



EMERGENCY PREPAREDNESS PLAN RAY WATKINS ELEMENTARY SCHOOL 2026-2027

Administrative Procedure 153, Emergency Preparedness:

An emergency is a sudden, unexpected occurrence requiring immediate action to stabilize a situation. Emergencies affecting school facilities, school buses and/or District transport that may prohibit the intended use for an unspecified period of time may include:

- earthquake
- tsunami
- fire
- hazardous material accident/spills
- threats to schools (i.e. bomb threats)
- violence, physical incident or threat
- school bus accident
- weather

The School District recognizes the importance of being prepared for various types of emergencies, both natural and human caused, that could occur while school is in session. To this end, it is important that appropriate plans and procedures are developed to deal with such emergencies, and it is also important that students, employees and parents be knowledgeable about the various emergency plans and procedures in order to be as prepared as possible.

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.

Emergencies:

An emergency is a sudden, unexpected occurrence requiring immediate action to stabilize a situation. Emergencies affecting school facilities, school buses and/or District transport may include earthquake, fire, hazardous material accident/spills, threats to schools (i.e. bomb threats), violence, physical incident or threat, school bus accident, or weather.

In the event of an emergency, Ray Watkins Elementary School employees are expected to remain at the worksite for the duration of their regular shift unless dismissed by their Supervisor. Excluded staff and any other available employees may be required to stay at work, if needed, to ensure the safety and security of the employees and students of RWES. Employees who have children should have arrangements in place for the care of their children by others until they can be released from their duties.



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.

Earthquake

Three earthquake drills to be conducted annually. Teachers will discuss earthquakes and earthquake safety with their classes, at least once in the fall and once in the spring, and make special provisions for the care of any student who may be physically or mentally incapable of proceeding safely to an exit.

Fire

Six fire drills will be conducted annually. Each teacher shall instruct the students of his/her class in the approved fire drill procedure, at least once in the fall and once in the spring, and make special provisions for the care of any student who may be physically or mentally incapable of proceeding safely to an exit.

Intruder Alert/ Lockdown Procedures

Two lockdown drills to be conducted annually, one in the spring and one in the fall. Each teacher shall instruct the students of his/her class in the approved lockdown procedure.

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.

Earthquake Kits and Emergency Supplies:

There are disaster survival kits in each classroom. The inventory of the kit contents is included in the Appendix 2: Classroom Disaster Survival Kits Contents. Teachers and staff members will do their best to ensure kits are with them when evacuating the building.

BASIC EMERGENCY PLAN

The following basic emergency plan has been developed and implemented by District Personnel, the Principal of Ray Watkins Elementary School with input from district staff, school staff and community emergency experts.

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.

Site and Floor Plans for Ray Watkins Elementary School

Emergency evacuation drawings are posted at the entrance/exit of Ray Watkins Elementary School and each room, displaying the primary and secondary evacuation route to the outside assembly area.

People Requiring Assistance to Evacuate Facility: primary grades a priority

Damain Lequiere (grade 1)

Destiny Lequiere (grade 2)

Tomas Fisher (grade 7)



First Aid Treatment, Qualified First Aid Attendants and Supplies:

The designated First Aid Attendant(s) for employees is/are: Alison Pringle, Natasha Toth
Other trained employees include the Noon Hour Supervisors, Custodians, Special Needs, Teacher Assistants, and the Youth and Child Care Worker.

First Aid supplies are primarily located in the medical room, small First Aid kits are available in classrooms.

Items to Bring to Marshalling Station upon Evacuation of the Building

Classroom staff will, if possible, bring the "Classroom Disaster Survival Kits" backpacks with them as they leave the building to meet at the evacuation area. Principal or designate will re-enter building to collect first aid supplies, if it is deemed safe to do so.

Marshal Stations and Accounting for Persons:

Unless otherwise directed, students and staff report to the south east corner of the playing field. The admin assistant and principal shall also marshal there to take attendance and take command and control of the emergency.

All classrooms have a current class list on a clipboard. The teachers are responsible for taking the clipboard with them in the event of an emergency. The school admin assistant will also bring any daily attendance to the meeting spot outside. The Principal will check building and washrooms before exiting the building.

Visitors are expected to sign in at the office on arrival. Attendance will be referenced to the sign in book.

RWES/SBO site is a designated marshalling area for the Village of Gold River and PEP. Emergency personnel and supports will be available.

Time of Day

RWES will provide initial supports to children and staff if a significant event occurs during school hours. Staff will maintain the care and control of students until they can be released into the care of their respective families and/or emergency services staff.

Potential for Inclement Weather Conditions

Some equipment will be provided to provide some short-term shelter from the elements (Tarps, blankets).

Potential Site, Interior and Exterior Hazards

RWES employs large expanses of glass in the design of the building. There is a significant risk to people from falling and breaking glass in a seismic event.

During the evacuation of a seismic event the immediate emergency egress points for classrooms 131 and 133 will need to climb a steep hill to make sure they are clear of the school's collapse zone before they can carry on to the evacuation area.

Shut-down Procedures for Interior and Exterior Hazards

Water and electrical power shutoffs are in the school and accessible to those with a Master Key (Custodial staff, Maintenance staff, Administrative Assistant and the Principal or designate). Services will be shut off by qualified staff if and only when it is deemed safe to do so.



Inventory of Neighborhood Hazards, Resources and Temporary Shelter Sites

Temporary shelters in inclement weather are available in close proximity of the school. The School Board Office, the Operations Yard – including the former School Board Office, the Recreation Center and the Anne Fiddick center are all viable options.

Emergency Communication in the Event of a Power Failure

The school has a corded telephone that operates in a power failure. Cell phones may also be used if available.

Delegation of Tasks in the Event of an Emergency:

The primary responsibility of all staff is the safety of the children. The principal and administrative assistant will coordinate attendance rosters, inventory supplies and be responsible for communicating with staff and families. School staff can be assigned other tasks if they are not required to provide primary care to students.

Emergency Drills/Procedures

Earthquake:

- Three earthquake drills to be conducted annually.
- Teachers will discuss earthquakes and earthquake safety with their classes at least once in the fall and once in the spring.

Evacuation Procedure re: Earthquake

During:

- TAKE COVER under desks or tables
- FACE AWAY from windows
- ASSUME "CRASH" POSITION on knees, head down, hands clasped on back of neck or head covered with book or jacket
- COUNT ALOUD to 60 -- earthquakes rarely last longer than 60 seconds

After:

- After shaking stops and the class has counted to 60, EVACUATE the building. Do not return to the building. Bring attendance roster and classroom emergency kit. Be sure to walk the class outside of the potential collapse zone as you approach the evacuation area.
- Check attendance at the assembly area. Report any missing students/ staff/visitors to principal.
- Stay alert for aftershocks
- Do NOT re-enter building until instructed by the Principal

Parents:

- Please do not phone the school -- they may be trying to reach you or emergency response services.
- When safe to travel, go to the school to collect your child -- your child will NOT be released otherwise.
- **Students will only be released when a designated adult comes for him/her.**



Fire:

- Six fire drills will be conducted annually.
- Each teacher shall instruct the students of his/her class in the approved fire drill procedure and make special provisions for the care of any student who may be physically or mentally incapable of proceeding safely to an exit.
- Fire extinguishers will be inspected by SD 84 Operations Department annually, as well as monitored by the OH&S committee during inspections.
- A fire safety inspection will be conducted annually in collaboration with the Gold River Fire Department. The two organizations will jointly establish the RWES fire safety plan.

Evacuation Procedures re Fire:

- On hearing a fire alarm, staff will evacuate students and visitors through the closest unobstructed exit.
- In RWES each classroom has an emergency exit directly to the outdoors.
- Staff and students will congregate on the primary playing field, a safe distance away from the building.
- Students will stay with their classroom teachers, attendance is taken and reported to the Administrative Assistant.

Lock-Down:

(An intruder is an individual in the school building without authority, reason or permission to be in the school at that time)

- Two lockdown drills will be conducted annually, one in the spring and one in the fall.
- All doors to the school are to remain locked except for the front door of the school and playground door opposite front door.
- All visitors should be directed to the office to check in on arrival.
- Staff should be alert to individuals whose behaviour conflicts with the school environment and promptly inform the principal or school office of the presence of intruders and trespassers.

Lockdown Procedures:

- PA announcement that we are having a Lockdown
- The Principal or designate locks the front doors if possible
- The Administrative Assistant contacts 911 and locks the office doors
- Classroom teachers close and lock doors to classrooms, cover windows and seat students on the floor alongside the windows out of sight.
- Take attendance. Call The Administrative Assistant if students are outside your classroom (i.e. washroom)
- Classes in the gym will use the gym storage
- Classes in the library will use the library storage or computer lab
- Staff are to lock doors and cover windows of the room they are present in when lockdown activated
- Teachers shall remain with their classes until given the all clear by the Principal or an RCMP
- Principal or TIC checks the office area and washrooms for stranded students, if possible.

Shelter In-Place:

- All doors to the school are to remain locked except for the front door of the school and the doors to the primary and intermediate playgrounds.
- All visitors should be directed to the office to check in on arrival.



- Staff should be alert to individuals whose behaviour conflicts with the school environment and promptly inform the principal or school office of the presence of intruders and trespassers.
- Staff should be alert to any threats or hazards located on exterior school grounds and promptly inform the principal or school office of any threat or hazard.

Shelter In-Place Procedures:

- PA announcement that we are having a Shelter In-Place
- The Administrative Assistant contacts 911 or Conservation officers
- Classroom teachers close and lock doors to classrooms. Students must remain in classrooms. No classes are to exit the school building.
- Take attendance. Call The Administrative Assistant if students are outside your classroom (i.e. washroom)
- Teachers shall remain with their classes until given the all clear by the Principal or an RCMP
- Principal or TIC checks the office area and washrooms for stranded students, if possible.

Procedures re Wildlife Safety:

School District Policy E.28 states that, because of the location of schools in heavily forested area of Vancouver Island West School District, it is important that staff and students be aware of the local wildlife hazards. It is, therefore, District policy to “stress those aspects of the curriculum that educate children about safety in the woods...”

In September of each year RCMP staff will be invited to instruct students on bear and cougar safety when travelling to and from school.

If you see a bear or a cougar on or around school property:

- Go inside the school right away without running
- Tell the first adult you see

If the bear or cougar sees you:

- Don't approach it, and make yourself look as big as possible
- Slowly back away toward the school or house, if it is a cougar keep eye contact at all times
- Do not turn and run
- Tell the first adult you see

If the bear or cougar moves towards you:

- Slowly back away toward the school while making lots of noise
- Remove and drop your backpack if it contains food
- Yell at the animal to “Go away!, make lots of noise

If the animal continues to move toward you:

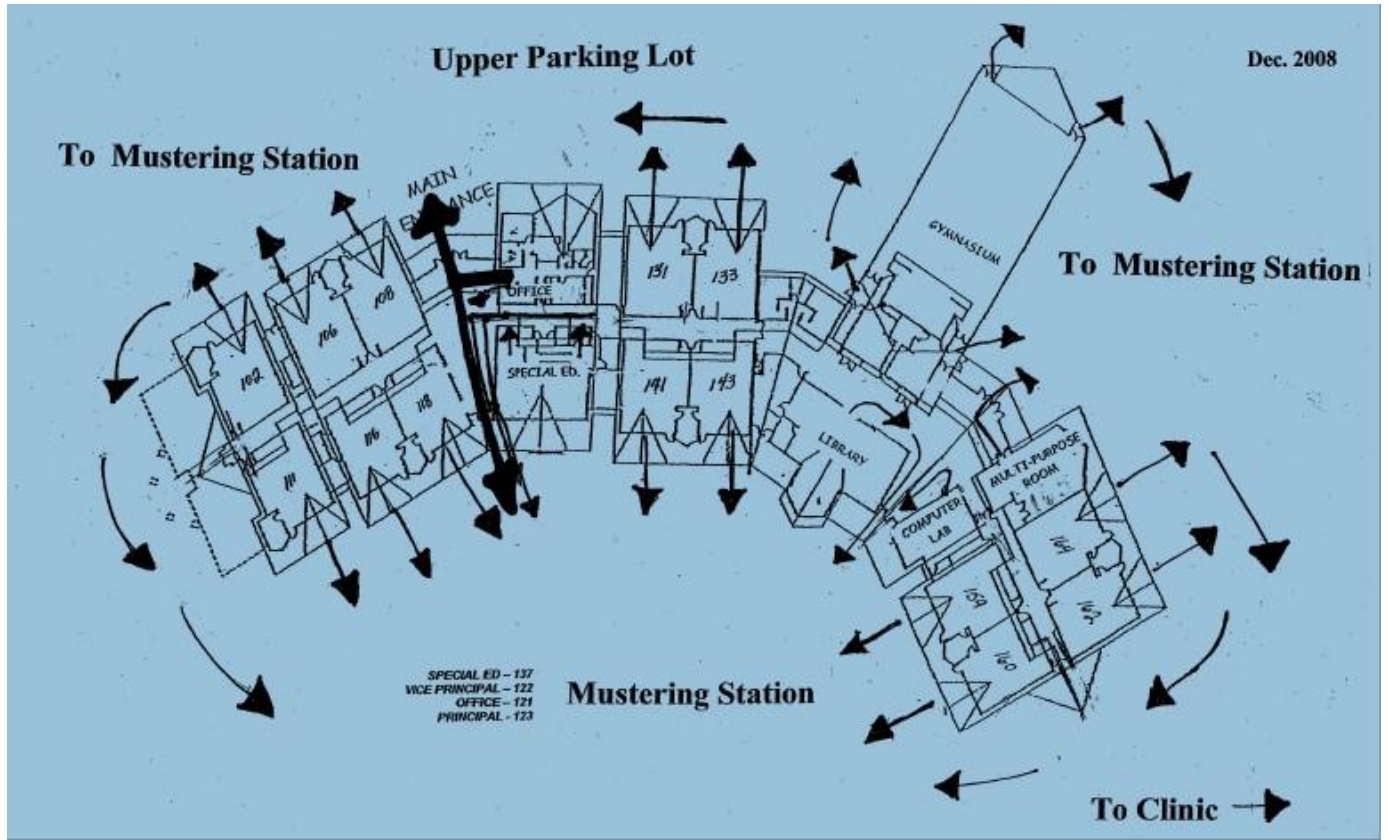
- stop and keep shouting. Move slowly toward the school whenever the animal stops
- Do not “play dead”
- Do not turn and run
- Get inside the school as soon as you can, without running
- Tell the first adult you see

Help keep bears away:

- Keep your lunch inside the school
- Do not leave food, wrappings or lunch bags in the schoolyard. Take them inside the school to throw away
- Tell your teacher if you see food or garbage left in open bins or in the schoolyard.



Appendix 1 – School Emergency Exit Map



Appendix 2 – Classroom Disaster Survival Kits Contents

<u>“Office” disaster survival kit contents x2</u> 6ft length of rubber hose Work gloves Long length of rope High visibility vest Hammer Crowbar Flashlight Batteries for flashlight Multi head screw driver Crescent wrench Small broom Radio – crank powered Emergency first aid kit Large tarp (1 office kit is kept in room 162 instead of a regular classroom kit)	<u>Classroom emergency kit inventory</u> 20 thermal ponchos 18 rain ponchos 1 roll Duct tape 2 high visibility vests 1 Scribbler 1 Pen 1 School evacuation map 20+ large zip lock bags 1 Tyvek suit 1 pair-Work gloves 3x tissues and/or toilet paper 20 alcohol swabs 2 packs of waterproof matches 15 packages of water 4 glow light stick
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Appendix 3 – Emergency Drills Schedule 2026/27

<u>Fire Drills</u>	<u>Earthquake Drills</u>	<u>Lockdown Drills</u>
Sept 21-24	Oct 19-22	Dec 7 -11
Nov 23-27	Feb 16-19	April 5- 8
Jan 18-22	May 24-28	
March 1-5		
May 11-14		
June 8-11		



Appendix 4 – Tsunamis

Tsunamis

A zone of extreme seismic activity circles the Pacific Basin from the southernmost reaches of Chile to Alaska in the eastern part of the basin, and from New Zealand through to Japan and the Aleutian Islands in the western part of the basin. This "Ring of Fire," as it has been named by scientists, periodically generates earthquakes that produce large ocean waves called tsunamis that may threaten island and coastal settlements.

Tsunamis are a rare but serious threat.

Three main types of tsunamis could impact B.C.'s coast:

Pacific-wide Tsunami:

A Pacific-wide tsunami originates in a location other than coastal North America. The impact to British Columbia will depend on the source distance, magnitude and direction of approach. B.C. arrival times of a Pacific-wide tsunami will be 6 hours to 18 hours, depending upon the place of origin and magnitude.

Regional Tsunami:

A regional tsunami originates off coastal North America including the area from the Aleutian Islands or to southern California, excluding the Cascadia Subduction Zone. Alaska, including the Aleutian Islands, is the principle source area for regional tsunamis affecting B.C. The time to reach the northern B.C. coast can be less than one hour or as many as 5 hours. In 1964 a regional tsunami impacted the B.C. coast, causing significant damage to several communities.

Local Tsunami:

A local tsunami will be generated from a large subduction earthquake along the Cascadia Subduction Zone. For this event, Zone C (exposed west coast) would be the most affected area in B.C. There is also potential for a local tsunami to be generated from earthquakes occurring in inner waters such as Juan de Fuca Strait, the Strait of Georgia or Puget Sound, or from submarine slides in areas such as the Strait of Georgia.

Because travel time for any local tsunami is so short, very little can be done to provide warnings for the closest B.C. coastal areas. In designated coastal areas, anyone in coastal locations who feels strong shaking from an earthquake for more than one minute should assume that a tsunami has been generated and should immediately move to high ground.

Tsunami Emergency Response

The school will be notified through the Provincial Emergency Notification System Plan. The Provincial Emergency Program (PEP) issues:

- warnings – imminent danger
- advisory – potential threat
- watch - advanced alert

Warnings:

- School will respond to PEP direction concerning time and place
- Teachers to provide supervision until parents or the designated emergency adult comes for him/her
- Students whose parents do not arrive within the period designated by the PEP will be transported to higher ground at St Joseph's Catholic Church
- Staff will stay with students until relieved by appropriate rescue personnel





EMERGENCY RESPONSE STAFF ROLES & RESPONSIBILITIES

NAME	ROLE	RESPONSIBILITY
Natasha Toth	Reunification Commander	Coordinates reunification of students with parents.
Stephen Larre	Public Information & Social Media	Communicates information with press.
Natasha Toth	Liaison officer	Communicates with Fire, Medical and Law Enforcement.
Michelle James Randi Robertson	Stage Hands	Sets up tables in Reunification check in area (Front Lobby). Puts up any signage. Checks in with Reunification Commander for new role once set up is complete.
Noelle Maffin Christian Stapff	Parking Lot Patrol	Manges and directs parents towards foyer. Tries to direct parking.
Dennie Bohn Christina Andrews Victoria Cummings	Greeters	Helps coordinate parent lines, educates parents on process, and helps verify parents without IDs.
Alison Pringle Megan Collins Kaija Farstad	Checkers	Verifies IDs and custody rights of parents / guardians. Directs parents to family waiting area (First Nations room).
Makenzie Baird Corissa Campbell	Runners	Brings parent to Student Release Point (Art Room). Delivers student reunification slip to Student Coordinator, recovers student and brings them to Student Release Point.
Garret Peters Cherie James Michelle James Randi Robertson Carol Donaldson Makenzie Baird Danielle Kennedy Jazmyn McAlister	Student Coordinator	Manages student activities in the gym to keep students occupied while waiting to be reunified.
Ben Anderson	Crisis Counselor	Stands by unless needed.



Letter to Parents of Elementary Students

Dear Parents/Guardians:

Re: Student Release after an Emergency.

To enhance our students' safety and well-being, we are expanding our school's efforts to prepare for an emergency. It is important that you become familiar with the school's emergency procedures and what you should do in the event of an emergency at the school. We encourage you to discuss how you expect your child to behave and respond during an emergency or disaster situation.

The school is prepared to care for your child in the event of an emergency until you or an authorized alternate are able to pick him or her up. In order to make your child as comfortable and safe as possible until you arrive, we ask for your help in the following areas.

- Complete and return the attached forms:
 - Student Emergency Identification Form, and
 - Student Release Form. (NOTE: Authorized persons as listed on your form, must be 19+ years old.).
- Please **do not phone the school following a disaster**. We must keep the lines open for outgoing emergency calls.
- Please, **in the event of a lockdown, do not phone your child's cell phone**. A ringing phone can call attention to students.
- Please **do not drive to the school**. Streets and access to the school must remain clear for emergency vehicles. Park as close as you safely can and walk to the school.
- Listen and watch for updates --- both the school and District will use a variety of communication tools including phone trees, e-mail, traditional and social media to alert parents of the current situation and next steps.
- As soon as school officials indicate it is safe to pick up your child, we request you or your alternate guardian travel to the school or identified student---parent reunification site to reunite with your child.
- No student will be released from the school unless a previously authorized parent/guardian or alternate comes for the student.
- All parents/alternates who come to pick up children must sign the students out at a designated student release area.
- Please familiarize yourself with the school's emergency preparedness plans and procedures available on the school's website.
- Prepare and/or update your child's comfort kit which will be kept in the classroom.

One of the most important areas of school emergency planning is gathering accurate information so the school can contact you or someone authorized to act on your behalf. The information on the two attached forms will be used only in case of emergency or disaster.



This information is kept strictly confidential at the school unless it is necessary to share the information in the event your child's health and/or safety is at risk. Please return all forms by: _____(Date).

Thank you for your cooperation and assistance. This process helps to ensure a speedy reunion for you and your child and contributes to the safety and well---being of your child in an emergency.

Thank you,

Emergency Management Planning Committee



School Student Release

PLEASE PRINT

Student's Name:

Date & Time Of Authorization:

Student Released To:

If the student is being released to an alternate guardian, record the relevant ID and, if possible, attach a copy of the authorization signed by the parent or legal guardian.

Destination:

Authorized By (Staff):

X

(Signature of Parent/Guardian or authorized alternate)

Notes:



Class Status Report

Please provide information to the command centre regarding the number of students who may be injured or unaccounted for.

TEACHER/STAFF MEMBER REPORTING: _____ DIV: _____
GRADE: _____

ROOM #: _____ DATE AND TIME COMPLETED: _____

All students are present or accounted for: ☐ Yes ☐ No

Number of students missing or unaccounted for _____

Please list students who are absent from school today.	
1.	5.
2.	6.
3.	7.
4.	8.

Are any students in your class injured? If yes, please indicate what measures have been taken – what has been done, where they are.	No _____	Yes _____
1.		
2.		
3.		
4.		
5.		
6.		

Are any students missing? Please indicate where you think they might be, if known.	No _____	Yes _____
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		



Message for incident commander (if any):

