling, pull to the side of the road away from tall buildings, trees, tall signs, street lights and power lines, if possible.
2. Do not stop on or below freeway overpasses or bridges.
3. Monitor radio for instructions.
4. Keep students on the bus because they are safer there.
5. Students should be told to take cover by putting their heads down between their knees and remaining in their seats until an "all clear" is given.
6. When shaking stops, avoid areas of downed trees, buildings or power lines and park the vehicle safely.
7. Leave the door closed and go through the bus to check for student injuries.
8. Calm the students and render first aid if necessary.
9. Drive the students to the nearest Emergency Shelter. Contact the Transportation Manager to notify which Emergency Shelter you have taken your bus to so that parents can be notified.
10. If your vehicle is inoperable or the streets are damaged, keep your door closed. Radio dispatch and wait for assistance.

Drivers are to await further instructions from the District. Even though students may be badly frightened, they must not be allowed to leave without adequate adult supervision. The driver should carry the bus roster personally to keep track of students and report injuries during the emergency and to report the name and identification of any parent, certified employee or police official relieving him/her of the responsibility for bus passengers.

g) Hazardous Material Spills, Accidents or Explosions

1. When a hazardous material (toxic chemicals, flammable and/or explosive substances) accident, spill, or explosion occurs at a school facility or site, involving school-controlled materials, report the circumstances immediately to the principal (or designate) (or site supervisor) who should determine:
 - a) need for assistance from district maintenance staff, **District Health and Safety department**, and/or local emergency services (fire, ambulance, police - 911), to assist with control/security of affected area, aid to injured, and containment and clean-up of material.
 - b) the need to initiate Hold and Secure procedures (see section B) or to identify a safe evacuate area for school or site occupants, if required.
 - c) the type of material involved (i.e. toxic, flammable, explosive; name of material; stability of material; obtain information from the MSDS sheet).
 - d) location of accident, spill, or explosion, size of area affected, and containment of the material involved.
 - e) effect to school/site occupants.

2. If a hazardous material accident, spill or explosion occurs off-school property, involving materials under the care and control of others, but affecting the normal operation of the site, report the incident to the principal (or designate) or supervisor who should determine:
 - a) name(s) of any individuals injured and/or requiring medical attention.
 - b) location and type of accident, spill, or explosion in proximity to school, type of material involved and associated hazards.
 - c) any recommendations from officials and/or company personnel involved in the spill containment/clean-up or investigation of accident, regarding any evacuation of school facilities.
 - d) time allowed to evacuate or if evacuation occurring, location and method of evacuation to safe area.
 - e) Principal (or designate) or supervisor will report the details to the Superintendent of Schools.

3. If evacuation from the building (or part of it) is required, the principal (or designate) or supervisor will:
 - a) advise the local emergency services immediately (fire, ambulance, police - 911), giving details of the location, severity, material involved, and area evacuated to.
 - b) notify the Superintendent of Schools immediately that evacuation of a school is necessary, with details of the incident.

4. Communication with the media, parents, and community-at-large will be the responsibility of the Superintendent (or designate).

h) Abduction

Suspected:

- Verify that the student is missing and possibly abducted.
- Call 911.
- Alert Administration.
- Search the building and grounds.
- Question student's friends to obtain information about when and where the student was last seen.
- Call parents/guardians to obtain information, such as last known whereabouts, clothing worn, identifying features, etc.

Attempted:

- Ensure that an adult stays with the student involved to provide emotional support and reassurance.
- Call 911.
- Alert Administration.
- Gather as much information as possible from the student and witnesses.
- Inform parent/guardians.

Confirmed:

- Call 911 (with as much information as possible).
- Inform parents/guardians.
- Alert Administration.
- Call Superintendent or Assistant Superintendent.
- Contact the District Critical Incident team if appropriate.
- Meet with staff as soon as possible and advise teachers on sharing information with students.
- Talk to students about safe travel practices between home and school.
- Identify students at risk.
- With police, develop a fact sheet to respond to telephone inquiries.
- Direct media to the Superintendent's office. Prepare for media onslaught and continue to direct all calls to the Superintendent.
- Send a letter home to all parents/guardians outlining facts, as known, and alerting them to any possible concerns, as well as school/police initiatives and ways they can support their children.
- Develop a plan for immediate and follow-up support for students.

Refer to *Responding to Critical Incidents: A Response Guide for Schools* for further details <http://www.bced.gov.bc.ca/specialed/rci/resteams.htm>

i) **Incident on a Field Trip**

Ensure that all staff members taking students on field trips carry the phone numbers (home and cell) of their principal (and designate) and parents/guardians. Staff should know to immediately call and personally speak to the school principal (or designate) if a serious accident occurs.

PRINCIPAL (OR DESIGNATE) WILL THEN:

- Gather preliminary information about the incident (location, description of incident, emergency personnel involved, number of students involved, seriousness of injuries, names of students, staff of parents/guardians taken to hospital, their condition, if known, and the name of the hospital receiving the injured, if applicable).
- Establish a contact person and a number at the site of the incident where that person can be reached at all times. Establish a back-up plan if phone contact cannot be made (e.g. alternate contact number).
- Notify the Superintendent of Schools **and the District Health and Safety Department**.
- Meet with all of your school's administrators to formulate an initial plan to handle the incident and assign responsibilities. Decide whether to request one of the administrators to attend the scene. If an incident is serious or involves casualties, it is advisable to do this, if at all possible.
- Direct all media inquiries to the Superintendent's Office.
- Request involvement of District Critical Incident Response Team, if appropriate.
- Notify parents/guardians of the students on the trip. Give them only verified information and invite them to meet at the school for further information.
- Provide the staff handling the telephone with a script to share with parents/guardians and the community.
- Contact PAC President to inform them of the accident.
- Establish a room for parents/guardians/students in which to meet and ensure an administrator or Critical Incident Team member is present to provide information on an ongoing basis. Provide separate rooms for parents/guardians of critically injured student(s).
- Arrange for a staff meeting (or other method of communication) to pass on information and outline the plan for handling the situation.
- If applicable, write a statement informing staff and students of the incident.
- Write a letter to parents/guardians, if appropriate, informing them of facts about the accident, support provided by school and ways they can support their children.
- Develop a plan for immediate and follow-up support for students and staff.

Refer to *Responding to Critical Incidents: A Response Guide for Schools* for further details <http://www.bced.gov.bc.ca/specialed/rci/resteams.htm>

Pandemic

The District has developed this Exposure Control Plan in the event of flu or other pandemic.

Exposure Control Plan

When a worker is at risk, or may reasonably be expected to be at risk, of harmful contact with a biological agent specified by WorkSafeBC, the employer is required to implement an exposure control plan as specified in Section 5.54 of the Occupational Health and Safety Regulation.

Health Hazards of Pandemic Influenza

Symptoms

Seasonal flu affects people to varying degrees, with symptoms including headache, fever, fatigue, sore throat, and runny nose. In some cases, secondary infections such as pneumonia may develop.

Symptoms of pandemic influenza are likely to include high fever (higher than 38°C), chest pain, and difficulty breathing. The effects of pandemic influenza are expected to be much more severe than for seasonal influenza because most people will not have any immunity to the virus.

Transmission

The BC Centre for Disease Control advises that influenza is communicable for 24 hours before the onset of symptoms and 3-5 days afterward (this may be longer in some children and some adults).

Pandemic influenza is spread in the same way that seasonal influenza is spread. Exposure to the virus may occur in a variety of ways, including the following:

- Shaking hands with an infected person or touching a surface contaminated with the virus, followed by touching one's eyes, nose, or mouth.
- Infectious droplets (from a coughing or sneezing person) landing in the eye or onto the mucosa (moist inner surfaces) of the nose or mouth.
- Breathing infectious airborne droplets or particles (from coughing, sneezing, or aerosol-generating medical procedures on infected patients).
- Sharing food items or utensils with an infected person.

Statement of purpose

The Board is committed to providing a safe and healthy workplace for all of our staff. A combination of measures will be used to minimize worker exposure to pandemic influenza, including the most effective control technologies available. Our work procedures will protect not only our employees, but also other employees, students and parents who enter our facilities. All employees must follow the procedures outlined in this plan to prevent or reduce exposure to pandemic influenza.

Responsibilities

Employer responsibilities

On Behalf of the Board, Human Resources will:

1. Ensure that the materials (for example, gloves, alcohol-based hand rubs, and washing facilities) and other resources (for example, worker training materials) required to implement and maintain the plan are readily available where and when they are required.
2. Select, implement, and document the appropriate site-specific control measures.
3. Ensure that supervisors and workers are educated and trained to an acceptable level of competency.
4. Ensure that workers use appropriate personal protective equipment (PPE) — for example, gloves or eye protection.
5. Conduct a periodic review of the plan's effectiveness. This includes a review of the available control technologies to ensure that these are selected and used when practical.
6. Maintain records of training and inspections.
7. Ensure that a copy of the exposure control plan is available to workers.

Senior management responsibilities

Senior management will:

1. Contact the Vancouver Island Health Authority to seek advice on what to communicate to parents and staff regarding the outbreak. We will keep in regular contact with Vancouver Island Health Authority and follow any "directives" provided by the Chief Medical Officer.
The school district Superintendent will work closely and directly with their regional medical health officers and the Provincial Health Officer in each instance that a school closure is being considered.

Supervisor and Administrator responsibilities

Our supervisors and administrators will:

1. — Ensure that employees are adequately instructed on the controls for the hazards at the location.
2. — Direct work in a manner that eliminates or minimizes the risk to workers.
3. — Send sick staff members home to reduce the spread of illness.

Employee responsibilities

Influenza is caused by viruses, and is generally spread when an infected person coughs or sneezes. Here are six simple precautions:

1. — Stay home when you're sick or have influenza symptoms. Get plenty of rest and check with a health care provider as needed.
2. — Avoid close contact with people who are sick. If you are sick, keep your distance from others to protect them from getting sick.
3. — Cover your mouth and nose with a tissue when coughing or sneezing, and throw the tissue away immediately. It may prevent those around you from getting sick.
4. — Wash your hands. Washing your hands often will help protect you from getting sick. When soap and water are not available, use alcohol-based disposable hand wipes or gel sanitizers.
5. — Avoid touching your eyes, nose or mouth. You can become ill by touching a surface contaminated with germs and then touching your eyes, nose or mouth.
6. — Practice other good health habits. Get plenty of sleep, be physically active, manage stress, drink plenty of fluids, eat nutritious foods, and avoid smoking, which may increase the risk of serious consequences if you do contract the flu.

Employees will:

1. — Know the hazards of the workplace.
2. — Follow established work procedures as directed by the employer or supervisor.
3. — Use any required personal protective equipment (PPE) as instructed.
4. — Report any unsafe conditions or acts to the supervisor.
5. — Know how and when to report exposure incidents.

If you have a fever or cough illness, regardless of where you have travelled, stay home from work or school and limit contact with others to keep from infecting them. See a health care provider if your symptoms become worse but call ahead of time to let them know you have fever or cough illness.

Risk identification and assessment

Three primary routes of transmission are anticipated for pandemic influenza, all of which need to be controlled. These include contact, droplet, and airborne transmission.

Contact transmission, both direct and indirect

Direct contact involves skin to skin contact, such as patient care or emergency response activity that requires direct personal contact (for example, assisting a student with a cut or an injury). Indirect contact involves a worker touching a contaminated intermediate object such as a table, doorknob, telephone, or computer keyboard, and then touching the eyes, nose, or mouth. Contact transmission is important to consider because influenza viruses can persist for minutes on hands and hours on surfaces.

Droplet transmission

Large droplets may be generated when an infected person coughs or sneezes and also during certain medical procedures, such as cough induction. Droplets travel a short distance through the air, and can be deposited on inanimate surfaces or in the eyes, nose, or mouth.

Airborne transmission

Airborne (inhalable) particles can be generated from some medical procedures such as endotracheal intubation, bronchoscopy, nebulizer treatment, or airway suctioning. They can also be generated from coughs and sneezes. Coughs and sneezes produce both large droplets and smaller airborne particles. The smaller particles remain suspended in air for longer periods, and can be inhaled. The large droplets can also evaporate quickly to form additional inhalable particles. As the distance from the person coughing or sneezing increases, the risk of infection from airborne exposure is reduced; but it can still be a concern in smaller, enclosed areas, especially where there is limited ventilation. As the number of infected people in a room increases, the risk of infection can increase.

The following risk assessment table is adapted from WorkSafeBC Regulation Guideline G6.34-6. Using this guideline as a reference, we have determined that the risk level of our employees ranges from low to moderate.

Most of our employees work in an office type environment. There is a lot of exposure to members of the public due to the number of students and parents who are always in our midst. There is always a chance that they may be handling potentially contaminated objects.

Risk assessment for pandemic influenza

	Low risk	Moderate risk	High risk
	Workers who typically have no contact with people infected with pandemic influenza	Workers who may be exposed to infected people from time to time in relatively large, well-ventilated workspaces	Workers who may have contact with infected patients or with infected people in small, poorly ventilated workspaces
Hand hygiene	Yes (washing with soap and water, using an alcohol-based hand rub, or using hand wipes that contain effective disinfectant)	Yes (washing with soap and water, using an alcohol-based hand rub, or using hand wipes that contain effective disinfectant)	Yes (washing with soap and water, using an alcohol-based hand rub, or using hand wipes that contain effective disinfectant)
Disposable gloves	Not required	Not required (unless handling contaminated objects on a regular basis)	Yes, in some cases (for example when working directly with pandemic influenza patients)
Aprons, gowns, or similar body protection	Not required	Not required	Yes, in some cases (for example when working directly with pandemic influenza patients)
Eye protection—goggles or face shield	Not required	Not required	Yes, in some cases (for example when working directly with pandemic influenza patients)
Airway protection—respirators	Not required	Not required (unless likely to be exposed to coughing and sneezing)	Yes (minimum N95 respirator or equivalent)

Risk control

Education and Training

Employees will receive training in the following:

- The risk of exposure to pandemic influenza, and the signs and symptoms of the disease.
- Safe work procedures to be followed, including hand washing and cough/sneeze etiquette.
- Location of washing facilities, including dispensing stations for alcohol-based hand rubs.
- How to seek first aid.
- How to report an exposure to or symptoms of pandemic influenza.

Health Monitoring

District staff will promptly report any symptoms of the pandemic influenza to their manager/supervisor and the first aid attendant.

The WorkSafeBC Regulation requires employers to implement infectious disease controls in the following order of preference:

1. Engineering controls.
2. Administrative controls.
3. Personal protective equipment (PPE).

It is not necessary to implement engineering controls in our workplace because the risk of exposure can be controlled using administrative controls (for example, hand washing and cough/sneeze etiquette) and PPE (respirators, masks). Any requests for PPE equipment should be referred to Human Resources.

Hand washing

Hand washing is one of the best ways to minimize the risk of infection. Proper hand washing helps prevent the transfer of infectious material from the hands to other parts of the body—particularly the eyes, nose, and mouth—or to other surfaces that are touched.

Wash your hands immediately:

- Before leaving a work area.
- After handling materials that may be contaminated.
- Before eating, drinking, smoking, handling contact lenses, or applying makeup.
- After using the washroom.

We recommend that when you wash your hands—with soap and warm water—that you wash for 15 to 20 seconds. When soap and water are not available, non-alcohol-based disposable hand wipes or gel sanitizers may be used. You can find them in most supermarkets and drugstores. If using gel, rub your hands until the gel is dry. The gel doesn't need water to work.

Hand Washing Procedure

1. Press hands palm to palm. _____ 2. Press each palm over back of opposing hand.



3. Interlace fingers, palm to palm. _____ 4. Interlock fingers.



5. Rotate each thumb in palm. _____ 6. Rotate fingertips in palm.



Use soap and warm running water. (It doesn't have to be hot to do the job.) If water is unavailable, use a waterless hand cleanser that has at least 70% alcohol. Follow the manufacturer's instructions on how to use the cleanser. Alcohol-based hand rub dispensers are located in areas where sinks are not available such as libraries.

Cough/sneeze etiquette

Our employees are expected to follow cough/sneeze etiquette, which is a combination of measures that minimizes the transmission of diseases via droplet or airborne routes.

Cough/sneeze etiquette includes the following components:

- Educate workers in control measures, including hand washing.
- Post signs at entry points to instruct everyone about control measures.
- Cover your mouth and nose with a sleeve or tissue when coughing or sneezing.
- Use tissues to contain secretions, and dispose of them promptly in a waste container.
- Turn your head away from others when coughing or sneezing.
- Wash hands regularly.

~~If employees show symptoms of pandemic influenza~~

~~If employees are ill with pandemic influenza, they should stay home. If they develop symptoms of influenza while at work, they should leave the workplace. Employees should only return to the workplace once they have recovered from influenza and no longer show symptoms. Employees should inform their manager or supervisor if they are ill with pandemic influenza.~~

~~Health monitoring~~

~~Our employees will promptly report any symptoms of pandemic influenza to their manager or supervisor and the first aid attendant.~~

~~Record keeping~~

~~The Board will keep records of instruction and training provided to workers regarding pandemic influenza, as well as exposure reports and first aid records.~~

~~Annual review~~

~~This Exposure Control Plan will be reviewed at least annually and updated as new and updated information is made available.~~

~~Latest updates~~

~~Updates on the impact of flu outbreaks in B.C. are being provided regularly by Public Health Agency of Canada at the following website: www.fightflu.ca~~

~~If you have questions about the health situation in your district, you can call HealthLink BC at 8-1-1, 24 hours a day/seven days a week or see their website: www.healthlinkbc.ca~~

Appendix A Student Release Procedure Guidelines

These Guidelines are intended to help school Joint Health and Safety Committees to prepare their school student release procedures.

OVERVIEW

Release of students may be advised by public safety officials or authorized by the principal or superintendent whenever a condition exists warranting such action. Such conditions include earthquake, flood, severe winter storm, etc.

Parents will be advised of release criteria and procedures, in writing, at the beginning of each school year. Guidelines may be modified for the release of students as long as they are released in a safe and orderly manner.

When the decision has been made to release students, local Fire and Police Departments will be notified. School closure and reopening will also be reported to radio stations by the superintendent or designate.

- ◆ All students will remain under the supervision and care of the school until released to a parent or authorized designee.
- ◆ **Students will only be released to an authorized adult listed on the Student Emergency Release Form.**
- ◆ Students must be signed out by the authorized representative.
- ◆ Students who are not picked up or who are unable to proceed home will be kept at the school or at the designated alternative shelter.
- ◆ Parents are responsible for notifying the persons designated as authorized emergency contacts for their children so that they are aware that such authorization has been given and are aware of any medical needs of the child.

PARENTS SHOULD NOT ATTEMPT TO PICK UP THEIR CHILDREN DIRECTLY FROM THE STUDENT ASSEMBLY AREA. Students will only be released to individuals authorized by a parent or guardian on the Student Emergency Release Form. Parents and authorized adults are required to go to the Parent Check In/Student Release Area before the child will be released from the campus.

SITE PLAN

Each school should identify an interior and exterior area where students may be kept until they are released to an authorized adult, depending on the circumstances of the emergency. Possible sites should also be established ahead of time for Incident Command Post and Parent Check In/Student Release Area. Thought should also be given to possible traffic control issues.

RESPONSIBILITIES

1. Incident Commander (school principal, vice principal or designate): Set up Incident Command Post (ICP). Notify staff of school evacuation and communicate that this is not a drill. Direct teachers to a pre-designated spots. Analyze situation; re-evaluate evacuation spot to determine if students should be moved. Determine medical and assistance needs after population assessment. Determine search and rescue needs. Reassess as situation changes. Keep staff informed as to status of missing students. Report to responding emergency personnel. Keep Superintendent of Schools (or designate) updated.
2. Classroom Teachers: Evacuate students to designated area, with students grouped as determined by district or school site. Take attendance and make note of any students or staff unaccounted for or who have sustained injuries. Send report to up Incident Command Post (ICP) by student runner. Organize students. Monitor students' medical and emotional condition. As runners come to take students to Parent Check In/Student Release Area note their status on class attendance list.
3. First Aid (if necessary): Set up first aid station and administer first aid as required. Monitor patients' medical and emotional condition.
4. Student Release Team: Set up the designated Parent Check In/Student Release Area. If possible, set out tables at least 20 feet apart to reduce crowding. For large student body, establish several lines for speedier processing. Post signs and set out Student Emergency Release Form for each line. Note status on forms of absent, injured and missing students (when information received from Incident Command). Identify volunteer runners and review where to find students.
5. Traffic Controller(s): Set out parking area traffic cones if necessary. Keep parent vehicles from blocking access by first responders.
6. Other Staff: should report to Incident Command Post to be assigned other duties as required, i.e. man a parent information station, act as runners, provide crowd control, set up temporary toilets.
7. Parents/Authorized Adults: read all signs, listen carefully and be patient so that all children can be accounted for and released in an orderly manner.

POPULATION ASSESSMENT

As soon as a classroom has evacuated, teacher or alternate staff member will:

- ❑ **TAKE ATTENDANCE.**
- ❑ **MARK STATUS** of students (present/absent/needs first aid/unknown).
- ❑ **SEND** student runner to take report to Incident Command, then return.

After reviewing attendance reports, Incident Command will:

- ❑ **SEND** names of students who are absent and those who need first aid to the Parent Check In/Student Release Area so Student Emergency Release Forms can be updated.
- ❑ **SEND** staff member to classroom muster areas where first aid requirements have been noted. They will help move injured to first aid station.

Depending on the size of the school population and the duration of the emergency, a secondary population assessment may need to be done to provide Incident Command with an update on the location and condition of the student and staff population.

PARENT CHECK IN/STUDENT RELEASE AREA

- ❑ **CHECK** Student Emergency Release Forms against roster of absent students. NOTE absent status on forms and file them separately (in alphabetical order).
- ❑ **CHECK** Student Emergency Release Forms against roster of students needing first aid. NOTE on Student Emergency Release Form that student has been taken to the First Aid Station.
- ❑ **VERIFY** photo ID of adult requesting student release. CHECK Student Emergency Release Form to verify adult is authorized for pickup. **WRITE** initials on Request Form to note that both ID and authorization have been checked.
- ❑ **VERIFY** Student Emergency Release Form is completed with signature, sign out time, destination and telephone and send runner to get student.
- ❑ **RELEASE** student to parent, guardian or authorized adult, along with student's medication, if applicable.
- ❑ **FILE** completed Student Emergency Release Forms alphabetically.

RUNNERS

- ❑ **REPORT** to Parent Check In/Student Release Area.
- ❑ **WHEN DIRECTED, REPORT** to teacher in Student Assembly Area to collect a student. Teacher calls student forward and notes student status on attendance roster.
- ❑ **ESCORT** student to Parent Check In/Student Release Area.
- ❑ **(OR) RETURN** to Parent Check in/Student Request Area with student status information if student is not in area.

TRAFFIC FLOW

Parking at many schools is limited. In times of an emergency, the first responders—fire officials, law enforcement and public works—need priority access to the campus for their vehicles.

- ❑ For the safety of all, traffic should be directed by signs, cones and staff.
- ❑ Spaces for emergency vehicular parking should be cordoned off with traffic cones and/or caution tape.
- ❑ Post a large site map near the main parking area with a walking path designated for parents picking up students.
- ❑ Colour-coded signs are useful; e.g., yellow signs identifying the Student Request Table and yellow for student requests; green for the Student Release Table.
- ❑ Schools with no room for parent parking and turnaround may develop a student release procedure that enables students to be released directly to the authorized adult's vehicle.

CROWD CONTROL

For every student, there may be at least one adult descending on the campus in an emergency.

Be prepared for the following:

- Traffic jams which block emergency vehicles;
- Crowd control problems on campus; and
- Unreasonable, agitated and demanding parents.

Parents and other authorized adults MUST go to the Parent Check In/Student Release Area before the child will be released from the campus.

PARENT NOTIFICATION

It is important that parents understand procedures that they and school staff must follow in the event students are released prior to the end of the academic day. All adults should be prepared to provide photo identification in order to have a child released to them.

Attempts to notify parents as to the situation should be made as soon as possible. Multiple forms of communication should be used such as: telephone tree, website alert, radio announcement and school auto-dialer. Depending on the extent of the emergency, it may be possible to get help from the Board Office, especially with mass media communication.

SUGGESTED SUPPLIES FOR STUDENT RELEASE

INCIDENT COMMAND POST

- Bullhorn with extra batteries
- Portable AM/FM radio with extra batteries
- Two-way radios
- Yellow caution tape and duct tape
- Hats or vests to identify emergency staff and volunteers
- Master roster of students and staff

STUDENT ASSEMBLY AREA

- Master roster of students, per teacher
- Minor first aid supplies
- Emergency Kits [see suggested Earthquake Supplies - section F]

PARENT REQUEST/STUDENT RELEASE AREA

- Folding tables
- Folding chairs
- Student Emergency Release forms (alphabetized in file box)
- Copy of Master roster of students and staff
- Hats or vests to identify emergency staff and volunteers
- Clipboards (many) and pens for Student Request Forms
- Stationary supplies (pens, pencils, stapler, tape, Post-its, etc.)
- File box(es) with alphabetical dividers for completed Student Emergency Release Forms

TRAFFIC/CROWD CONTROL

- Directional signs
- Traffic cones
- Caution tape
- Site map (enlarged) with key areas highlighted: First Aid Station, Parent Request/Student Release Area
- Handouts of site map
- Two-way radios
- Hats or vests to identify emergency staff and volunteers
- Note pads, pencils, tape

See the following pages for these sample forms and letters

(Note: page numbers have been removed from this point on to make coping & editing easier for individual schools.)

[Emergency Preparedness Letter to Parents](#)

[Student Release Form](#)

[Earthquake Drill Letter to Parents](#)

[Lockdown Drill Letter to Parents](#)

[Advice for Parents – School Emergencies](#)

[Earthquake Preparedness Pamphlet](#)

[Class Status Report for Incident Command](#)

[Staff Sign out Sheet – for Earthquake or Other Major Emergency](#)

EMERGENCY PREPAREDNESS LETTER TO PARENTS - SCHOOL EMERGENCIES

SCHOOL DISTRICT NO. 62 (SOOKE)

Dear Parents/Guardians:

Our school is developing an emergency preparedness plan to help ensure the safety and well-being of your child(ren) and staff in the event of an emergency affecting the normal operation of the school. This plan includes procedures relating to fire, threats to the school, violent incidents, school bus accidents, severe weather, earthquake, hazardous spills, pandemics, abduction and incidents on field trips.

In the event of an emergency requiring the closure of school, these procedures will be followed:

- Students will only be allowed to leave with adults authorized on the Student Emergency Release Forms in our files.
- All authorized adults who come to pick up students must ensure that they report to the Parent Check In/Student Release Area. Children will be signed out here.
- Do not directly seek out your child(ren) as school staff has established routines for their orderly release (following calm, orderly procedures will help all children feel less frightened).
- If you are unable to reach the school, contact your authorized emergency contact to collect your child(ren).
- Do not call the school as telephone lines must remain open for emergency calls.
- If the school is in Lockdown, do not call students on personal cell phones.
- Do not drive immediately to the school as school access routes and street entrances must remain clear for emergency vehicles. Also, in some instances, it may be necessary for staff and students to be

evacuated to an Emergency Social Services Reception Center, and you may need to pick up your child(ren) there. Listen to local media or check the school or District website for updates.

- Any emergency instructions regarding the status of students at a district school will be broadcast on local radio stations – CFX 1070AM in particular.
- Please also check the District website for updates: www.sd62.bc.ca.

It is critical that we have your instructions regarding the release of your child(ren) if you are unable to reach the school should an emergency occur that affects the normal operation of the school. Please complete the Emergency Release Form and return it to your child's teacher as soon as possible. Please discuss this information and your family emergency plan with your child(ren).

Yours respectfully,

Principal

DRAFT



STUDENT(S) RELEASE FORM
(pg. 1 of 2)

Last
Name

STUDENT(S) IN THE SCHOOL

ABSENT

PICKED UP

Name: _____

Name: _____

Name: _____

Name: _____

PARENT/LEGAL GUARDIAN:

RELEASED TO:

First Name: _____

Last Name: _____

Home Address: _____

Phone: _____

Cell Phone: _____

E-mail: _____

PARENT/LEGAL GUARDIAN:

First Name: _____

Last Name: _____

Home Address: _____

Phone: _____

Cell Phone: _____

E-mail: _____

OUT OF PROVINCE CONTACT:

Name: _____

Phone: _____

Cell Phone: _____

E-mail: _____

MEDICAL ALERT:

SPECIAL INSTRUCTIONS FOR STAFF:

PARENTS/AUTHORIZED GUARDIANS:

1. Please go to the Release Gate [2].
2. Give this part of the form to a staff member at the gate.
3. Please wait at the Release Gate [2], a staff member will locate the student(s) and bring them to you.

ONCE YOU HAVE THE STUDENT(S), PLEASE EXIT THE SCHOOL GROUNDS. THANK YOU FOR YOUR PATIENCE.

Student(s) Release Form – pg. 2 of 2

In the event of a significant emergency or disaster, the school may implement an Emergency Reunification of students for their safety and well-being. Should this be necessary, the school will only release your child(ren) to persons authorized on this form, or if necessary, to medical personnel.

AUTHORIZED GUARDIANS:

RELEASED TO:

First Name: _____ Last Name: _____

Home Address: _____ Phone: _____

Cell Phone: _____ E-mail: _____

First Name: _____ Last Name: _____

Home Address: _____ Phone: _____

Cell Phone: _____ E-mail: _____

First Name: _____ Last Name: _____

Home Address: _____ Phone: _____

Cell Phone: _____ E-mail: _____

First Name: _____ Last Name: _____

Home Address: _____ Phone: _____

Cell Phone: _____ E-mail: _____

**FOR SCHOOL USE ONLY
AUTHORIZATION FOR STUDENT(S) RELEASE**

PICTURE ID: CONFIRMED

NOT AVAILABLE

ID VERIFIED BY STAFF

DESTINATION: _____

TIME: _____

STAFF SIGNATURE: _____

PARENT/GUARDIAN SIGNATURE: _____

RELEASED TO: _____

Parent

Authorized Guardian

Student's Full Name: _____

A – Z: _____

Div.: _____

Student's Full Name: _____

A – Z: _____

Div.: _____

Student's Full Name: _____

A – Z: _____

Div.: _____

Student's Full Name: _____

A – Z: _____

Div.: _____

EMERGENCY DRILL LETTER TO PARENTS

SCHOOL DISTRICT NO. 62 (SOOKE)

Dear Parents/Guardians:

Our school is developing an emergency preparedness plan to help ensure the safety and well-being of your child(ren) and staff in the event of any emergency affecting the normal operation of the school.

Our school is practicing an earthquake drill and the student release process. The "earthquake" will take place at _____ on _____. At this time we wish to practice the procedures for emergency pick up of our students. If you or one of your emergency alternates is able, please imagine you feel an earthquake at this time then proceed to the school to pick up your child(ren).

It is important that your student release information is current (with the names of everyone who is authorized to pick up your children, including you!) and has been submitted to the office.

Please report to the Parent Check In/Student Release Area which will be located

_____. Please **DO NOT** go to the student assembly area. Runners will get your child(ren) for you once you have checked in and signed the student release form.

We are participating in this drill to learn what will work and what things we can do differently to improve our student release procedures. Buses and other after school pick-ups will operate at their regular times for parents who cannot make arrangements to participate in the drill.

Thank you in advance for your participation in this important drill. We are interested in any feedback you may have.

Yours respectfully,

Principal

LOCKDOWN DRILL LETTER TO PARENTS

SCHOOL DISTRICT NO. 62 (SOOKE)

Dear Parents/Guardians,

As you know, we practice a number of safety drills at school, including fire, earthquake, hold and secure, and lockdown drills to ensure that students and staff are prepared in the event of an emergency. Our next scheduled lockdown drill will be on _____. Below you will find more information about this drill. Safety drills can sometimes cause anxiety in children and we request that parents discuss the upcoming drill with their children. Please reassure them that emergencies in schools are rare and that drills are for their safety.

Lockdown is used when there is an immediate threat to the school (i.e. school intruders). Lockdown minimizes the intruders' access to the school and secures staff and students in rooms. As part of this procedure, everyone must remain silent in rooms until the situation has been declared safe by an authorized person (i.e. principal or police personnel). Please note that during a lockdown it is important that students do not use cell phones – this is to ensure the safety of our students.

Hold and Secure is a procedure which keeps students secure inside a school when something such as a gas leak, weather, unsafe animals or persons outside of the school is threatening the general community. During a hold-and-secure procedure only authorized people may enter the school. All doors will be locked and a notice posted indicating that the school is in a hold and secure situation. This procedure allows school activity to continue as normal during the outside disruption until the threat is cleared.

A lockdown or hold and secure situation may occur on any day and at any time, including the beginning or the end of the school day. A lockdown or hold and secure situation may last for several hours.

If you have any concerns, please contact our administrators or counselor at 250-***-****.

Yours respectfully,

Principal

ADVICE FOR PARENTS - SCHOOL EMERGENCIES

1. **PREPARE YOUR CHILD.** Children who are prepared experience less fear and hysteria. Let your child know who can make the pickup at school if you are unable to do so. Reassure your child that he/she will be cared for until you arrive.
2. **KEEP YOUR CHILD'S EMERGENCY CONTACT FORM UP-TO-DATE.** The only people other than yourself who will be allowed to pick up your child are those whom you authorize on the Student Emergency Release form. No student will be allowed to leave with another person, even a relative, unless the school has prior written permission from the parent/guardian.
3. **REMAIN CALM.** Your child is probably safer at school in the event of a disaster. School personnel are certified in CPR, First Aid and Emergency Preparedness. In the event of a disaster, school staff will ensure that your child is cared for.
4. **DO NOT CALL THE SCHOOL AND TIE UP THE SCHOOL PHONE.** Use the designated hotline for a recorded message. Phone lines will be needed for emergency communications.
5. **WALK FROM YOUR HOME, IF POSSIBLE.** Leave the streets free for emergency vehicles. You may get to school faster by foot or bicycle.
6. **PARK ONLY IN AREAS DESIGNATED FOR PARENTS.** Leave adequate room for emergency vehicles to park and turn around.
7. **DO NOT ATTEMPT TO PICK UP YOUR CHILD DIRECTLY FROM THE STUDENT ASSEMBLY AREA.** Parents and authorized adults must report to the Parent Check In/Student Release Area
8. **BRING A PHOTO ID WITH YOU TO THE PARENT CHECK IN/STUDENT RELEASE AREA.** Students will only be released to their parents or to an adult designated on the Student's Emergency Release Form.
9. **PICK UP ALL STUDENTS FOR WHOM YOU ARE AUTHORIZED.**
10. **SIGN OUT AT THE PARENT CHECK IN/STUDENT RELEASE AREA.** The staff will locate and bring your child to you. No student will be released without a parent signature, noting time of release, destination and phone number.
11. **LEAVE THE CAMPUS IMMEDIATELY AFTER BEING REUNITED WITH THE STUDENT.**
12. **KEEP EMERGENCY SUPPLIES IN YOUR CAR,** including comfortable walking shoes, water and warm jackets.

Class Status Report

Use this report to record for the Incident Commander the injured, missing, or absent persons from each site. This sheet includes two copies of the report; six copies should be included in each grab-n-go kit.

Class Status Report

Time: _____ All Okay: _____

Teacher: _____ Grade: _____ Location: _____

Student Name	Absent (from school)	Injured	Helper (i.e. "runner")	Missing (note possible location)

Number of Students Remaining: _____

Message for Incident Commander (if any): _____

Class Status Report

Time: _____ All Okay: _____

Teacher: _____ Grade: _____ Location: _____

Student Name	Absent (from school)	Injured	Helper (i.e. "runner")	Missing (note possible location)

Number of Students Remaining: _____

Message for Incident Commander (if any): _____

Appendix B Emergency Equipment and Resources

Ref: Ministry of Education, The Emergency Management Planning Guide for Schools, Districts, and Authorities, 2015.
(pg. 54-56)

Emergency Container (E-Can)

Emergency Container (E-Can)

□ Communication

- Megaphone w/ spare batteries
- Hand held radios w/ spare batteries, or charger
- AM/FM Radio w/ spare batteries

□ First Aid Supplies

- Adhesive bandages
- Latex-free disposable gloves
- CPR Face Shields
- Elastic bandages-different sizes
- Sterile gauze pads, rolls
- Adhesive tape
- Triangle bandages
- Thermometer
- Heavy-duty scissors
- Forceps/tweezers
- Pocket knife
- Non-aspirin pain tablets
- Anti-histamines
- Anti-nausea tablets
- Hydrogen peroxide
- Antibiotic skin ointment
- Safety pins
- Splints
- Towels
- Wool blankets
- Eye protectors
- Water treatment chemicals (aqua tabs)

□ Damage Control

- Tool box
- Adjustable crescent wrench
- Hacksaw
- Axe
- Sledge hammer
- Nylon rope – 3/8 inch, 50ft
- Pliers
- Shovel
- Pipe wrench
- Tie wire
- Vice grips
- Leather work gloves

- **Sanitation and Hygiene**
 - 5 gal pails with lids
 - Plastic liners/garbage bags
 - Toilet paper
 - Hand Sanitizer 1L

- **Shelter**
 - Plastic sheeting/tarps
 - Pop-up tent

- **Power/Light/Heat**
 - Matches and candles
 - Flares
 - Emergency Foil Blankets

- **Staff Comfort**
 - Sleeping bags
 - Folding Cots
 - Essential hygiene products (soap, toothpaste/brush, sanitary napkins, towels)

- **Food and Water**
 - As much water as can be stored, in both individual bottles and carboys
 - Non-perishable, high energy compact food

- **Student Comfort**
 - Teddy bears/small toys/books
 - Playing cards, paper, coloured pencils, sharpeners
 - Extra warm clothing, boots, warm hats

Main Office

(Resources to be in, or in close proximity to the Incident Command Bag)

- Keys (school, e-can, and utility spaces)
- Student medications (including epi-pens)
- Charged cell phone
- Portable radios w/chargers
- List of that day's class trips
- List of that day's substitute teachers
- Visitor Sign-in/sign-out sheet, if pertinent
- School Emergency Management Plan
- Student data (name, phone number, address, emergency contact person, pertinent medical information, sign-in/sign-out sheet if applicable)
- Student release forms
- Staff data (name, phone number, address, emergency contact person, pertinent medical information, sign-in/sign-out sheet if applicable)
- List of staff with any emergency training/skills/ICS responsibilities
- School profile and building information
- Map of school area
- Map of relocation route (if not included in the school area map)

Copies of office records – (to be kept in emergency container outside of the school building)