

# **TANTALUS SCHOOL**

## **Emergency Plan 2016-17**

# 2015-2016 Tantalus School

## EMERGENCY RESPONSE PLAN

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# Introduction

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This purpose of this document is to record the Emergency Response Plan for (enter name of school here) School. This document is part of the School Plan and is updated annually.

The emergency planning for Yukon schools is based on the following principles:

- Student and staff safety is the first priority; any intervention to prevent damage to buildings will only be undertaken if staff are not in danger and all students are appropriately supervised
- Students will be supervised at the school or alternate site(s) until the end of the school day, unless otherwise directed
- Communication with parents, the Department and emergency service agencies is critical, to optimize the safety of all students
- Preparedness for medical incidents be based on minimal level of care, given close proximity to emergency services personnel in each community
- Site decision-making, within the context of the emergency response plan, will be the responsibility of the School Principal

This document describes how the school will respond to physical emergencies affecting the school community. Protocols are established for two scenarios: (1) evacuation of the school and (2) remaining in the school in a “lock down” situation where there is a physical danger either in the school or on school property.

As clear and timely communication is the key to a successful response, notifying school staff of actions required will be done with simple, established instructions which will result in standard responses.

Crises affecting the emotional health of the school community may also occur. A crisis of this type may be caused by a physical emergency such as a fire or another factor such as the death of a teacher. For additional information about crises of this kind see the "Crisis Team" section under “Reporting”.

This template will be reviewed annually with the RCMP and updated to ensure protocols reflect best practices.

The decision to activate the school emergency plan is made by the principal or designate when:

- The safety of students and staff is at risk
- Directed by the Superintendent of Schools (or designate)
- Directed by a law enforcement office
- Recommended by the territorial Emergency Measures Organization

# **Assessment and Preparation**

## Preparations at the Beginning of each school year

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### Equipment/Facility Checks:

All items on this checklist should be completed before students arrive for the school year:

- ❑ Evaluate all rooms for hazards which could lead to injury in earthquake; if necessary, request, by work order, PMA to attach filing cabinets and bookcases (as examples) to walls
- ❑ Replace batteries in megaphone, radio, and walkie-talkies
- ❑ Check supplies in first aid kits and replace as necessary
- ❑ Copy Bomb Threat Form and distribute to main incoming phones at your site; ensure clearly labelled
- ❑ Copy Field Trip Sign-out Form and re-stock the clipboard at your site
- ❑ Complete hazardous materials listings for labs, workshops and janitorial service areas
- ❑ Ensure alternate site has copy of Emergency Plan once updated
- ❑ Ensure all exits are clear of stored materials and obstacles
- ❑ Ensure nothing is hung from sprinkler pipes or placed over heating vents
- ❑ Ensure every classroom has a clearly marked storage space near the door for the classroom attendance folder (and nametags for elementary grades)
- ❑ Ensure "How to Use" instructions are posted by each fire extinguisher
- ❑ Evaluate physical site and make modifications to site drawings and evacuation plans to deal with new construction or facility changes
- ❑ Ensure every room has posted near the door a building plan with primary and alternate exit routes from that room; it should clearly indicate the collection point on the school property; it should clearly indicate the nearest fire pull and extinguisher
- ❑ Locate all school cell phones and ensure each is charged
- ❑ Update locations and procedures for fuel, power and water shut off
- ❑ Update locations and procedures for fire alarm and furnace reset
- ❑ Check inventory of "Visitors" badges and replenish if necessary. Ensure storage area in general office area is clearly marked
- ❑ Ensure the Command Centre (Principal's station) equipment bag for evacuations has the following items:

	Megaphone		Principal's cell phone
	Walkie-talkie		AM/FM radio & adapter
	Duty Sash		Keys to alternate site(s)
	Keys to fire gates		Copy of Emergency Plan
	First Aid Kit		Student Emergency Contact List

### **Update the Plan - due date September 30<sup>th</sup> each year:**

- ❑ Identify staff with current first aid certification; determine if additional training is required and make requests to Department/YTA for sponsorship
- ❑ Confirm use of alternate site; if third party facility (government and non-government), obtain written confirmation and necessary keys for daytime access
- ❑ Review requirements of Special Needs students, develop evacuation and care plan for each student and discuss with parents including sign-off
- ❑ Review Roles and Responsibilities and reassign as necessary (e.g. staff changes)
- ❑ Prepare master list of teachers' emergency situation buddies
- ❑ Update site plans and exit route drawings
- ❑ Identify personnel for role of traffic control if students must be moved to alternate site along a public traffic route
- ❑ Establish schedule for evacuation and earthquake practices throughout the year
- ❑ Update records for all students and staff: Name, address, phone numbers, parent/guardian, medical information (pre-existing illnesses, allergies, etc.), alternate safe home for students travelling by bus
- ❑ Confirm membership of School Safety Committee

### **Prepare Your Staff to Respond:**

- ❑ Distribute portable site first aid kits to designated first aid staff
- ❑ Review specific roles and responsibilities for individual staff members and alternates
- ❑ Distribute traffic control vests to designated personnel
- ❑ Distribute duty sashes to all classroom teachers
- ❑ Ensure all staff are aware of the need to provide "Visitor" badges to all authorized non-school personnel

### **Communicate the Updated Plan:**

#### **• to Staff**

- ❑ Provide copy of updated plan to each staff person; provide orientation at staff meeting to changes included in new plan

#### **• to Parents**

- ❑ Post exterior sign on front door of school regarding alternate site location(s) and emergency communications phone number at Department
- ❑ List alternate evacuation sites in the first newsletter of the year
- ❑ Prepare short script for voice mail / answering machine
- ❑ Provide a copy of the updated plan to the Chair of the School Council/Board

#### **• to Department**

- ❑ Provide copy of updated pages per Checklist form (F-1) to Superintendent of Schools, Department of Education by October 15<sup>th</sup> each year

Department will consolidate the updates for all schools and submit to the RCMP.

**Staff with First Aid Certification:**

Staff with First Aid may be required to provide emergency care to students or staff, while waiting for emergency medical services (EMS) personnel to arrive. **First Aid kits are provided to designated site first aiders and should be taken with the first aider for all emergency evacuations.**

Name	Type	Expiry Date
Patricia Cashin	Standard, lev C with CPR	2017
Flora Asp	Standard, lev C with CPR	2017
Carla Gage	Basic St. John Ambulance	2017

**School Safety Committee**

Chair	<b>Mitch Bruce</b>
Member	
Member	
Member	
Member	<b>Donna Einish</b>
School Council member	<b>Tara Wheeler</b>
Principal and/or Vice-Principal	<b>Morgan Douglas-Alexander</b>

The School Safety Committee meets

“a minimum of 2 times per year and as required”



Additional Resources that may assist in an Emergency:

The following staff persons who may be available to assist depending on the day and/or time of day of the incident, should report to the Principal for direction:

<b>Name</b>	<b>When Available</b>	<b>Role at School</b>
Melanie Tourangeau	Daytime	LA teacher
Candace Billy	Daytime	EA

Parent/Community Volunteers who will help at the school should a major incident occur:

<b>Name</b>	<b>Phone Number</b>	<b>Alternate Phone Number</b>
George Kontogonis	863-6271	
Kelly Gage	863-6271	
Tara Wheeler	863-5576	

**Chain of Command:**

**In Charge:** Principal -

**Search for Missing or Injured:** (enter name and role at school for each person)

Vernon Asp \_\_\_\_\_

Mitch Bruce \_\_\_\_\_

**Assist the Injured:** (enter name – identify a subset of qualified first aiders)

Patricia Cashin \_\_\_\_\_

Morgan Douglas-Alexander \_\_\_\_\_

Carla Gage \_\_\_\_\_

**Traffic Control:** (identify 2 staff persons – one for each traffic direction at the crossing point)

Flora Asp \_\_\_\_\_

Denine McDonald \_\_\_\_\_

**Communications:** (designate 1-2 persons to assist the Principal and/or Vice-Principal with communications as required)

Carla Gage \_\_\_\_\_

Richard Graves; Stella Graves; \_\_\_\_\_

## Roles and Responsibilities:

Who	Role	From Where (location)
Principal	<ul style="list-style-type: none"> <li>• monitors all aspects of the emergency procedure</li> <li>• in charge - sets tone and direction</li> <li>• contacts emergency agencies as required</li> <li>• contacts Superintendent of Schools</li> <li>• school-level spokesperson, if required</li> <li>• documents events &amp; actions taken</li> </ul>	Main Location: Main Office OR Exterior Command Centre OR Central location at alternate site
Vice-Principal	<ul style="list-style-type: none"> <li>• works in liaison with the Principal to assist where needed</li> <li>• assists with phones to receive and relays messages to the Principal and staff</li> <li>• dispatches assistance where needed, e.g. First Aid personnel</li> </ul>	Main Location: Main Office OR Exterior Command Centre OR Central location at alternate site
Administrative Staff/School Secretary	<ul style="list-style-type: none"> <li>• removes assigned records to safety including student emergency contact information and Field Trip Sign-out sheet</li> <li>• answers/directs phone calls</li> <li>• assists where needed</li> <li>• removes student medication if in storage in the office</li> </ul>	Main Location: Main Office OR Exterior Command Centre OR Central location at alternate site
Homeroom Teacher	<ul style="list-style-type: none"> <li>• ensures safety and welfare of pupils</li> <li>• responsible for a select group of students</li> <li>• joins the class immediately, if not teaching the class when the emergency occurs</li> <li>• removes assigned records to safety</li> <li>• records status of class and reports to Principal</li> <li>• announces events to students</li> <li>• has firm control and gives clear directions to students</li> <li>• reassures students</li> <li>• strives to keep situation calm and under control</li> <li>• maintains professionalism</li> </ul>	
Specialist Teacher	<ul style="list-style-type: none"> <li>• carries out homeroom teacher's responsibilities until teacher arrives</li> <li>• assists where needed</li> </ul>	
Custodial Staff	<ul style="list-style-type: none"> <li>• reports to Principal</li> <li>• ensures utilities are shut off if a problem exists</li> <li>• assists where needed</li> </ul>	

## Potential Hazards at the School

Be aware of hazards in the school, especially in case of earthquake. As much as possible, secure these structures so that obstruction of exit paths or movement which could cause damage is avoided. Design exit and alternate routes as much as possible to avoid areas where these hazards may affect a safe departure.

Possible hazards include:

windows	skylights	propane tanks
appliances	science lab chemicals	bookshelves and cupboards
hanging plants	coffee makers	boxes, etc. on top of bookshelves
filing cabinets	chart stands	light fixtures and fluorescent bulbs
rolling paper stand	computers	TV's
mobiles	aquaria	Janitor room cleaning supplies

### In a Fire Drill:

- lights turned out in all classrooms
- check bathrooms to make sure all students are out
- teachers take attendance records – stay with students – count heads at meeting place
- make sure all doors are locked
- make sure the fire doors in the hallways are closed

### In a lockdown

- students and teachers go to their hiding places
- students and teachers remain there until the “all clear” is given



## **Emergency Planning for Students/Staff with Special Needs**

School administrators are responsible for ensuring that an evacuation plan is prepared for each student and staff member who will need assistance to evacuate the building in case of an emergency. Each plan should be developed in accordance with the principles of evacuation described below, in conjunction with input from relevant staff.

### ***Procedures for developing an Evacuation Plan***

- 🍏 Determine which students/staff need special assistance to leave the building in case of emergency. This may include students/staff temporarily disabled or who need very specific instructions provided by a "buddy".
- 🍏 Develop evacuation plan for each student/staff with the assistance of appropriate Special Programs Consultant(s). Use the **Emergency Evacuation Procedures for Students/Staff with Special Needs form** found in the back of this manual. Ensure that primary and secondary exit routes are established for each of the learning spaces where the student/staff would normally be working.
- 🍏 Share this plan with: assigned staff members, classroom teacher and parents.
- 🍏 Include a copy of each Emergency Evacuation Plan form with the updated School Emergency Plan submission.

### ***Principles of Evacuation***

- When the alarm is sounded, the staff member(s) assigned to assist the disabled student/staff member should proceed directly to the location of the student/staff person and assist him/her to leave the building according to the plan.
- If the emergency is identified as being on the immediate floor, the student/staff with special needs is evacuated to the outside or to a lower floor below the emergency.
- Do not enter a crowded stairway when evacuating a physically disabled person. For the safety of the disabled person and others, proceed when the stairs are free, usually after able-bodied persons have evacuated.

# **Response**

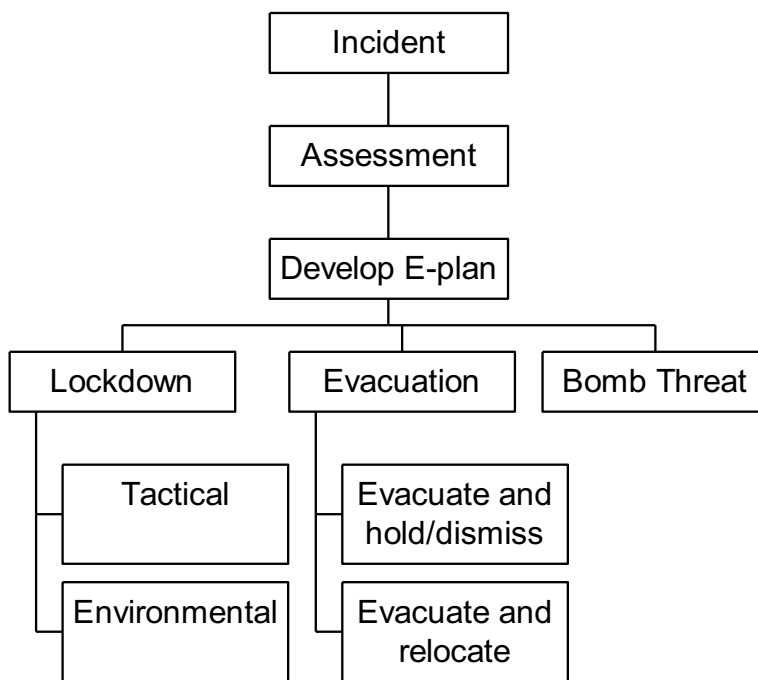
## Assessing the Type of Response Required

Because effective response is critical to the success of any emergency plan, it is necessary to identify the predominant threats to students and staff. Despite the myriad of hazards ranging from classroom-level emergencies to major disasters, there are a limited number of responses available to school administrators:

1. **Lockdown** – where school population is secured inside locked rooms within the school to protect themselves against a threat
2. **Evacuation** – where the school population vacates the school in response to an interior threat
3. **Bomb Threats** – when a school is threatened by the detonation of an improvised explosive device.

Other response protocols are listed in the Appendices for reference.

The flowchart below outlines the sequence of events when an emergency situation is discovered at a school.



Because a plan will not be pre-written for every possible emergency, it is imperative that the person in charge of the school's emergency response gather as much information as possible about the emergency and react accordingly. Whether or not the person in authority physically sees the emergency, there is information that is crucial to the creation of the emergency response plan. Since the appropriateness of the response is far more critical than speed of response, an accurate assessment must be made of the emergency before a response can take

place. This is accomplished by a **Primary Survey** – a very brief assessment of the emergency comprised of 3 parts:

- **Nature of the emergency** – fire, gas leak, earthquake, armed intruder, etc.?
- **Immediate threat to whom and what** – is the threat to students? Staff? The building? How immediate is the threat?
- **Scope and resolvability** – what is the extent of the emergency? How much of the school is affected? Can this be resolved on-site? What resources do you think you require?

Once critical information has been obtained by the person in charge, then an emergency plan can be made. Regardless of the situation, there must be an **initial response**. This will be entirely dependent on the nature of the emergency and how it is assessed. **The initial response can be lockdown, evacuation, or bomb threat procedures.** Once the initial response has been decided on, it must be performed as quickly as possible in order to reduce the risk to students and staff.

Next comes “perform and inform”. Once the initial response is under way, it is essential to contact the Department and inform the Director of Learning (or designate) of the situation. This way, should there be a need for department or community resources in support of a school emergency plan, the Director of Learning is already apprised of the situation and can offer immediate, specific assistance.

Brevity of communications is imperative to avoid overloading land-based and cellular phone circuits during an emergency. There are **three parts** to the report to the Department:

<b>Nature and threat level of emergency</b>	Where are you? What kind of emergency? What is the scope of the threat to staff and students?
<b>Disposition of students, staff and building</b>	How are your staff and students? Any casualties? Is the building damaged?
<b>Your own actions and recommendations</b>	Who are you? What is your contact number? What are you doing? Where are you going? How are you getting there? What needs to be done? What do you require?

By passing on the information in this form, the school authority in charge can make one call to the Department and in turn, the Department can fan out the appropriate agencies based on (a) the assessment of the scene and (b) consultation with senior staff.



## How to Indicate An Emergency

In a time of ever-increasing societal violence, it is more imperative than ever that teachers have the support and understanding of the students in emergency situations. Similarly, under stress people respond best to clear unambiguous commands which convey essential information in the most succinct way possible.

Because of this need for clarity, the school emergency template utilizes school-based signals for action in an emergency that are not encoded. By using a standard set of in-house signals across the territory, teachers and staff will understand clearly the commands they are given regardless at what school they teach. The students (and any visitors to the school) will react more quickly and with a sense of urgency because they too understand the commands and the gravity of the situation. By having the co-operation of the students who are fully aware of the required action, teachers will be able to perform their initial response more quickly and effectively.

The signals to be used in this school are as follows:

<b>EVACUATION</b>	
For fires only	Fire alarm for confirmed or suspected fires
For any other Reason	Announcement via PA: “Evacuate evacuate evacuate!” OR
	Air horn – continuous blast if alarm is not in service OR
	runner

<b>TAKE COVER</b>	Announcement via PA: “Take Cover Take Cover!” OR
	Verbal signal in hallways by staff member – same as announcement OR
	runner

<b>LOCKDOWN</b>	Announcement via PA: “Lockdown lockdown lockdown!” OR
	Verbal signal in hallways by staff member – same as announcement OR
	runner

<b>ALL CLEAR</b>	Authorized personnel will announce all clear “Attention all students - This is Ms. Morgan “All clear, all clear, all clear”.” OR
	3 rings of school buzzer OR
	Megaphone announcement by Principal (if external to school).

<b>DO NOT RETURN TO SCHOOL</b>	Ring of the bell, pause, ring, pause, repeating
	Verbal direction by outdoor supervisors

<b>CLEAR THE PLAYGROUND</b>	Ring of the outside “recess” bell until all students have left the playground area.
	Verbal direction by outdoor supervisors

## Lockdown

There are two types of lockdown responses:

- (a) **Tactical** – when a school’s population is sequestered safely in locked rooms or areas along with their teachers who marshal kids into the nearest available safe room; teachers in the rooms provide command and control while in lock down. This option is used when there is an immediate on-site or in-school threat that cannot be resolved by evacuating the school.

Situations which require tactical lockdown:

- Intruder in school
- Threat on school property or in school area
- Threat of violence to staff or students
- Undetermined hazard in specific area of school

- (b) **Environmental** – involves reaction to an off-site emergency such as an accident involving dangerous chemicals, environmental threat or inclement weather such as a earthquake. Schools would have pre-planned areas in which to shelter students and methods of recalling students from outside in case of such a warning.

For Tantalus School, the pre-planned area is at the Forestry office at the back of the school as the first place for all to meet. The second area would be the village office. The third area is the recreation centre. If the weather is horrible, students should go to the village office first.

Situations which require environmental lockdown:

- Severe weather conditions
- Off-site environmental hazard
- Off-site industrial hazard

The difference between a tactical lockdown and an environmental lockdown is the nature and level of the threat. This will alter procedures slightly but not the principles and main idea of a lock down.

**Refer to the Critical Incident Response Protocols in the Appendix.**

## Evacuation

The most common drill practices in schools is the fire drill and evacuation of the school because this is identified as a major threat to students. However, other reasons to evacuate the school might include:

- Gas leak
- Chemical spill
- On-site threat
- Environmental threat
- Structural damage
- Flooding
- Power/utility failure
- Bomb threat

The fire ALARM should only be used when there is a confirmed or suspected fire. For other evacuation needs, the Principal must educate themselves as to not only what response to make to a given emergency situation but how to execute it. For example, in the case of a gas leak, it would be prudent to use the PA system and avoid use of the fire alarm because there are small sparks and electrical charges in fire alarms, which can be ignition risks if there is gas present in the school.

Whichever method is used to indicate a need for evacuation (fire alarm, PA, runner or air horn), it is critical that the principal (or designate) assess the situation, gather essential information and react appropriately to the situation. Before evacuating a school, the principal or designate must be sure that it is the most effective way of reducing risk to students and staff.

If the principal decides to evacuate the school, there are decisions to be made that in turn dictate the actions taken in order to maintain the momentum of the initial response.

Three options are possible:

Evacuate and hold in place	Only practical if weather permits, command and control can be maintained, and time outside will be brief before re-occupying the school
Evacuate and relocate	Use this option during inclement weather and when relocation sites are also safe
Evacuate and dismiss	Option of last resort; requires notification to parents and transportation company to alter pick-up times; this decision will be made in conjunction with Director of Learning and Superintendent of Schools

**If relocating to alternate site, ensure that the alternate site is advised so that they can prepare and advise the Superintendent (or designate) of the situation, action to date and outstanding emergency issues.**

## Evacuation Procedures

- Each class should be well organized for rapid and orderly clearing of the school.
- Classroom doors should be closed by the last person. Windows should be closed by a student, if physically possible.
- The teacher LEADS the class to safety - this ensures prompt decision-making if obstacles are encountered on exit. Specialist teachers are in charge of evacuation for the class they are teaching.
- Teachers should take these records with them:
  - ☞ information about special needs students
  - ☞ 1 dose of medication for special needs students in their class
  - ☞ copy of class attendance sheet
  - ☞ clipboard with paper, pens, pencils
  - ☞ other classroom emergency equipment (e.g. flashlight)
  - ☞ Personal wallets, purses, and car keys in case re-entry to the school is not permitted
- Administrators should take these records with them:
  - ☞ School emergency plan
  - ☞ Staff and student alpha lists
  - ☞ Keys - Inside master, Fire lane (if applicable) and Alternate site (if available)
  - ☞ Emergency phone list including medical records of special needs students/staff and medication
  - ☞ Clipboard with paper, pens, pencils
  - ☞ Command Centre emergency equipment (e.g. first aid kit, flashlight, etc.)
  - ☞ Principals' cell phone
  - ☞ Personal wallets, purses, and car keys in case re-entry to the school is not permitted
  - ☞ Field Trip Sign-out Sheet
- Staff members assigned to First Aid kits and other emergency supplies should take them.
- All staff and students should wear shoes and appropriate clothing. Stopping for outer clothing from lockers or storage areas should not be permitted as this increases the time required for exiting the facility.
- Staff members assigned to assist special needs students/staff should proceed directly to the location of the person and assist him/her to safety.
- Exit should be made by the regular exit route unless this route is unavailable because of fire, damage or other reason. In that case use the alternate exit route.
- Close hallway doors and entrance doors behind departing students.
- Any students or staff members who happen to be in other parts of the school should leave by the nearest exit and join their class as quickly as possible.
- Students at recess should proceed to the assembly area without re-entering the building.
- Assemble in designated locations. Stay well away from buildings and clear of Fire Lane.
- Teachers should take attendance as quickly as possible. Make clear the distinction between missing students and those absent for the day. Note any students with injuries.
- When attendance is complete, each teacher communicates with the Command Centre regarding status of class.
- Classes remain together until the "all clear" signal is given by the principal.
- Principal to contact emergency agency and Superintendent as necessary.

## **Floor Plan - Exit Routes**

Following this page, insert floor plan(s) of your school marked with primary and alternate routes from each room. Include annotated copies of all floor plans, showing boiler room and locations of all fire extinguishers, fire pull stations and first aid kits.

## **School Site Plan**

Following this page, insert a copy of the school site plan that clearly indicates designated outdoor assembly location(s).

Assembly areas should be well away from buildings and clear of any Fire Lane. In case of earthquake, make sure your assembly area(s) are clear of trees, telephone poles or power lines.

## **Bomb Threats**

Bomb threats can be delivered in a number of ways to an intended victim in order to create fear or disrupt a school. They can be directly communicated to the intended target via phone, E-mail, letter or parcel. They can also be delivered second-hand by calling corporate headquarters or emergency services at 911. **Regardless of the delivery method, it is critical that the RCMP and the Department of Education, Office of the Superintendent - 667-5127 - knows about the threat as soon as possible.**

**The ultimate decision to evacuate or not to evacuate a school rests entirely with the principal or the principal's designate.** It is positive that most bomb threats are false alarms and no bomb or booby trap is present. However, if a principal feels that there is immediate danger to life and property, he or she has the option to evacuate without delay. It is, nevertheless, advisable that a principal wait for the arrival of police before making a decision to evacuate. There are strong reasons to delay any evacuation prior to searching doors unless there is an immediate threat perceived to the school population.

Bombs and booby traps are normally set up to inflict the most damage or have the most profound effect on the intended victims or population. Preferred staging areas would be:

- Common areas - provide maximum exposure and maximum access for set up and placement; areas which allow widespread access e.g. foyers, washrooms, entrance areas, dumpsters, garbage cans, stairwells, vacant rooms left unlocked or anywhere a stranger could access without being immediately noticed yet have maximum student traffic
- Points of exit or entrance - doors, emergency exits because the outside of a door is rarely monitored and provides an ideal medium for an unseen explosive

**When assisting in a bomb search, never touch an unidentified object.** By assessing the seriousness of the call, the perceived threat level, and following proper procedures, the principal can minimize the disruption to the affected school while at the same time ensuring student safety by following recognized bomb threat procedures. This is critical because the ultimate decision regarding procedure rests with the principal or designate as do the consequences of that decision. It is therefore preferable to err on the side of safety when dealing with the safety of children in schools.

## **Bomb Emergency Procedures**

- Anyone receiving a bomb threat should record information on the **Bomb Threat Report Form** (attached). All this information is significant.
- Notify the Principal. Do not speak to anyone else unless instructed, do not mention the word BOMB.
- If the decision is to evacuate, follow Exit and Evacuation Procedures with this exception: students should take only clothing, no backpacks or bags.
- Students should not open their lockers.
- Exit routes may need to be altered, depending on advice of RCMP.

**Refer to the Critical Incident Response Protocols in the Appendix.**

## Emergency Contact Numbers

When the fire alarm at the school is activated, the Fire Department is automatically notified.

For other emergencies, after the initial contact has been made with the appropriate emergency agency (RCMP, hospital, etc), the second call should be to your Director of Learning. The Director of Learning will assist you with further contacts and will handle all media issues.

Please include the contact numbers for your school here:

Fire	_ 863-2222 _____
RCMP	_ 863-5555 _____
Hospital	863-4444 _____
Ambulance	863-5555 _____
Search and Rescue	_____
Power Company (power outage)	1-800-661-0513 _____
City Office	863-6271 _____
Highways	863-5321 _____
Property Management (emergency repairs)	667-5141 _____
Coroner	667-5317 _____
Buddy School for Evacuation	_____

## Department of Education

Superintendent of Schools	Bill Bennett	(867) 332-7004
Director of Learning	Whitehorse	(867) 667-5180
	Rural	(867) 993-5723
Media Spokesperson		(867) 393-7102
Department of Education Emergency Measures Organization Supervisor (Manager, Facilities and Transportation)		(867) 667-3741



## If Building Cannot be Re-entered

In the event that it is not possible to re-enter the school following an evacuation, students will be escorted by staff to the following location(s):

Grade	All Grades	Location: Forestry office, Village Office
Grade		Location:
Special Need Students		Location:

Allow dismissal of students only when safe to travel. Follow school procedures. If it becomes necessary, release students only to a designated parent or guardian. Keep records of student dismissals with name of student, destination, name of designated parent or guardian, time of release.

Make arrangements for students travelling by bus, if necessary.

In a large scale disaster, the designated evacuation site itself may be unsafe. Contact Director of Learning and EMO Supervisor if necessary.

Include additional information relevant to your school here:

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## Transportation Support For Leaving Your Facility

There are four principal scenarios where a school can expect to receive transportation services for students and staff in an emergency:

1. Whitehorse - Hidden Valley and Golden Horn if relocation to the companion school is required for an extended period.
2. Whitehorse - Neighbourhood incident where several schools are moved to the designated companion school.
3. Whitehorse - all school evacuation notice from the Department of Education.
4. Rural - school closure due to facility problems; services for students normally bused to school.

**Scenario 1:** The **Principals of Hidden Valley and Golden Horn are authorized** to call the Whitehorse Bus Contractor directly if relocation to the companion school is required for an extended period. Students and staff will travel together to the companion school. Upon arrival at the companion school, the Principal will notify the Student Transportation Officer at 667-5172 to advise of the relocation and to request any changes to busing services at the end of the school day.

**Scenarios 2 & 3: Whitehorse neighbourhood or all school evacuations** will be managed through the Department of Education EMO team. The **Student Transportation Officer will contact** the Whitehorse Bus Contractor and implement a suitable plan to provide required service to all sites, using available vehicles. Detailed plans have been developed for this purpose and will be modified by the Student Transportation Officer, as needed, to meet the particular needs of the emergency evacuation.

If a staging area is necessary to co-ordinate emergency busing for a multiple school evacuation, **Elijah Smith Elementary** will be used, unless otherwise determined by Department or Yukon EMO teams. **All staff and students will be transported to the staging site.** Busing service to return students home will only be provided to students who arrive by bus daily. Public emergency notices will advise parents of the pick-up spot(s) for students who would normally walk to and from school. School bus drivers have been provided with copies of all routes so each is prepared to complete any Whitehorse route in an emergency.

**Scenario 4:** The **Principals of rural schools are authorized** to call the local Bus Contractor to advise of changes to busing services at the end of the school day as service would commence from the alternate site(s) in the community. Service will only be provided to students who arrive by bus daily.

**Contact Numbers:**

Student Transportation Officer

667-5172

For Whitehorse schools, "companion" schools have been identified as follows, should a neighbourhood evacuation be required. School selections were based on the size of student and staff populations being moved.

<b>School name</b>	<b>Companion School</b>	<b>Comments</b>
Christ the King Elementary	Holy Family Elementary	
Ecole Emilie Tremblay	Whitehorse Elementary	
Elijah Smith Elementary	Takhini Elementary	Handi-bus also required
FH Collins	Porter Creek Secondary	Handi-bus also required
Golden Horn Elementary	Whitehorse Elementary	
Grey Mountain Primary	Whitehorse Elementary	
Hidden Valley Elementary	Jack Hulland Elementary	
Holy Family Elementary	Christ the King Elementary	
Jack Hulland Elementary	Selkirk Elementary	
Porter Creek Secondary	FH Collins	
Selkirk Elementary	Whitehorse Elementary	Handi-bus also required
Takhini Elementary	Elijah Smith Elementary	
Vanier Catholic Secondary	Jack Hulland Elementary	
Whitehorse Elementary	Selkirk Elementary	Takhini Elementary is 2 <sup>nd</sup> choice if Selkirk Elementary is not available
Wood Street Centre	FH Collins	Porter Creek Secondary is 2 <sup>nd</sup> choice if FH Collins is not available

## **Notifying Personnel on Field Trips**

When evacuation of the school is required, it will be important to advise any off-site field trips that are scheduled to return in the near future of the emergency and provide instructions for directing field trip staff and students to a safe alternate site until the issue is resolved.

The Principal or designate will reference the **Field Trip Sign-out Form** for names and phone numbers and make the appropriate calls as soon as the immediate emergency has been assessed and handled.

## **Floor Plan – Building Features:**

Following this page, insert floor and site plan drawings into your document indicating each of the following building features:

### **Interior:**

- Boiler/Mechanical Room
- Science Room
- Home Ec Room
- Staff/Student Kitchen areas
- Electrical panel (s)
- Fire Alarm panel
- Security Panel

### **Exterior:**

- Propane/Oil Storage Tanks
- Any roof entrances to building
- Fuel Shut-Off Valves
- Water Shut-Off Valves
- Power Shut-Off Valves

## **Shut-off and Reset Procedures:**

**This page should be available to provide to Property Management and/or Emergency services personnel for action as required. It is NOT expected that school personnel would take responsibility for mechanical system shut-offs.**

Insert information concerning procedures for:

**Fire Alarm operation and reset**

**Fuel shut-off**

**Water shut-off**

**Power shut-off**

**Furnace reset**

**Security system procedures**

# **Communications**

## Communications

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### Media Statements

The need to protect students and to provide accurate, single source information is essential. Members of the staff must not make media statements that purport to be made on behalf of the school during any crisis response situation. **All communication with the media shall be expedited by the Communication Co-ordinator, Department of Education, in conjunction with the Principal and the appropriate Director of Learning.**

Please contact your Director of Learning first:

Whitehorse	(867) 667-5180
Rural	(867) 993-5723

If Chris or Carol are not available, contact:

Superintendent of Schools	Bill Bennett	(867) 332-7004
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Communication Co-ordinator:	(867) 393-7102
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### Dealing with the Media

An important task during and immediately following a crisis at school is dealing with the media. Emergencies at school often make headline news. To do their jobs, reporters must get the story. If someone at the school doesn't answer their questions, they will find someone who will. The media will cover the crisis with or without your consent or input, so it is important that the crisis communication plan provides for media sessions. The Principal is designated as the spokesperson for the school and all communication should be channeled through that person. The Principal should direct when and where the news briefing will take place. Remember, reporters have deadlines, so unreasonable delays will not be acceptable. It may be that some preliminary information can be provided with a more formal news conference organized later. Do not say, "no comment," but rather, indicate that at present, details are limited, investigations continue or that it is unwise to speculate at this time.

Provide assurances that everything possible is being done, that the safety and well-being of students are the primary concerns, and that further details will be provided, as soon as possible, at a news conference. At any news conference, formal or informal, be calm, professional, responsive, timely and honest in providing information and answering questions.

## Meeting the Media

DO	DON'T
<p>✓ Take a private moment to prepare yourself. Plan your final statement in advance. Prepare a written statement for distribution if time allows. Consult with the superintendent and Communications Co-ordinator if possible.</p> <p>✓ Present a calm, professional image.</p> <p>✓ Treat media representatives with respect. They have a job to do and a deadline to meet.</p> <p>✓ Delivery your message in addition to answering their questions. Your message should include:</p> <ul style="list-style-type: none"> <li>• We are dealing with this situation in accordance with a pre-established plan.</li> <li>• Our immediate concern is the safety and security of our students and staff.</li> <li>• As professionals, we are concerned about what has happened and we have solicited the assistance of other professionals from emergency service agencies in the community.</li> <li>• We intend to keep communication lines open.</li> </ul> <p>✓ If, during the conference, there are important new developments, set the time and place for the next press conference and adjourn.</p> <p>✓ Listen carefully to the questions.</p> <p>✓ Keep your answers simple and factual.</p> <p>✓ Be sure of your facts - if you don't know for sure, say so.</p> <p>✓ Be honest.</p> <p>✓ Set the time and place for the next press conference and adjourn.</p> <p>✓ Thank the press for their co-operation.</p>	<p>✗ Rush into a press conference until you are ready.</p> <p>✗ Be confrontational.</p> <p>✗ Say "no comment" - find another way to say you aren't able to answer that question right now.</p> <p>✗ Use jargon or over answer a questions.</p> <p>✗ Lay blame or identify a scapegoat.</p> <p>✗ Give out specifics, such as names of victims, perpetrators, etc. This may not be public information.</p> <p>✗ Talk "off the record". It seldom is.</p> <p>✗ Allow the press to wander around the school doing interviews, filming, etc.</p> <p>✗ Forget to deliver your message.</p> <p>✗ Hesitate to include someone else (police, fire, emergency services, etc.) if they have information you don't have. However, you must remain in control of the press conference.</p> <p>✗ Repeat negative questions or misleading words in your response because the comments may be attributed to you. Try to turn negatives into positives.</p>



## **Crisis Team**

A crisis is an event that effects the emotional health of the school community. Crises may be caused by a physical emergency such as a fire or another factor such as the death of a teacher from illness. Staff members who learn of situations involving the death or serious injury of a student, staff member or family member; or of other incidents that may effect the emotional health of the school should contact a school crisis team member. The role of the school crisis team will be to plan the school's response, if any, to the crisis. The team will consult with the Director of Learning, Co-ordinator of Personal and Career Counselling, School Psychologist and Media Spokesperson from the Department of Education.

Members of School Crisis Team:

<b>Role</b>	<b>Name</b>	<b>Telephone</b>
Crisis Team Co-ordinator	Tara Wheeler	863-5576
Principal	Morgan Douglas-Alexander	863-5371
Vice Principal		
School Secretary	Carla Gage	863-5371
School Counsellor		

# APPENDICES

# Critical Response Protocols

## CRISIS SITUATION – Tactical Lockdown - Weapons Possession

### ASSESS THE SITUATION

- Is the weapon suspected or confirmed? What is it?
- How many individuals are involved?
- Where is the weapon and has it been used?
- Is someone injured?
- Characteristics of perpetrator - physical and emotional condition in as much detail as possible.
- Details about incident, automobile, escape, etc.
- Circumstances: location, time of day, audience
- Communication priorities.

### INTERVENTION RESPONSE

<b>DO</b>	<b>DON'T</b>
<ul style="list-style-type: none"> <li>✓ Assume the weapon is deadly.</li> <li>✓ Assume the offender intends to use it.</li> <li>✓ Call the police and the ambulance if needed.</li> <li>✓ Give lockdown message to school to secure school and students against assault - evacuation may be necessary.</li> <li>✓ Isolate the offender if possible.</li> <li>✓ Suggest the offender lay down the weapon and walk away from it.</li> <li>✓ Wait for the police to initiate any action against offender.</li> <li>✓ Gather as many details about the offender and situation as possible.</li> <li>✓ Prepare for media.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Confront the offender directly.</li> <li>✗ Cut off exits or prevent offender from leaving.</li> <li>✗ Touch any weapon left behind.</li> <li>✗ Try to be a hero.</li> </ul>

### FOLLOW-UP ACTIVITIES

- Record and report as required.
- Consider preventative measures for the future.
- Debrief everyone involved.
- Review the emergency response plan.
- Impose appropriate consequences.
- Provide ongoing support as needed.
- Communicate with parents as appropriate.

## CRISIS SITUATION – Tactical Lockdown - Hostile Individual

### ASSESS THE SITUATION

- Who is involved (student, parent, stranger, supporters)?
- Characteristics of offender - age, gender, size, history, appearance.
- What stage of the anger cycle is the offender at (anxious, verbally hostile, physically threatening, violent, recovery)?
- Presence of weapons - what kind of weapon if any.
- Reactions of other bystanders.
- Circumstances - location, timing, escape routes, dangerous equipment, communication systems.
- Accessibility of support - for intervenor, for offender.
- Extent of danger to intervenor, offender, others.
- Assess your own psychological, emotional and physical state.

### INTERVENTION RESPONSE

<b>DO</b>	<b>DON'T</b>
<ul style="list-style-type: none"> <li>✓ Remain calm, appear to be in control.</li> <li>✓ Take steps to protect other students.</li> <li>✓ Show empathy - listen and understand.</li> <li>✓ Be sincere and professional.</li> <li>✓ Use assertive (directive) language.</li> <li>✓ State clearly expectations and consequences.</li> <li>✓ Call the offender by name if possible.</li> <li>✓ Summon assistance if required.</li> <li>✓ Be aware of surroundings, including other people.</li> <li>✓ Allow the anger to subside - no one can remain violently angry for long.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Match anger with anger.</li> <li>✗ Confront directly either physically or verbally.</li> <li>✗ Appear threatening or punitive.</li> <li>✗ Hurry the situation - recovery takes time.</li> <li>✗ Remain alone if help can be accessed.</li> <li>✗ Physically detain offender if he or she tries to leave.</li> <li>✗ Try to be a hero.</li> </ul>

### FOLLOW-UP ACTIVITIES

- Report and record incident in detail.
- Impose appropriate consequences.
- Debrief everyone involved.
- Modify response plan if necessary.
- Review communication process.
- Provide ongoing support as necessary.

## CRISIS SITUATION – Tactical Lockdown - Intruders/Unwelcome Visitors

### ASSESS THE SITUATION

- What is the nature of the intrusion?
- Anxiety level of the intruder.
- Number of people involved.
- Characteristics of the intruder - age, gender, size, appearance, known history, etc.
- Presence or absence of weapons - what kind if any?
- Communication priorities.

<b>INTERVENTION RESPONSE</b>	
<b>DO</b>	<b>DON'T</b>
<ul style="list-style-type: none"> <li>✓ Approach initially with a customer-service focus unless there is a weapon or an obvious hostile attitude.</li> <li>✓ Ask who they are and who they wish to see.</li> <li>✓ Invite them to the general office and accompany them there or off the school grounds if they choose to leave.</li> <li>✓ Implement immediate security using lockdown message if weapon is present or suspected.</li> <li>✓ Remind unarmed non-compliant intruders that they are violating the law (<i>Trespass Act</i>) and should leave the school.</li> <li>✓ Access assistance at the first sign of resistance or hostility.</li> <li>✓ Call police if possible involvement of weapons or prolonged refusal to cooperate.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Ignore unknown visitors or assume they have legitimate business in the school.</li> <li>✗ Let visitors move unescorted through the school.</li> <li>✗ Deal with hostile intruders alone.</li> <li>✗ Detain or restrain them if they try to leave.</li> <li>✗ Hesitate to walk away if your safety is threatened, so you can implement the emergency response plan.</li> </ul>

### FOLLOW-UP ACTIVITIES

- Record and report as required.
- Inform the police and Director of Learning of the incident if they weren't involved.
- Review school access and security arrangements.
- Review emergency response plan.
- Debrief everyone involved.
- Provide ongoing support as needed.

## CRISIS SITUATION – Tactical Lockdown - Threat on School Property

### ASSESS THE SITUATION

- Gather the facts quickly.
- Are there students outside or in the playground?
- Number of people involved.
- Characteristics of the intruder - age, gender, size, appearance, known history, etc.
- Presence or absence of weapons - what kind if any?
- Contact office and inform administration of situation immediately.

### INTERVENTION RESPONSE

<b>DO</b>	<b>DON'T</b>
<ul style="list-style-type: none"> <li>✓ Principal will determine threat to students and staff outside and direct outside supervisors to evacuate to designated alternate site or marshal students back into school using the "return to school" signal.</li> <li>✓ Principal to signal lockdown using clear message.</li> <li>✓ Call police at 9-1-1 and Director of Learning.</li> <li>✓ Provide as much relevant information as possible.</li> <li>✓ Co-ordinate all communications with police.</li> <li>✓ Immediately lock the classroom doors and close all windows and blinds.</li> <li>✓ Have all students sit on the floor, facing away from the windows and doors.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Panic - remain calm and in control.</li> <li>✗ Confront the offender directly.</li> <li>✗ Cut off exits or prevent offender from leaving.</li> <li>✗ Touch any weapon left behind.</li> <li>✗ Try to be a hero.</li> <li>✗ Threaten the perpetrator.</li> </ul>

### FOLLOW-UP ACTIVITIES

- Record and report as required.
- Review school access and security arrangements.
- Review emergency response plan.
- Debrief everyone involved.
- Provide ongoing support as needed.

## CRISIS SITUATION – Environmental Lockdown - Off-Site Dangerous Chemicals

### ASSESS THE SITUATION

- Gather the facts quickly.
- Are students in the school yard?
- Are students returning to the vicinity of the school from out-of-area field trips?
- Confirm information from municipal authorities regarding expected response from school.
- Determine whether school should prepare to act as emergency depot for community.
- Determine how communications will best be handled with students, staff, parents, public and media.
- Response to media must be considered.

### INTERVENTION RESPONSE

<b>DO</b>	<b>DON'T</b>
<ul style="list-style-type: none"> <li>✓ Custodian to shut down:                             <ul style="list-style-type: none"> <li>• Ventilation system circulating outside air</li> <li>• Propane or oil</li> <li>• Close external doors</li> <li>• Power, if necessary</li> </ul> </li> <li>✓ Marshall students from outside using standard buzzer. Playground supervisors would move students inside. Teachers close appropriate fire and classroom doors - do NOT lock doors.</li> <li>✓ Emergency lighting by flashlight and internal communications by phones, cellular phone or staff runners - onus is on administration to maintain contact with classrooms - teachers are not to leave students unattended.</li> <li>✓ Listen to radio and phone for further information.</li> <li>✓ Inform Director of Learning and Communications Co-Ordinator.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Panic - remain calm and in control.</li> <li>✗ Allow students to leave; teachers should not leave students unsupervised.</li> <li>✗ Use light switches or electrical appliances.</li> <li>✗ Release specific information unless authorized.</li> </ul>

### FOLLOW-UP ACTIVITIES

- Record and report as required.
- Debrief everyone involved.
- Review school's emergency response plan.
- Be prepared to offer comment on community emergency response plan.
- Provide ongoing support as needed.
- Assist in the longer term disaster relief efforts as appropriate.



**CRISIS SITUATION – Environmental Lockdown - Natural Disasters/Inclement Weather**

**ASSESS THE SITUATION**

- Gather the facts quickly.
- Extent of weather impact - Is only your school involved? Is your alternate site available to use if necessary?
- Determine how communications will best be handled with students, staff, parents, public and media.
- Are the school grounds free from dangerous obstacles (power lines, trees, etc.)?
- Are your staff able to get to school for student supervision and safety? Do you need extra help in order to ensure student safety?
- Response to media must be considered.

<b>INTERVENTION RESPONSE</b>	
<b>DO</b>	<b>DON'T</b>
<ul style="list-style-type: none"> <li>✓ Activate the school emergency plan as needed.</li> <li>✓ Contact Director of Learning and Communications Co-ordinator. ✓</li> <li>✓ Contact municipal emergency services if required for site safety intervention.</li> <li>✓ Keep everyone indoors until advised otherwise.</li> <li>✓ Have available a battery operated radio, flashlight, telephone and megaphone.</li> <li>✓ Consider students' safety and welfare first.</li> <li>✓ Determine need for relocation to alternate site, if available.</li> <li>✓ Work with the media and department authorities to ensure accurate information is released.</li> <li>✓ Provide security for school records, equipment and facilities.</li> <li>✓ Be prepared to provide leadership to parents and students.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Panic - remain calm and in control.</li> <li>✗ Guess as to the amount of damage or injuries or deaths - await accurate information.</li> <li>✗ Allow anyone to disrupt emergency measures operations.</li> <li>✗ Release specific information unless authorized.</li> </ul>

**FOLLOW-UP ACTIVITIES**

- Record and report as required.
- Debrief everyone involved.
- Review school's emergency response plan.
- Be prepared to offer comment on community emergency response plan.
- Provide ongoing support as needed.
- Assist in the longer term disaster relief efforts as appropriate.

## CRISIS SITUATION – Bomb Threats

### ASSESS THE SITUATION

- Person receiving the threat (e.g. phone call) must gather as much information as possible relevant to location, type of bomb, when set to blow, how disguised, who is the bomber, why?
- Note every detail possible about the caller and background - sounds, gender, age, accent, emotional state, language use.
- Circumstances in the school - time, student distribution, special events, resources available.
- Communication priorities.

### INTERVENTION RESPONSE

<b>DO</b>	<b>DON'T</b>
<ul style="list-style-type: none"> <li>✓ Take the bomb threat seriously</li> <li>✓ Notify the police and fire department</li> <li>✓ Inform staff by appropriate evacuation signal</li> <li>✓ Evacuate students using fire drill procedures</li> <li>✓ Teachers complete visual check of classroom areas before evacuating - report anything suspicious, but don't touch</li> <li>✓ Avoid areas where the bomb is reported to be</li> <li>✓ Turn off stoves and equipment</li> <li>✓ Co-operate with the police to facilitate a search</li> <li>✓ Move to alternative site if necessary</li> <li>✓ Discipline perpetrators of hoaxes with serious appropriate consequences.</li> <li>✓ If threat is real, prepare for media.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Try to move or disarm the bomb</li> <li>✗ Touch or move any suspicious object or package</li> <li>✗ Disrupt routine more than necessary</li> </ul>

### FOLLOW-UP ACTIVITIES

- Record and report as required.
- Debrief thoroughly.
- Review emergency preparedness.
- Impose appropriate consequences.
- Provide ongoing support as needed.
- Communicate with parents as appropriate.

# Communication Tools

## Notice for Front Door of School

Tantalus School

Students are at the Wildlife Management office. If the weather is bad, the students will be at the Village office.

## Parent Information Letter – Example

Tantalus School  
P.O. Box 134  
Carmacks, YT  
Y0B 1C0

Date

Dear Parents/Guardians:

Because Yukon is located in an earthquake-prone area, and other natural or physical plan emergencies can occur which require us to evacuate the school, we want to remind you that, in the case of such an event, the following procedures will be followed.

- The school will remain responsible for all students for the hours designated in a normal school day, unless directed to dismiss students by an Emergency Measures authority.
- If we are directed to dismiss students, no student will be dismissed from school unless a parent or designated guardian comes for him/her; no student will be allowed to walk or bike home alone.
- No child will be allowed to leave with another person, even a relative or babysitter, unless we have written or verbal permission to that effect or that particular person is listed as the students' emergency contact. With this in mind, if your child's information is not up-to-date, please call the office as soon as possible.
- All parents or designated guardians who come to pick up students, must sign the student out with the classroom teacher or the designated marshall at the alternate site Student Release station. This is critical so that we can ensure all students are accounted for and remain safe.

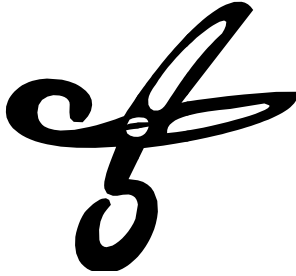
**In case we need to evacuate Tantalus in an emergency, our alternate gathering places are at the back of the school in the municipal parking lot.**

We are prepared to care for children in the event of a critical situation, or if parents or guardians are not able to reach the school. We have a number of people with first aid certifications, and we will be in communication with local emergency services, as required. We do ask for your help in the following areas:

- DO turn on your radio to CBC (570) or CKRW (610 on the AM dial, or CHON (98.1) on the FM dial; information and directions will be given over the radio.
- DO NOT call the school please; we must have the lines open for emergency calls.
- DO NOT immediately drive to the school following an earthquake or other city-wide emergency; streets and access to our school may be cluttered with debris; the school access routes and street entrance areas must remain clear for emergency vehicles.

**PLEASE PUT THIS LETTER IN A SAFE PLACE SO YOU MAY REFER TO IT IF NECESSARY.**

**Parent Newsletter Insert for September and January**



Please clip and  
save

**Notice of Alternate Sites  
if School Evacuation is Required**

Name of School Here

For all grades, we will move to the back of the school near the municipal office parking lot at the back of and across the street from the school.

- Turn on your radio to CBC (570) or CKRW (610 on the AM dial, or CHON (98.1) on the FM dial; information and directions will be given over the radio.
- DO NOT call the school please; we must have the lines open for emergency calls.
- DO NOT immediately drive to the school following an earthquake or other city-wide emergency; streets and access to our school may be cluttered with debris; the school access routes and street entrance areas must remain clear for emergency vehicles.

The school has a detailed emergency response plan that has been developed to ensure the safety of students and staff in the event of emergencies. The plan is reviewed and updated at least annually. The School Council has been provided with a copy of the plan as part of the Annual School Plan.

## Script for Phone Message at School in event of Site Evacuation - Example

### **If absence from the school for routine fire drill:**

- regular messaging system can be used to take messages and inform the public that no-one at the school is available to take the call.

### **If absence from the school will be extended for emergency response:**

"Today is (day of week, month, date) and you have reached (name of school). Staff and students have been evacuated to our alternate site(s) as directed by (pick one - City of Whitehorse, Emergency Measures Organization, Director of Learning). Please be assured that every precaution is being taken to ensure that staff and students are safe and secure. Unless we are directed otherwise, students will remain in the care of the school until the end of the regular school day. [if applicable: Busing will proceed as usual at that time.] Please listen to the radio for information about any change to our emergency response plans. "

## Staff Call-Out Tree

Insert a staff call-out tree that would look like this. This would be activated when notice of an after-hours school emergency must be communicated - for example, when a major mechanical failure has occurred and school will not be available for classes the following day.

Include name and phone number for each staff person.

Each staff person should be advised of two things, in writing (for posting at home):

1. Who will call them.
2. Who they are responsible for calling.

Morgan calls Mitch Bruce  
And Lanie Tourangeau and Carla Gage and Tara Wheeler

Mitch will call Flora/Vernon Asp and Heather Bellmore, Richard/Stella Graves

Richard and Stella will call Bonnie Mervyn and Alysha Coates

Lanie will call Candace Billy and Ragene Blackjack

Ragene will call Ruth Buyck and Patricia Cashin

Candace will call Earleen Fields and Gisella Larkin

Earleen will call Dene McDonald and John Laughlin

Gisella will call Joleen Roberts and Donna Mortimer

Joleen will call Alma Wrixon and Ken Mayer (bus driver)

Donna will call Anna Rose (custodian) and Estelle Nieman



# Forms

## **Checklist for Submission of Annual Emergency Plan Updates**

**After updating the Emergency Plan for your school each year, please forward a copy of this checklist, together with the following items, as a package, to the Superintendent of Schools.**

- ❑ Front page showing the name of your school and the year of the plan
- ❑ Page A-3 Staff with First Aid Certification and School Safety Committee
- ❑ Copy of floor plans marking exit routes (R-7) (attached)
- ❑ Copy of School Site Plan (R-8)
- ❑ Alternate Site information if school cannot be re-entered (R-11)
- ❑ Copy of floor plan marking building features (R-14)
- ❑ Shut-off and Reset Procedures (R-15)
- ❑ Crisis Team membership (C-3)
- ❑ Copies of all Emergency Evacuation Plan forms for students/staff with special needs (F-7)
- ❑ Copies of Hazardous Material Inventory sheets (F-8) for relevant areas in your school

# Bomb Threat Report Form

Reproduce numerous copies and keep at main telephones for immediate use.

## Questions to Ask:

When is bomb going to explode?  
What does it look like?  
What will make it explode?  
Why did you put it in the building?

Where is it right now?  
What kind of bomb is it?  
Did you place it in the building?  
What is your name and address?

## Describe Caller's Voice:

Calm	_____	Nasal	_____	Loud	_____	Clearing Throat	_____
Angry	_____	Stutter	_____	Laughter	_____	Deep Breathing	_____
Excited	_____	Lisp	_____	Crying	_____	Cracking Voice	_____
Slow	_____	Raspy	_____	Normal	_____	Disguised	_____
Rapid	_____	Deep	_____	Distinct	_____	Accent	_____
Soft	_____	Ragged	_____	Slurred	_____	Whispered	_____

If voice is familiar, who did it sound like:

Sex of Caller \_\_\_\_\_ Age \_\_\_\_\_ Accent \_\_\_\_\_

Exact wording of threat:

## Threat Language

Foul	_____	Well spoken (educated)	_____
Irrational	_____	Incoherent	_____
Taped	_____	Message read by threat maker	_____

## Background Sounds

Street	_____	Animals	_____	PA System	_____
Static	_____	Voices	_____	Music	_____
Motor	_____	House Noise	_____	Local	_____
Office Noise	_____	Booth	_____	Long Distance	_____
Train	_____	Party Sounds	_____		

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Length of Call: \_\_\_\_\_

Number at which call received: \_\_\_\_\_

Name of Person receiving call: \_\_\_\_\_

**Status of Students and Staff Form – Classroom**

**Use this form as a template to copy and cut**

<input type="checkbox"/> All OKAY <input type="checkbox"/> Student(s) missing  <input type="checkbox"/> Minor Injuries <input type="checkbox"/> Major Injuries – help required <input type="checkbox"/> Student/teacher trapped in school  Signature:                    Grade/Room	<input type="checkbox"/> All OKAY <input type="checkbox"/> Student(s) missing  <input type="checkbox"/> Minor Injuries <input type="checkbox"/> Major Injuries – help required <input type="checkbox"/> Student/teacher trapped in school  Signature:                    Grade/Room
<input type="checkbox"/> All OKAY <input type="checkbox"/> Student(s) missing  <input type="checkbox"/> Minor Injuries <input type="checkbox"/> Major Injuries – help required <input type="checkbox"/> Student/teacher trapped in school  Signature:                    Grade/Room	<input type="checkbox"/> All OKAY <input type="checkbox"/> Student(s) missing  <input type="checkbox"/> Minor Injuries <input type="checkbox"/> Major Injuries – help required <input type="checkbox"/> Student/teacher trapped in school  Signature:                    Grade/Room
<input type="checkbox"/> All OKAY <input type="checkbox"/> Student(s) missing  <input type="checkbox"/> Minor Injuries <input type="checkbox"/> Major Injuries – help required <input type="checkbox"/> Student/teacher trapped in school  Signature:                    Grade/Room	<input type="checkbox"/> All OKAY <input type="checkbox"/> Student(s) missing  <input type="checkbox"/> Minor Injuries <input type="checkbox"/> Major Injuries – help required <input type="checkbox"/> Student/teacher trapped in school  Signature:                    Grade/Room

## Command Centre Evacuation Master Sheet

Complete 1 sheet for each practice or actual evacuation - store in records

Collection point for:

Name	√
Principal	
Secretary	

**MEDICAL ATTENTION REQUIRED BY ANYONE? Nature?**

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**NOTES:**

Grade	All Accounted for?	Medical Needs	Physical Hazards Noted on Exit

Date: \_\_\_\_\_ Practice \_\_\_\_\_ Actual \_\_\_\_\_ Initial: \_\_\_\_\_



**Alternate Location to Home Form**  
**School Year 200x – 200x**

As part of our school Emergency Planning, we realize that sometimes children cannot immediately go home if released from school in the event of an emergency. **As such, we are asking all parents/guardians to complete the following form and return it to the school.** The completed form will identify a second safe location where your child can go when going home is not immediately possible.

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

Home Address: \_\_\_\_\_  
(physical location please, no box numbers)

Bus #: (pick up) \_\_\_\_\_ Bus #: (drop off) \_\_\_\_\_

Authorized Alternate Contact Person #1: \_\_\_\_\_

Ph# (h) \_\_\_\_\_ (bus) \_\_\_\_\_

Relationship to Student: \_\_\_\_\_

Alternate Safe Address: \_\_\_\_\_  
(physical location please, no box numbers)

Residential Area in Whitehorse: (e.g. Cowley Creek) \_\_\_\_\_

Authorized Alternate Contact Person #2: \_\_\_\_\_

Ph# (h) \_\_\_\_\_ (bus) \_\_\_\_\_

Relationship to Student: \_\_\_\_\_

Alternate Safe Address: \_\_\_\_\_  
(physical location please, no box numbers)

Residential Area in Whitehorse: (e.g. Cowley Creek) \_\_\_\_\_



# EMERGENCY EVACUATION PLAN

## For Students/Staff with Special Needs

### for 20\_\_ / \_\_ School Year

**School:** \_\_\_\_\_

**Name:** \_\_\_\_\_ **Age:** \_\_\_\_\_ years  
(Surname) (Given)

**Location of Home (usual) Room:** \_\_\_\_\_

**Possible routes of exit:** (consider for each area/floor of the building)

Primary: \_\_\_\_\_ Secondary: \_\_\_\_\_

**ASSESSMENT:**

<p><b>Special Needs</b> (indicate all that are relevant)</p> <p><input type="checkbox"/> Non-Verbal   <input type="checkbox"/> Severe behaviour/emotional</p> <p><input type="checkbox"/> Intellectually impaired</p> <p><input type="checkbox"/> Chronic Health Condition (describe)          (e.g. Epilepsy, Diabetes, Allergies, Asthma)</p> <p>_____</p>	<p><b>Type of Assistance Required for Evacuation:</b></p> <p><input type="checkbox"/> Verbal Instruction on exit</p> <p><input type="checkbox"/> Buddy for guidance/comfort   Student ____ Adult ____</p> <p><input type="checkbox"/> Physical Intervention/Assistance</p> <p style="padding-left: 20px;"><input type="checkbox"/> Wheelchair user   <input type="checkbox"/> Blind/Hearing impaired</p>
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**EMERGENCY PLAN:**

<p><b>Person(s) responsible for assisting individual:</b></p> <p>(i) Primary response person _____</p> <p>(ii) Additional person(s) _____</p> <p>Type of transport: _____  <small>(e.g. basket carry, sled, blanket)</small></p> <p>Emergency Supply bag to take on exit? Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p><b>This individual will be moved to the following safe site:</b> _____  <small>(name/describe site)</small></p> <p><input type="checkbox"/> Immediately upon exit from building in real emergency</p> <p><input type="checkbox"/> Only if time outside school facility is long</p>
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<p><b>Emergency Supplies for individual are stored in school at:</b> _____</p> <p><input type="checkbox"/> Medication _____ <small>(see attached copy of "Authorization for Administration of Medication")</small></p> <p><input type="checkbox"/> Personal Care Supplies   <input type="checkbox"/> Diapers &amp; wipes   <input type="checkbox"/> Feeding Tube   <input type="checkbox"/> Other _____</p> <p><input type="checkbox"/> Food at Regular Intervals _____</p> <p><input type="checkbox"/> Clothing/wraps for cold/wet weather protection</p> <p><input type="checkbox"/> Other _____</p>
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<p><b>Emergency Contact(s):</b> Please print.</p> <p>1. _____ Relationship: _____ Contact #: _____ or _____</p> <p>2. _____ Relationship: _____ Contact #: _____ or _____</p>
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**Reviewed by:**

- Teacher(s) \_\_\_\_\_ (signature(s))                      date: \_\_\_\_\_
- Parent/Guardian \_\_\_\_\_ (signature(s))                      date: \_\_\_\_\_
- Principal \_\_\_\_\_ (signature)                                      date: \_\_\_\_\_
- Special Programs \_\_\_\_\_ (signature)                                      date: \_\_\_\_\_



## Hazardous Materials Inventory

**Location in School:** \_\_\_\_\_

This form should be completed for each site in the school where hazardous materials are stored (e.g. custodial equipment areas, science labs, trades shops, art room, kitchen, etc.).

<b>Name of material</b>	<b>Location in room</b>	<b>Approximate quantity</b>

**Field Trip Sign Out Form**

Date: \_\_\_\_\_

**Where a field trip is absent for more than 1 day, carry forward the trip information to each day the group will be absent.**

<b>Sponsor Teacher (name)</b>	<b>To Where</b>	<b>Type of transportation</b>	<b>Date/ Time Out</b>	<b>Estimated Date/Time Back</b>	<b>Contact Phone number (cell or sat)</b>

# Other Protocols / Procedures

## CRISIS SITUATION - Attack on Student/Staff

### ASSESS THE SITUATION

- Gather accurate information regarding the situation.
- Confirm the circumstances before proceeding.
- Assess the support services required to deal appropriately with assault (perpetrator, victim, witnesses).
- Determine the at-risk condition of those involved.

### INTERVENTION RESPONSE

<b>DO</b>	<b>DON'T</b>
<ul style="list-style-type: none"> <li>✓ Protect the victim.</li> <li>✓ Call the police and Director of Learning.</li> <li>✓ Ensure the availability of necessary support services.</li> <li>✓ Contact victim's parents/spouse/partner.</li> <li>✓ Co-ordinate the school's investigation with the police investigation.</li> <li>✓ Co-ordinate all communications with Communications Co-ordinator, police and parents.</li> <li>✓ Prepare for media.</li> <li>✓ Document all responses to the incident.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Leave the victim alone.</li> <li>✗ Disturb the crime scene.</li> <li>✗ Interfere with any criminal investigation.</li> <li>✗ Minimize the seriousness of any complaint.</li> <li>✗ Release names.</li> </ul>

### FOLLOW-UP ACTIVITIES

- Provide ongoing support for victim and witnesses.
- Obtain written statements from other students and staff directly involved in the incident (if appropriate).
- Prepare reports and ensure records are accurate.
- Impose appropriate consequences.
- Publicize the school's actions taken to ensure a safe, secure and caring environment.
- Review all procedures to focus on prevention, counselling services and crisis management.
- Co-operate with ongoing investigation and/or prosecutions.
- Communicate with parents as appropriate.
- Review emergency response plan and revise as necessary.

## CRISIS SITUATION - Missing Student

### ASSESS THE SITUATION

- Where was the student seen last? By whom? Where was the student going?
- Did any witnesses see unknown persons in the area of the school?
- Prepare information for police.
  - Student Name
  - Name, address and telephone of Parent or Guardian
  - A physical description of the student, including clothing.
  - A photograph, if possible.
  - Any other pertinent information.

### INTERVENTION RESPONSE

<b>DO</b>	<b>DON'T</b>
<ul style="list-style-type: none"> <li>✓ Conduct a thorough site search.</li> <li>✓ If student not located, call the police.</li> <li>✓ Call the Director of Learning.</li> <li>✓ Contact student's parents/guardian.</li> <li>✓ Assist investigation in any way possible.</li> <li>✓ Co-ordinate all communications with Communications Co-ordinator, police and parents.</li> <li>✓ Prepare for media.</li> <li>✓ Document all responses to the incident.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Panic - remain calm and in control.</li> <li>✗ Create undue concern for other students by school-wide announcements.</li> </ul>

### FOLLOW-UP ACTIVITIES

- Provide ongoing support and services to others affected.
- Debrief entire incident.
- Review emergency response plan.
- Bring closure - using the media if appropriate.
- Communicate with parents as appropriate.

## CRISIS SITUATION - Kidnapping/Hostage Procedures

### ASSESS THE SITUATION

- Gather the facts quickly and confirm them if possible.
- Assess the immediate danger to the hostage/kidnapped person.
- Gather as much information on the perpetrator and hostage/kidnapped person as possible.
- Assess the threat to others - weapons, explosives, etc.
- Prepare to accommodate outside emergency response personnel.
- Communication priorities.

### INTERVENTION RESPONSE

<b>DO</b>	<b>DON'T</b>
<ul style="list-style-type: none"> <li>✓ Call the police.</li> <li>✓ Call the Director of Learning.</li> <li>✓ Provide as much relevant information as possible.</li> <li>✓ Provide appropriate facilities for emergency personnel.</li> <li>✓ Co-ordinate all communications with police.</li> <li>✓ Prevent upset parents, staff, students, etc. from aggravating the situation.</li> <li>✓ Prepare for the "long haul".</li> </ul>	<ul style="list-style-type: none"> <li>✗ Panic - remain calm and in control.</li> <li>✗ Try to rescue the hostages.</li> <li>✗ Threaten the perpetrator.</li> <li>✗ Hurry the situation.</li> <li>✗ Try to be a hero.</li> </ul>

### FOLLOW-UP ACTIVITIES

- Access professional counselling and support for the hostage/kidnapped person.
- Provide ongoing support and services to others affected.
- Debrief entire incident.
- Review emergency response plan.
- Bring closure - using the media if appropriate.
- Communicate with parents as appropriate.

## Earthquake Procedures

During an earthquake the actual ground movement is seldom the cause of injury. Most injuries result from falling objects and debris from damaged buildings.

- Issue the "take cover" order at the first sign of a tremor.
- Take cover under a desk or table.
- Keep away from windows, filing cabinets, bookshelves or other items which may topple and cause injury. Avoid stairways that can be damaged during the tremor or become jammed with people. If out of the classroom, take cover in a doorway. Do not run outside as you could be hit by falling debris.
- **If outside**, stay outside. Move to an open space away from buildings, trees and overhead lines or wires.
- **If in a vehicle**, pull over and stop as quickly as possible. Do not stop on a bridge, under power lines or where debris from buildings could fall on you. Stay in your vehicle, it offers protection from falling debris.
- Assume the "crash" position. Count to 60. Talk calmly to reassure students.
- Be prepared for aftershocks/tremors.
- If tremor suggests possible structural damage Principal will order evacuation.
- Follow Evacuations Procedures.
- Do not use elevators as power could fail.
- Make sure your assembly area outside is clear of trees, telephone poles, power lines or dangling electrical wires and well away from buildings.
- Contact Director of Learning. The Director of Learning will contact the EMO Co-ordinator for your area to determine further action.
- Avoid using the phone except for emergency purposes. This helps keep the lines clear for emergency response agencies.
- Avoid re-entering a damaged building.
- Principal to determine if it is necessary to shut off power, water and fuel supply.

## Medical Emergency

- First Aid should be administered and the student comforted.
- A determination must be made regarding the severity of the situation.
- Contact Hospital/Ambulance, if appropriate.
- Refer to School records for medical conditions (allergies, etc.) as appropriate.
- Notify Parent/Guardian and Director of Learning.