

KYUQUOT ELEMENTARY SECONDARY SCHOOL

EMERGENCY PREPAREDNESS PLAN

2020 - 2021

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INTRODUCTION

It is expected that all staff are completely familiar with the school's Emergency Preparedness Plan as follows. It is also imperative that staff noticing any shortcomings in the plan report them to administration so that they can be remedied.

SCHOOL DISTRICT 84 POLICY B.28 — EMERGENCY PREPAREDNESS

As part of its overall commitment to the safety of all students, staff and visitors to our district and its facilities, the Vancouver Island West School District 84 and its board recognizes the importance of being prepared for various types of emergencies, including, but not limited to fires, hazardous materials accidents/spills, threats, violence, accidents, and natural disasters such as earthquakes, forest fires and tsunamis. Board Policy B.28 and Regulations B.28 provide the framework for and inform Kyuquot Elementary Secondary School's Emergency Preparedness Plan.

EMERGENCY PREPARATION, EDUCATION, AND ROLES

Role of Employees in an Emergency:

In the event of an emergency, the employees at Kyuquot Elementary Secondary School are expected to remain at KESS to ensure the safety and security of students under their care and/or the school's care until otherwise directed by the principal or person in charge.

Employees at Kyuquot Elementary Secondary School who have a child in KESS should have arrangements in place for the care of their child by others until they can be released from their duties.

Dealing with emergencies is stressful. Employees are asked to do their best to stay calm and to serve as leaders and protectors of their students.

Orientation of Student Teachers, Teachers on Call and Persons on Call:

All student teachers, teachers on call and persons on call will be issued a visiting teacher's handbook, which in addition to school general school procedures, will include a copy of this Emergency Preparedness Plan.

Emergency Drills, Procedures, and Evacuation Routes

Training and education about emergency procedures will take place within the first two weeks of school and be reviewed intermittently. A minimum of three drills for earthquake, fire, and lockdown emergencies shall occur spaced throughout the year and coinciding with the beginning of each term. Drills and education on other types of emergency situations may also occur.

Evacuation routes and marshalling procedures shall be posted in each classroom. The Principal will ensure that each classroom has a copy of the fire, earthquake, and lockdown procedures.

First Aid Attendants:

The following employees are qualified First Aid Attendants (FAA) in Kyuquot Elementary Secondary School this year:

Myles Woodland, OCHS Second Designated First Aid Attendant (DFAA1)
Donna Szetela (young child First Aid)
Derek Chidley

All injuries and treatments are to be logged by the DFAA as soon as practicable. The DFAA shall notify the principal or designate each time an injury is reported whether or not treatment is given.

Loss of Power:

The school's power electrical and mechanical systems are being replaced and/or renovated in the summer of 2019. Plans are in place for an emergency "GENSET" to be on site. Procedures for loss of power will be reviewed when the new systems are in place.

Fire Panel:

Each September the principal and one other designate shall be trained on resetting the fire panel and fire alarm pull stations.

First Actions in Case of Emergency:

In case of fire, find the nearest fire alarm pull station, and pull the lever to engage the alarm. If doing so does not put you at risk call 911. Also, if doing so does not put you at risk and if the fire is small enough, find the nearest fire extinguisher and attempt to put out the fire. Be aware of smoke and fumes, and if you experience any symptoms (dizziness/light-headedness) evacuate immediately.

In case of earthquake or lockdown, if doing so does not put you at risk, call 911. For all emergencies, if doing so does not put you at risk, call the school district office (250 283-2241).

Potential Site Hazards:

In the event of a major earthquake, the VHF antenna on the school roof could fall down. There is one propane tank just outside the south wall of the main building which supplies the school's kitchen via a 20-meter line. It has an automatic earthquake detector shut-off. I should be checked.

The area under the VHF antenna should be cordoned off.

Emergency Procedures Flip Chart:

Each classroom will be equipped with an Emergency Procedures Flip Chart. Each flipchart shall be made waterproof with sleeves or through lamination and will include the following a single page on all the Procedures for Specific Emergencies and Dangerous Situations and Events, a student list, attendance reporting forms, and a pen.

Items to Bring to Marshalling Station Upon Evacuation of the Building

Item	Person Responsible
Emergency Procedures Flipchart:	Classroom Teacher
Classroom Emergency Kit:	Classroom Teacher
Class Comfort Kit:	Classroom Teacher
Primary First Aid Kit:	Principal, Designate, or Administrative Assistant
Injury Report Binder:	Principal, Designate, or Administrative Assistant
2 VHF Radios	Principal, Designate, or Administrative Assistant
Cordless Telephone	Principal, Designate, or Administrative Assistant
Family Unification Log	Principal, Designate or Administrative Assistant
InReach Satellite Signal Device	Principal, Designate, or Administrative Assistant

Supplies to be Included in Classroom Emergency Kit:

Each classroom will be equipped with an emergency kit which will be inspected annually. Teachers (or designates) shall take emergency kits with them during evacuations. Emergency kits shall include the following items:

- 10 large safety pins
- Basic First Aid Kit
- 10 Rain ponchos (or plastic garbage bags)
- 1 bottle chewable Tylenol tablets
- 1 high visibility vest (for the teacher)
- 2 rolls toilet paper
- 1 box small sealable (zip lock) cellophane bags
- 1 box feminine sanitary pads
- 1 flashlight with batteries (check batteries annually for expiration and strength)
- 1 extra set batteries (checked annually for expiration and strength)
- 1 multipurpose utility knife
- 1 water container (collapsible bladder)
- 1 bottle waterless/self-rinsing hand soap
- 1 whistle
- 1 lighter and 1 set matches
- 1 roll duct tape
- 1 package of fire starter
- 1 box (minimum 12) granola bars (replaced/swapped out, annual)

Emergency Supply Centre

In addition to the classroom emergency kits, and the items to be brought to the marshalling station, additional emergency supplies are available in the school's "Sea Can" storage unit. The school's outdoor program equipment shall be stored with the emergency equipment and considered part of its emergency supplies

- 5 high visibility hard hats
- 5 high visibility vests
- 5 gallon pails with lids
- Tents
- 5 tarps (approximately 16 by 20 feet)
- 200 feet of nylon rope
- Climbing equipment
- Paddles
- 10 emergency blankets
- Shovel
- Axe
- One day's food provision
- 1 heavy duty pry bar
- 1 fire extinguisher
- 1 sledge hammer
- 6 – ton hydraulic jack
- 1 box/bottle water purification tablets

Some emergencies have the potential to interfere with water supply. If it is foreseeable that the emergency could require staying at the school for an extended amount of time, to create a reserve supply, the empty water containers found with the emergency supplies should be filled from sinks and taps as long as water pressure and supply is maintained. If toilets will be needed for an extended time and are useable, sea water should be gathered and used for flushing.

EMERGENCY COMMUNICATIONS

Marshal Stations and Accounting for Persons:

Unless otherwise directed, students and staff report to the south east corner of the playing field. The secretary and principal shall also locate themselves there and take attendance and take command and control of the emergency until First Responders arrive.

Attendance will be taken at the marshalling station and sent to the school secretary for aggregation and reporting. Each teacher's report shall include information on any known visitors to the school and their status.

Accuracy is imperative. For example, a false "missing" report may result in an unnecessary search and rescue activities and risk to responders. A false "present" report may result in not initiating a search and rescue which could result in a preventable loss of life.

Reunification and Communication with Family in an Emergency

In case of fire, earthquake, lockdown or other emergency requiring the school to close, the school will attempt to re-unite students with their parents or guardians as soon as possible and will maintain a record of all successful reunification.

A manned checkpoint will be set up at the road just below the school to log all parent/child reunification transactions. The principal or designate will assign two staff members to the checkpoint.

In case of lockdown, or in any situation where parents should not come up to the school, an information and communications centre will be established in the KCFN administration building. A school representative and liaison will be assigned to that centre.

Students should not just leave the premises without their teacher's permission and until they have been routed to the administration assistant for recording the transaction. Their teacher shall be defined as the teacher in whose class they were attending at the time that the emergency began.

Off-site Marshalling & Shelter Sites:

If an emergency requires that staff and students move from the school students will be directed to one of the approved marshalling/shelter sites. These are as follows:

- Kyuquot First Nations Community Centre
- The large gravel lot part way towards the quarry

If directed to do so staff and visitors should go to one of these sites.

If circumstances dictate that one should flee from the school or its grounds, even in the absence of direction to do so, these sites should be the first choice as a point of refuge.

It is important for all students and staff to realize that in an emergency we need to account for all people known to have been present at the time of the emergency, so simply going home is not an acceptable option for students. It could result in responders endangering themselves if they believe a rescue search is necessary.

Communication Modes:

The KESS Facebook Page, VHF radio, telephone, or InReach Device shall be used for communication between the school and parents and the community.

Command and Control:

During most emergencies occurring while school is in session the principal or designate shall be in command of the school site and the emergency response. One notable exception is that the RCMP assume all command and control functions in the event of a Lockdown.

When the school is used by the community as a shelter for a community emergency, the principal shall cede operational command and control to the community command and control team but will retain authority regarding the use of school resources or changes or alterations to the physical plant. The principal shall, to the maximum extent possible, support the community command and control personnel.

The school has begun a discussion with the Kyuquot-Checleset First Nations about firming up the details of this arrangement and considering joint command and control Emergency Centre Training.

PROCEDURES FOR SPECIFIC EMERGENCIES

There are many kinds of emergencies and each one is different. For each of those listed in this section guidelines are provided. These have been developed by experts and should be followed carefully. Because each situation is unique, fluid, and dynamic, occasionally circumstances require thinking on one's feet under pressure. Adjust only as necessary.

Most emergencies unfold in a manner that allows the principal to be in charge. However, if circumstances dictate that you are in charge, in addition to the procedures described in this section keep in mind and address the following questions.

Questions to be Considered when Responsible for Responding to an Emergency:

If necessary and if the principal or designate is not available and you need to take control of the situation, consult these questions to guide your actions.

- Has the principal and office been notified?
- If possible, should I look for a way to shift the responsibility for responding to this emergency to him/her?
- Does a classroom door need to be closed and/or locked?
- Do the main school doors need to be locked?
- Has 911 been called?
- Has the school district been called?
- Has the School District Senior Management been notified?
- Do students and staff know where they should be?
- Is a consistent message for public inquires and media necessary? (Ordinarily **only** the principal should be the only media contact).
- Have parents been notified (using VHF and Facebook)?
- Should signage be placed on doors?
- Does all staff need to be notified?

Earthquake Procedures:

- Stay inside.
- Drop to the ground to lower your centre of gravity
- Take cover — the ideal location is beneath desk or table
- Hold — Hold onto your table with one hand and cover the back of your neck with other hand.
- If no desk/table is available, the next best location is a door frame (brace yourself against it, hang on with one hand, cover face with other hand), but be aware that the door could slam shut. If no desk/table or doorway is available, only then should you get

down near an interior wall (or next to low-lying furniture that won't fall on you) and cover your head and neck with your arms and hands.

- Wait until shaking has stopped. **DO NOT EXIT THE BUILDING YET!**

After Shaking Stops:

- Stay under cover for 60 seconds (to wait for aftershocks)! Counting out loud will help to keep you focused!
- After 60 seconds with no shaking move outside.
- Leave belongings behind.
- Stay calm and move cautiously, checking for unstable objects and other hazards above and around you.
- If you are injured, treat yourself first and then assist others.
- Smell for gas leaks and stay away from any area where gas may be escaping.
- Quickly clear areas where there is a danger of falling objects or breaking glass.

If someone is unable to move (trapped, injured), do not attempt to move them unless danger is mortal and imminent. Assure them that someone will be back to assist them and then inform the principal or designate.

DO NOT try to move a person who may have a back or neck injury.

Each classroom teacher will take their attendance on the school field and report to the principal or designate - all students on class list must be accounted for (present, absent, missing).

Teachers and support staff will stay with students on the field until explicitly directed otherwise by the principal or designate.

Fire Procedures:

- Classes are to evacuate in an orderly fashion to the school field following the established evacuation route posted on the emergency exit door.
- Teachers are to ensure that all doors and windows are closed upon leaving.
- Teachers must take the class list and daily attendance book with them to the field.
- The principal or designate must do a walkthrough of all classes, rooms and portables to assure that all students and staff have evacuated the building.
- Once on the field, teachers will take attendance. All students **MUST** be accounted for as either present or missing.
- The classroom teacher will appoint a runner to deliver attendance ASAP to principal or designate on the school field near the entrance.
- Teachers are to stay on the field unless explicitly directed otherwise by the principal or designate.

- The principal will inform teachers as to further steps and when it is safe to return to classes.

Lockdowns:

A lockdown will be announced on the PA system with the following words: “Attention All Staff — Initiate Lockdown Immediately.” After 30 seconds the same message will be repeated with the following words added: “Refer to your Lockdown Procedures Clipboard for further instructions.”

Note: At the time of this edition of the Emergency Preparedness Plan, the school is expecting a new Public Address System and the ability to page into and out from each classroom. An update on the use of the new systems will be incorporated into this edition as soon as possible.

Lockdown Procedures for Students

- Immediately stop what you are doing and wait for your teacher’s instructions. There should be no talking.
- If you are in the washroom or outside of class, you should immediately report to the nearest classroom, even if it is not your own.
- Your teachers will be locking the door to your classroom and once the door is locked they are not allowed to open it for you. You must move quickly if you hear the message announcing a lockdown.
- Immediately turn off your cell phone and hand it to your teacher. DO NOT CALL ANYONE. Calling out will make it more difficult for the RCMP to deal with the emergency.
- If you have not been able to get to a locked classroom you must try to hide yourself and stay quiet. This might mean staying in the washroom.
- Whether in your classroom or wherever you are hiding, stay very quiet.
- The lockdown does not end until an RCMP officer enters your room to tell you it is over. Do not respond to PA announcements telling you it is over.

Lockdown Procedures for Staff

If you hear that lockdown procedures have been initiated, please do and understand the following:

- The classroom teacher or designate is in command of the classroom.
- Quickly move towards your classroom door, open it and scan for any students in the hallway. Get them into your class quickly. Lock and close your door.
 - **Note:** You may wish to keep your classroom locked at all times so that you don’t need to enter the hallway, potentially exposing yourself to the intruder.

- Determine if it is more important for the police to see in, or for an intruder not to see in, and decide if all blinds and sliders should be closed.
- Turn off the classroom lights.
- Determine the most protected part of the classroom and gather your students together in that location or, alternatively you may wish to have your students spread out throughout the classroom. There are advantages and disadvantages to the “cluster” and “spread out” approaches to hiding in the classroom. Consult the principal for details.
- Ask all students to power down their phones and hand them to you for safe keeping.
- Experts have found out that cell phones can make things worse in a lockdown by creating unnecessary worry and making it harder for the police to do their job.
- Additionally, something as benign as an alert light going on a phone could attract the intruder to your class. They must be in silent mode of off.
- However, at times valuable information can get out to the police by cell phones. The teacher can consider using one cell phone to send texts, as long as the phone is in silent mode.
- Try to re-assure students.
- Ensure that all talking should be done in whisper voices, and that students understand that they are asked to stop all talking immediately on command.
- Monitor your district email account for communication.

Lockdown Procedures for Administration

- Initiate the lockdown with the announcement, “Attention All Staff — For security reasons, please initiate lockdown procedures.”
- After 30 seconds repeat the same message with the following words added: “Refer to your Lockdown Procedures Clipboard for further instructions.”
- Lock all exterior doors if safe to do so.
- Call 911.
- Call the school board office.
- Develop a consistent message for use if there are phone inquiries.
- Develop a consistent message for use with the KESS Facebook Message to parents, informing them that the school has initiated a lockdown for Safety Reasons and ask them to stay away from the school until further notice.
- Secure the VHF radio.
- Communicate to staff district email.

DANGEROUS SITUATIONS AND EVENTS

Wild Animal Sightings:

The three main concerns in Kyuquot are cougars, black bears and wolves. The local community and village have a well-established and well-known procedure regarding dangerous wildlife siting's based on cooperation and communication.

Every cougar siting within five kilometers of the school is announced by VHF and on the community Facebook page. A siting initiates a three-day caution period. During this period 1) Students must be accompanied by adults on their way to and from school and 2) While at school outside time is limited; students may play only on the back basketball court or in the new playground and only with direct supervision. Without direct close supervision students must be kept inside.

Wolf and bear sightings initiate a one-day caution period with the same restriction.

If dangerous wildlife are seen regularly the principal or designate will contact a Conservation Officer.

Throughout all caution periods and with all sightings the principal or designate will provide regular reminders and updates using the school's Facebook page.

Student Fight:

Staff members approaching a student fight should only do so with a partner and only after notifying the school office. When approaching the altercation, the staff member should scan for weapons and assess his/her ability to intervene. Issue a room clear (or area clear) to all bystanders. Identify yourself. Maintain casual eye contact, keep your hands free, watch the periphery of the area and ensure you have a clear exit. Attempt to break up the fight with words first. Listen. Let them talk. Let them save face.

Spilled Body Fluid:

Always use gloves when cleaning or tending to injuries involving spilled body fluids. Wear a mask if there any possibility of being sprayed by the fluid. Clean up using Stabilized Chlorine as found in the Bodily Fluid Kits. Clean up and dispose by placing contaminated fluids and items in plastic bags (double bag). Consult the Bloodborne Pathogen Program Guide for other details.

Death, Serious Injury or Medical Situation:

The cause of a serious injury and the circumstances surrounding the incident will affect your behavior during the event and afterwards if you have experienced psychological trauma. If the injury is the result of aggressive behavior by a student or intruder, protection of students and staff becomes a key issue in how the event is handled. Never assume someone is dead until a certified by appropriate medical personnel. Provide all possible medical support until that time

If you encounter someone with a serious injury or medical situation or who may have died, Call 911 and send for one of the school's FAA's. Find an assistant to stay with you. Send someone to report the situation to the office. Issue a room clear to all others. Try to stay calm and help others do the same. Wait for the principal, police, and/or medical personnel and then rejoin your students.

Suicide, Suicide Attempt or Threat:

Make every effort to protect students from witnessing what is happening or has happened. Call 911 and send for one of the school's FAA's. Find an assistant to stay with you. Send someone to report the situation to the office. Issue a room clear to all others. Try to stay calm and help others do the same. Wait for the principal, police, and/or medical personnel and then rejoin your students.

Bomb Threat:

Report a bomb threat to the principal immediately. The principal will consult with district staff and the RCMP to determine whether to evacuate the building. If you are on the receiving end of communication regarding a bomb threat, ask specific questions such as? 1) What time will the bomb explode? Where is it? What does it look like? What type of bomb is it? Where are you calling from? Why did you place the bomb? and What is your name?

Try to listen for identifying voice characteristics such as male/female, accent, nasal/lisp/vulgar/calm, and also listen for background noises.

Traumatic Event in Community or Apart from School Hours:

If you are aware of a traumatic event that could affect the students or staff of the school and which has occurred apart from school hours or off-site, please notify the principal immediately so that planning for the arrival of students and staff can be initiated.

Student or Staff in Need of Isolation (ie. Covid-19, or other Biohazard/Contagion Situation)

If a student (or staff member who is unable to leave immediately) becomes ill with a highly contagious illness, the library shall be used as an isolation room and the following procedures will be followed:

- Students who start to feel ill after arriving to school should be brought to the library to await permission to be sent home.
- The “DANGER, Isolation in Progress” sign will be fixed on the outside of the door.
- The room will be equipped at all times with three pairs of surgical gloves, three masks, facial tissue, a “DANGER, Isolation in Progress” and a “DANGER, BIO HAZARD, DO NOT ENTER sign and tape.
- The teacher/staff in charge of the student in isolation shall wear the mask and gloves and supervise the student.
- The student shall be provided with tissues to use if he/she needs to cough or sneeze or wipe their nose.
- The student shall use the washroom in the library as necessary.
- When the student leaves, the attendant will exchange the “DANGER, Isolation in Progress” sign with the “DANGER, BIO HAZARD, DO NOT ENTER sign, and immediately contact the duty custodian.

When/if the library is in use at the time it is needed for use as an isolation room, those in the library will need to be advised to leave the room and be relocated without delay, prior to the sick student entering.

Physical distancing will remain in place throughout the room occupancy change.

SAFETY PROCEDURES

Room Clear:

Room clear is used when everyone should be removed from a room because there is an unsafe person or condition in that room. The teacher (or other staff member as appropriate) shall give the instruction for students to clear the room and move to a specific other area. The principal or designate shall be notified so soon as practicable. The teacher shall also leave the room if it is unsafe for them to stay to address the dangerous person or condition.

Directed Evacuation:

Directed evacuation is used when everyone should be removed from the school or a section of the school because there is an unsafe condition. The principal (or other staff member as appropriate) shall give the instruction over the PA system. The direction shall include a clear statement about where those being evacuated should report.