

Simcoe Muskoka Catholic  
District School Board

# EMERGENCY PREPAREDNESS PLAN

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SIMCOE MUSKOKA CATHOLIC  
DISTRICT SCHOOL BOARD

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# Table of Contents

<a href="#">Introduction</a>	5
a. <a href="#">Crisis Response Support Document</a>	5
<a href="#">Glossary of Terms</a>	7
<b>Emergency Planning</b>	
<a href="#">Protocol</a>	9
<a href="#">Developing an Emergency Response Plan</a>	11
a. <a href="#">Emergency Contacts</a>	12
b. <a href="#">Emergency Team</a>	14
c. <a href="#">Command Post</a>	15
d. <a href="#">Emergency Kit</a>	16
e. <a href="#">Emergency Binder</a>	17
f. <a href="#">Evacuation Plan</a>	18
g. <a href="#">Lockdown/Hold and Secure/Shelter in Place Plan</a>	19
h. <a href="#">Severe Weather Plan</a>	20
i. <a href="#">Emergency Entrances and Stairwells - Naming Conventions</a>	22
<a href="#">First Aid Planning</a>	23
<a href="#">Emergency Preparedness Training</a>	25
<a href="#">Responsibilities During an Emergency</a>	27
a. <a href="#">Board Office Responsibility</a>	27
b. <a href="#">Principal, Designate or Site Manager Responsibility</a>	28
c. <a href="#">Staff Responsibility</a>	30
d. <a href="#">First Aid Responsibility</a>	31
e. <a href="#">Student Responsibility</a>	32
f. <a href="#">Parent/Guardian Responsibility</a>	33
<a href="#">Communicating During an Emergency</a>	35
a. <a href="#">School or Site-based Communications</a>	35
b. <a href="#">General Guidelines for Responding to an Emergency</a>	36
c. <a href="#">Communications Procedure for School or Site</a>	37
d. <a href="#">Post-Incident Debrief</a>	38
<b>Emergency Situations</b>	
<a href="#">Evacuation</a>	39
a. <a href="#">On-site Evacuation</a>	39
b. <a href="#">Off-site Evacuation</a>	40
<a href="#">First Aid Emergencies</a>	41
<a href="#">Medical Emergencies</a>	43
a. <a href="#">Asthma</a>	43
b. <a href="#">Allergic Reactions</a>	44
c. <a href="#">Seizures</a>	45

d. <a href="#">Diabetes</a>	46
e. <a href="#">Concussion</a>	47
<a href="#">Fire</a>	49
<a href="#">Transportation - Serious Accident/Incident</a>	51
<a href="#">Field Trip Accident/Incident</a>	53
<a href="#">Bomb Threat</a>	55
<a href="#">Chemical/Hazardous Material</a>	63
<a href="#">Facility Emergency</a>	65
<a href="#">Lockdown</a>	67
<a href="#">Hold and Secure</a>	69
<a href="#">Shelter in Place</a>	71
<a href="#">Severe Weather (Tornado)</a>	73
<a href="#">Critical Injury or Death</a>	75
 <b>Appendices</b>	
A. <a href="#">Communications Protocol Crisis and Alert</a>	77
B. <a href="#">Fire Scene Response Guidelines</a>	79
C. Transportation	
a. <a href="#">SCSTC Bus Incident Report Chart</a>	83
b. <a href="#">Bus Passenger List</a>	85
D. <a href="#">Bomb Threat Checklist</a>	87
E. <a href="#">Police/School Board Protocol</a>	89
F. <a href="#">Severe Weather/Natural Disaster</a>	91
G. <a href="#">Regulation 1101 First Aid Kit contents</a>	103
H. <a href="#">Emergency Preparedness Templates</a>	105

# INTRODUCTION

The Simcoe Muskoka Catholic District School Board (SMCDSB) has a responsibility to ensure the safety of students, staff and visitors inside board buildings, on board property and in our community. Principals, designates and site managers respond to a wide variety of situations on a daily basis. The SMCDSB *Emergency Preparedness Plan* provides the principal, designate or site manager with a basis for reference in emergency situations.

This document will not cover every situation that may be encountered. The goal of this document is to provide information related to a range of emergencies to enable staff to adapt and modify procedures as needed, depending on the unique nature of the emergency.

## **Simcoe Muskoka Catholic District School Board (SMCDSB) Crisis Response Support Document**

In addition to the *Emergency Preparedness Plan*, the Board has a *Crisis Response Support Document*, which provides information to assist school or board office communities in responding during times of crisis. The document is intended to supplement processes already outlined in this *Emergency Preparedness Plan*. The document provides a set of recommended guidelines, resource information and sample letters and celebrations to support a coordinated response when an emergency situation arises.

Where as the *Emergency Preparedness Plan* provides the tactical processes or steps required to deal with an emergency situation, the *Crisis Response Support Document* provides guidelines on how to effectively handle the social/emotional response to an emergency or crisis situation. Schools are to review the *Crisis Response Support Document* and make the process relevant to their school community when the need arises.



# GLOSSARY OF TERMS

**Crisis Situation** - is defined as an incident characterized by intense difficulty, trouble, or danger. Important decisions must be made quickly. Safety and security of students and staff may be at risk. For example:

- Facility - fire or flood
- People - injury, death, serious health concerns, violent situation, missing person
- Transportation - accident, missing child
- Security - internal or external threat resulting in a hold and secure or lockdown, bomb threat
- Severe weather - thunderstorms, tornadoes

**Alert Situation** - an incident which requires us to be watchful, cautious and ready. Student and staff safety are not an immediate concern, but the situation has the potential of impacting a large number of people and/or escalating into a crisis situation. For example:

- Facility - power outage, large scale technology or phone issues, weather advisory/potential flood issued by conservation authority
- People - health unit alert, animal sighting
- Transportation - weather situation, bussing issues

**Emergency Team** - The emergency team is composed of school staff members who volunteer to perform designated functions in the event of an emergency. The size of the emergency team will depend on the student/staff enrolment and size of the school or site.

**Emergency Kit** - All school and site locations are required to have an emergency kit. The materials in this kit are to be placed in a sturdy container or bag and clearly labelled. The kit must be on-site and accessible at the school or site for immediate transport to the command post when emergency procedures are initiated.

**Emergency Binder** - Each school or site is required to have an emergency binder. The contents of the binder are outlined in this document. The emergency binder will be located within the emergency kit and must be taken to the command post when an evacuation is initiated.

**Command Post** - A designated physical location where the emergency team will meet during an evacuation. Each site should have both (primary and secondary) on and off site command post locations.

**Staging Area** - Is a pre-designated evacuation assembly area at which students, staff and visitors assemble. This area is away from building structures (minimally 30M) and clear of emergency vehicle access routes.

**Lockdown** - A procedure used when there is a major incident with potential life threatening violence. In a lockdown situation all exterior doors are locked and no one is permitted to enter or leave the facility. Students and staff must remain behind closed doors in their classrooms or designated area until the lockdown is lifted.

**Hold and Secure** - A procedure used when a school or site location must be secured due to an ongoing situation outside and not related to the school. During a hold and secure all exterior doors are locked and no one is permitted to enter or leave the facility until the situation near the school is resolved. Activities within the school proceed as normal.

**Shelter in Place** - A procedure used during environmental or weather-related situations. During a shelter in place all occupants are kept inside the facility to protect them from external hazards.

**Bomb Threat** - Threat that may be received by telephone, note or social media in which there is an indication that an explosive or incendiary may be detonated at a school or board office location.



# EMERGENCY PLANNING

## PROTOCOL

Planning for an emergency situation plays a critical role in your ability to respond appropriately during an emergency situation. The following *Emergency Planning Protocols* will help to prepare students and staff for a wide range of emergency situations.

### Emergency Planning Protocols:

- Each school or site shall develop an [Emergency Response Plan](#)
- Schools and sites shall provide appropriate [emergency preparedness training](#)
- Schools and sites shall develop a [first aid plan](#)
- During an emergency situation, schools and sites shall adhere to the [roles and responsibilities](#) outlined for:
  - Principal, designate or site managers
  - Staff
  - Students
  - Parents and guardians
- School and sites shall adhere to [Communications Procedure for School or Site](#)



## **DEVELOPING AN EMERGENCY RESPONSE PLAN**

Ensuring that you have a well-thought out planning document is a critical part of ensuring that you respond appropriately during an emergency situation. All SMCDSB school or site locations are required to have an Emergency Response Plan. These plans are developed to:

- Provide for the safety, care and comfort of students, staff and visitors
- Reduce the risk of personal injury or death
- Protect the environment
- Reduce and minimize damage to property and equipment
- Accelerate the return to normal operations

All SMCDSB sites shall have written plans for use in emergency situations that involve staff, students, visitors and the community.

It is the responsibility of the principal, designate or site manager to establish the Emergency Response Plan for their location and review it with their superintendent annually. The Emergency Response Plan requires the principal, designate or site manager to:

- Include [emergency contact information](#)
- Establish [emergency teams](#)
- Establish [command posts](#)
- Develop an [emergency kit](#)
- Prepare an [emergency binder](#)
- Develop an [evacuation plan](#) (bomb, fire, chemical/hazardous material)
- Develop a [lockdown/hold and secure/shelter in place plan](#)
- Develop a [severe weather plan](#)
- Develop [emergency identifications for entrances and stairwells](#)

The Emergency Response Plan will be available at each school or site. The plan shall be reviewed annually with all employees early in each school year and as required.

It is the responsibility of the principal, designate or site manager to administer the provisions of the Emergency Response Plan. The principal, designate or site manager has the authority to delegate duties under the plan, where appropriate. It is the responsibility of the principal, designate or site manager to ensure all staff and students are familiar with all aspects of the Emergency Response Plan.

## Emergency Contacts

<b>EMERGENCY CONTACT</b>	<b>PHONE NUMBER</b>
<b>ENBRIDGE GAS</b>	1-866-763-5427
<b>UNION GAS</b>	1-877-969-0999
<b>FIRE FOR ALL SCHOOLS/SITES</b>	911
Adjala-Tosorontio Twp Fire Department	705-434-5055
Barrie Fire and Emergency Services	705-728-3199
Bradford-West Gwillimbury Fire Department	905-775-7311
Clearview Township Fire Department	705-428-6230
Collingwood Fire Department	705-445-3920
Essa Township Fire Department	705-424-5828
Town of Innisfil Fire Department	705-456-2318
Midland Fire Department	705-526-4279
Mnjikaning First Nation Fire Rescue	705-325-3611
New Tecumseth Fire Department	705-435-3900/ 905-729-0057
Orillia Fire Department	705-325-5201
Oro-Medonte Township Fire Department	705-487-2171
Penetanguishene Fire Department	705-549-7453
Ramara Township Fire Department	705-484-5374
Severn Township Fire Department	705-325-2315
Springwater Fire Department	705-728-4784
Tay Township Fire Department	705-534-7248
Township of Tiny Fire Department	705-322-1161
Wasaga Beach Fire Department	705-429-5281
<b>SMCDSB EMERGENCY SUPPORT LINE (Monday - Friday 8:30 a.m. to 4:30 p.m.)</b>	705-722-3555 ext., 123
<b>CUSTODIAL PAGER -- DIALCOM</b>	705-737-2337
<b>FACILITIES SERVICES EMERGENCY ON-CALL</b>	705-984-7815
<b>HURONIA ALARMS</b>	1-866-833-7033
<b>POLICE / EMERGENCY SERVICES (ALL SITES)</b>	911
<b>MINISTRY OF LABOUR HEALTH AND SAFETY CONTACT CENTRE</b>	1-877-202-0008
<b>SIMCOE MUSKOKA DISTRICT HEALTH UNIT</b>	1-877-721-7520 1-888-225-7851 (After Hours)
<b>MINISTRY OF ENVIRONMENT</b>	1-416-325-3000 or 1-800-268-6060 (24hrs)

<b>BARRIE/ ALECTRA</b> St. Mary's Barrie, St. Monica's, St. Michael the Archangel, St. John Vianney, St. Joseph's, St. Marguerite d'Youville, St. Peter's, St. Ann's, Sister Catherine Donnelly, Board Office, Plant Services, Monsignor Clair, St. John Paul II, St. Bernadette, St. Nicholas, Good Shepherd, St. Catherine of Siena, Monsignor Ronan, Holy Family, St. Paul's, Canadian Martyrs, Father F.X. O'Reilly, St. Thomas Aquinas, Holy Trinity, St. Marie of the Incarnation, St. Teresa of Calcutta, St. Charles, St. Jean de Brebeuf, St. Angela Merici	1-877-963-6900
<b>HYDRO ONE</b> Our Lady of Grace, Our Lady of Mercy, St. James, St. Mary's Huntsville, Our Lady of Lourdes, Foley	1-800-434-1235 <a href="http://www.hydroone.com/stormcenter3/">www.hydroone.com/stormcenter3/</a>
<b>ORILLIA POWER</b> Monsignor Lee, Notre Dame, Patrick Fogarty, St. Bernard's	705-326-7315
<b>INNISFIL HYDRO</b> St. Francis of Assisi, Holy Cross	705-431-4321
<b>COLLINGWOOD P.U.C. (COLLUS POWER)</b> Jean Vanier, St. Mary's Collingwood	705-445-1800
<b>MIDLAND P.U.C.</b> Monsignor Castex, Sacred Heart, St. Theresa's High School	705-526-9361
<b>LAKELAND POWER DISTRIBUTION</b> Monsignor Michael O'Leary, St. Dominic's High School	705-789-5442 or 1-888-282-7711
<b>TAY HYDRO</b> St. Antoine Daniel	705-534-7281
<b>WASAGA DISTRIBUTION INC.</b> St. Noel Chabanel	705-429-2517
<b>CITY OF BARRIE MUNICIPAL WORKS</b>	705-739-4220
<b>TOWNSHIP OFFICES</b>	
Town of New Tecumseth	705-435-6219 or 905-729-0057
Town of Penetanguishene	705-549-7452
Town of Midland	705-526-4275
City of Orillia	705-329-7239
Township of Essa	705-424-9770
Township of Springwater	705-728-4784
Town of Innisfil	705-436-3710
<b>TRANSPORTATION CONSORTIUM</b>	705-733-8965
<b>NON EMERGENCY NUMBERS</b>	
Police	
Community Liaison Officer	
Fire	
Home to Bus Companies	
On-site Child Care	
Nearby Public School	

## Emergency Team

Each school or site is required to establish an emergency team.

The emergency team is composed of school staff members who perform designated functions in the event of an emergency.

The size of the emergency team will depend on the student/staff enrolment and size of the school or site. The following guidelines should be considered:

Less than 500 students/staff	4-6 members
500 to 1000 students/staff	6-8 members
More than 1000 students/staff	8-10 members

## Command Post

Each school or site's Emergency Response Plan should designate two (primary and secondary) on-site command post locations - normally the main office is the primary command post location. Additionally, command post locations should be designated for both (primary and secondary) off-site evacuation locations.

Information about command post locations should *not* be publicly circulated.

## Emergency Kit

All school and site locations are required to have an emergency kit. The materials in this kit are to be placed in a sturdy container or bag and clearly labelled. The kit must be on-site and accessible at the school or site for immediate transport to the command post when emergency procedures are initiated.

### Checklist

The following items are recommended for your kit:

- ☐ Emergency binder
- ☐ Blow horn
- ☐ Pad of paper and pen
- ☐ Walkie talkies and extra batteries
- ☐ Battery operated radio and batteries, with a list of stations for news and weather reports
- ☐ Paper, permanent pens and markers, 12 large zip-lock bags
- ☐ Emergency vests with school name printed on them
- ☐ Flashlights
- ☐ Emergency safety blankets (foil)
- ☐ First aid kit
- ☐ Box of surgical gloves (non latex)
- ☐ Garbage bags and tags
- ☐ Rolls of caution tape
- ☐ Rolls of duct tape
- ☐ Traffic cones



## Emergency Binder

Each school or site is required to have an emergency binder. The emergency binder will be located within the emergency kit in a pre-designated area and taken to the command post when an evacuation is initiated.

The principal, designate or site manager is required to maintain, review and update the contents of the emergency kit and emergency binder every September or as required. The contents of the emergency binder should include:

- ☐ A copy of the school or site floor plan. This will include a site plan of the complete property, showing the location of shut off valves (gas, water, hydro) and the location of chemical and flammable storage cabinets
- ☐ A copy of the crisis and alert call list
- ☐ A copy of alpha student list with phone numbers and emergency contact information
- ☐ A copy of student medical information
- ☐ A copy of [bus lists](#)
- ☐ List of students requiring specialized assistance and special emergency procedures (see Fire Safety Plan)
- ☐ Staff lists with phone numbers, medical information, and emergency contact information
- ☐ List of staff with first aid and CPR training
- ☐ Information on relocation and evacuation sites
- ☐ Fire Safety Plan including the record of fire watch
- ☐ Emergency contacts
- ☐ List of schools and board office contacts
- ☐ Staff phone numbers/emergency contacts
- ☐ Copies of [Emergency Preparedness Templates](#)

## Evacuation Plan

As part of the [emergency planning protocols](#), the principal, designate or site manager is required to develop a plan in order to be appropriately prepared in the case that an emergency evacuation is required. It is recommended to rehearse drills, which require students and staff to evacuate during non-typical situations, i.e., lunch, recess.

The principal, designate or site manager is required to:

- Develop and review evacuation routes and strategies for the school or site. The plan must include specific details for staff and students requiring special assistance;

In the event of a hazardous material release into the air or other type of community emergency, the evacuation may result in taking refuge indoors away from windows. The principal, designate or site manager should post signs on locked exterior doors if taking refuge inside the school or site;

- Develop communication processes to initiate and conduct evacuations when the bell or P.A. system is not operational or when using the fire alarm is not appropriate;
- Designate staging areas for students, staff and visitors away from the emergency services entrance to site;
- Determine location for [command posts](#);
- Establish a process for staff and student accountability after evacuation;
- Arrange off-site locations (primary and secondary) and determine the procedure to relocate; and
- Establish a process for recording the release of students when dismissing before the end of the school day.

## Lockdown/Hold and Secure/Shelter in Place Plan

As part of the [emergency planning protocols](#), the principal, designate or site manager is required to develop a plan in order to be appropriately prepared in the case that lockdown, hold and secure or shelter in place is required.

The principal, designate or site manager is required to:

- Work with staff to establish secure locations within each classroom, open area, i.e., cafeterias, hallways, libraries and outside grounds. Please note: police services could be invited to work with schools to develop the plan;
- Establish an “all clear” sign;
- Communicate lockdown/hold and secure/shelter in place plan with on-site daycare facilities;
- Ensure that classroom numbers and all entrance doors to the school are clearly posted as per site plans;
- Develop a contingency plan in the event that a door or window is breached by the suspect (run, hide, fight); and
- In the case of an extended lockdown or hold and secure, make plans (if possible) to access emergency medications for students and staff.

## Severe Weather Plan

As part of the [emergency planning protocols](#), the principal, designate or site manager is required to develop a plan in order to be appropriately prepared in the event that a severe weather event occurs. This procedure outlines the steps school administration must take to prepare for the threat of severe thunderstorms and tornadoes. This procedure is intended to complement other board emergency procedures relating to drills and severe weather conditions such as ice, snow and flooding. More information and templates can be found in the [Severe Weather/Natural Disasters \(Appendix F\)](#).

The principal, designate or site manager is required to:

- Work with staff to establish designated safe areas within each site. Basements, interior hallways and washrooms on ground floors are recommended locations. These areas should be reviewed annually or when any change to the building is made. Do not use any wide span areas such as gymnasiums, cafeterias, libraries, boiler or electrical rooms;
- Establish a means and monitor for severe weather events. Monitor local radio stations, weather radio or Environment Canada website;
- Ensure that a communication system is in place to advise staff and students of severe weather conditions (PA announcements, whistle blows);
- Designate an [emergency team](#) to assist in monitoring conditions during a tornado watch;
- Designate an emergency team to assist with alerting school during a tornado warning;
- Ensure staff and students are familiar with severe weather procedures;
- Conduct at least one severe weather/tornado drill during the school year preferably prior to April; and
- Ensure that each room has tornado procedures visibly posted that indicate the designated safe area.

Staff is required to:

- Be familiar with the severe weather plan; and
- Ensure students are informed about tornado procedures including the designated safe area and the safe position prior to drills or an actual emergency.

## **Emergency Entrances and Stairwells - Naming Conventions**

As part of creating a standardized approach to Emergency Preparedness it is important that school entrances/exits and stairwells be readily identifiable both to internal staff and to emergency responders.

The following conventions will be applied at all Simcoe Muskoka Catholic District School Board sites:

- Ground floor entrances will be identified in an alpha sequence. Begin with the main entrance identified with a capital letter “A.” Moving clockwise around the building from entrance A, additional entrances will be identified in alpha sequence B, C, D and so on;
- Double-sided placards should be posted in upper window areas of these entrances/exits, in high contrast form; and
- Stairwells are to be similarly identified, but use a numerical sequence and should align with the identification provided on the building schematic.

## **FIRST AID PLANNING**

The principal, designate or site manager is required to:

- Ensure that there are at least two people on site, available and trained, to perform first aid. This is a regulatory requirement at each site; and
- Have a first aid station which is equipped with a current edition of the St. John Ambulance First Aid Reference Manual and a first aid kit containing the items required by the [First Aid Regulation 1101 \(Appendix G\)](#). First aid supplies must be replaced and kept current.





## EMERGENCY PREPAREDNESS TRAINING

The Education Leadership Council (ELC) shall ensure that principals, vice-principals and site managers receive the necessary training in emergency preparedness.

The principal, designate or site manager is required to:

- Provide instruction to staff and students regarding emergency preparedness;
- Provide specific training to the emergency team;
- Review this *Emergency Preparedness Plan* (include all staff/volunteers) every September and February;
- Conduct six fire evacuation drills during the school year. These must be conducted proportionately throughout the school year, i.e., terms and semesters;
- One tornado drill during the school year - should be conducted preferably before April;
- The school or site fire safety plan require fire drills to be conducted three times in the fall and three times in the spring. Refer to the school or site fire safety plan;
- Conduct two lockdown drills throughout the school year. Refer to the [Police School Board Protocol \(Appendix E\)](#); and
- Conduct two evacuation drills throughout the school year, as per the [bomb threat protocol](#).



## RESPONSIBILITIES DURING AN EMERGENCY

### Board Office Responsibility:

- Develop, maintain and review annually the *Emergency Preparedness Plan*;
- To provide training to school administrators and managers to enable them to effectively carry out their duties and responsibilities as described by the *Emergency Preparedness Plan*;
- To provide resources and support to schools during emergency/crisis situations; and
- To provide resources and support during the course of any major debrief exercise, following an emergency/crisis situation.

## Principal, Designate or Site Manager Responsibility:

- Communicate with staff, students and families about what is expected of them during any planned or unplanned emergency event;
- Assume overall direction of the [Emergency Response Plan](#) for the school or site unless relieved by the appropriate emergency authority, i.e., police or fire emergency personnel;
- Ensure the safety of all occupants;
- Make live contact with appropriate ELC member by calling the Emergency Support Line at 705.722.3555 ext. 123 (Monday - Friday 8:30 a.m. to 4:30 p.m.). After hours contact your Superintendent's cell phone or an alternate member of the ELC team, as per the [Communication Procedure for School or Site](#). The ELC member will initiate the [Communications Protocol - Crisis and Alert](#) (Appendix A). Manager of Communications will handle all communications with the media and the general public;
- Appoint alternate supervisor who shall assume responsibility when the principal, designate or site manager is absent from the school or site;
- Principal, designate or site manager to activate [emergency team](#) to assist the principal, designate or site manager as needed, e.g., collect roll call information;
- Coordinate the student or staff staging areas and provide instructions and information;
- Ensure roll call is conducted of all occupants of the school or site including all visitors and board personnel (i.e., sign-in logs). Ensure information is delivered to the [command post](#);
- Direct evacuation of school or site (as per the [evacuation plan](#));
- Contact parent, guardian or emergency contact of all staff and students directly involved or requiring additional medical attention;
- Coordinate Emergency Response Plan activities with command post;
- Assign traffic control personnel to restrict traffic onto the site and attempt to record names of people leaving the site.

## **EMERGENCY PLANNING**

### **Responsibilities**

- Arrange and organize relocation to the off-site locations if necessary. Contact transportation consortium if required. Dispatch a team member to the off-site location as an alternate supervisor;
- Coordinate re-entry into the school or site following clearance from the appropriate emergency authority;
- Organize and conduct an incident debrief with all staff involved after the conclusion of the emergency; and
- Ensure all events are documented.

## **Staff Responsibility:**

- Become familiar with the school or site layout and with primary and alternate evacuation routes;
- The classroom teacher will conduct roll call of students and staff and report this information to the principal, designate or site manager via the emergency team;
- Cooperate fully with persons in authority;
- Assist with student dismissal procedure;
- Assist the principal and designate with the execution of their emergency planning responsibilities, including staying on-site until released by principal or designate; and
- Ensure all events are documented.

## **First Aid Responsibility:**

- Distribute material from [emergency kit](#) as needed;
- Support the injured until emergency services arrives;
- Ensure that a staff member accompanies the injured to the hospital;
- Collect names of all staff and students directly involved in situation and/or are seeking additional medical attention; and
- Ensure all events are documented, including completion of OSBIE, WSIB and Accident Reporting forms as required.

## **Student Responsibility:**

- Be familiar with their role during emergency situations (through appropriate drills);
- Respond quickly to the direction of staff during an emergency situation;
- Do not use mobile devices;
- Do not leave the school premises; and
- Ensure that the school's code of conduct is adhered to at all times.



## **Parent/Guardian Responsibility:**

- Be aware of the existence of the board's *Emergency Preparedness Plan*;
- Reinforce with their children the responsibility they have to follow directions during an emergency;
- Ensure all emergency contact information is up to date with the school office; and
- Do not attend the scene or try to communicate with their children during an emergency situation - refer to school/board website and social media for updates.



## **COMMUNICATING DURING AN EMERGENCY**

### **School or Site-based Communications**

School or site communication is dependent on the type of emergency and whether the PA system and/or telephone system is functioning.

Each school or site is required to:

- Ensure that all staff know the complete address of the school or site and how to use the school or site phone to call 911 (i.e., dial 9 to get an outside line). Determine location of hardline access, usually located with fax machine;
- Establish a plan in the event of a power failure (i.e., runner when no PA system);
- Provide the emergency team with access to and be trained in the use of communication devices (P.A., a megaphone, walkie-talkies and cell phones); and
- Prohibit the personal use of cell phone(s) or other electronic devices during an emergency situation.

## General Guidelines for Responding to an Emergency

The first priority of the principal, designate or site manager during an emergency situation is to ensure that a call to 911 is made.

Make live contact by calling the Emergency Support Line at 705.722.3555 ext. 123 (Monday - Friday 8:30 a.m. to 4:30 p.m.). After Hours contact your Superintendent's cell phone or another member of the ELC team. Follow the the [Communication Procedure for School or Site](#).

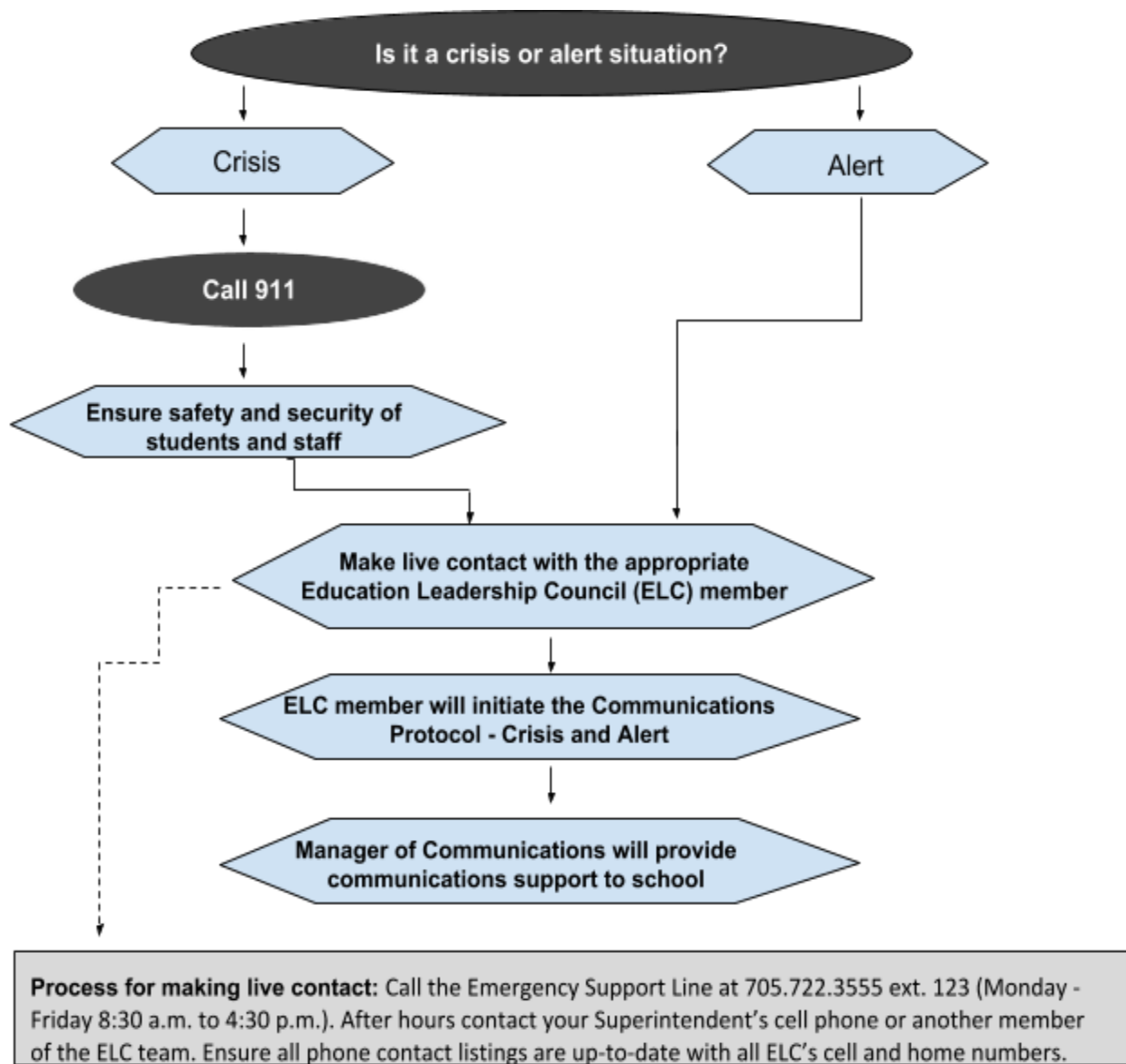
The ELC member will initiate the [Communications Protocol - Crisis and Alert](#) (Appendix A). Manager of Communications will handle all communications with the media and the general public.

911 caller should be aware:

- They need to remain calm and speak slowly and clearly while explaining the emergency situation to a 911 operator;
- The 911 operator will dispatch the emergency services required and ask you for more information which may include:
  - “Where is this happening?”
  - “When did this happen?”
  - “What is happening now? Why?”
  - “Who is involved?”
  - “Did you see any weapon or any mention of weapons?”
  - “What is your name and telephone number?”
- The operator can trace where the call originates when it is coming from a landline;
- They will need to provide the phone number and describe the location where they are calling from when calling from a cell phone; and
- They should stay on the line until 911 operator tells you to hang up.

## Communications Procedure for School or Site

Please see [Glossary of Terms](#) at the beginning of this document for a definition of crisis and alert situations.



## Post-Incident Debrief

A post-incident debrief (sometimes referred to as a hot debrief) is a post-incident tool that allows for an analysis of the event.

The goal of a post-incident debrief is to facilitate personal, group and organizational learning and improvement. The individual(s) will recall and reflect on information that is typically broken down into four primary activities:

- Review and identification of emergency plan elements that worked well
- Review and identification of emergency plan elements that worked but could be improved
- Review and identification of emergency plan elements that did not work and require either local revision of elements or identify a systemic failure of a plan component
- Assignment of activity to address any plan deficiencies.

The debrief should be documented and discussed with all staff. Debriefing allows individuals, departments and the wider organization to examine their strengths and weaknesses and in the case of the board, to refine its planning and procedure processes.

Debrief facilitators should aim to create an atmosphere where individuals feel able to be open and honest without fear of reprisal. Debriefs should not be used to apportion blame or to criticise individual behaviour. It should be recognised that everyone has the potential to make mistakes and with hindsight is always possible to see alternative methods of achieving results. A successful debrief will allow those present to critically analyse their own actions and constructively contribute to a discussion about all other elements of the event.

Generally most debriefs will be conducted in a chronological order, so participants can follow the sequence of events. This is usually broken down into three stages. Pre Event, During the Event and Post Event.

Health and Safety issues should be highlighted and action required for improvement identified and assigned to an individual.

# EMERGENCY SITUATIONS

## EVACUATION

### On-site Evacuation

The principal, designate or site manager is required to:

1. Ensure that all students and staff are accounted for;
2. Make live contact with appropriate ELC member by calling the Emergency Support Line at 705.722.3555 ext. 123 (Monday - Friday 8:30 a.m. to 4:30 p.m.). After hours contact your Superintendent's cell phone or an alternate member of the ELC team, as per the [Communication Procedure for School or Site](#). The ELC member will initiate the [Communications Protocol - Crisis and Alert](#) (Appendix A). Manager of Communications will handle all communications with the media and the general public;
3. Collaborate with emergency services; and
4. Ensure that an operational debrief is conducted following any drill or actual event. Operational debriefs focus on evaluation of performance during drill or event and seeks to identify areas for improvement. Operational debriefing is a routine and formal part of an organizational response to an incident or drill.

## Off-site Evacuation

School relocation is the evacuation of a school or site population to a predetermined site.

The principal, designate or site manager is required to:

1. Contact your superintendent of education immediately to inform them that you are moving to an off-site location;
2. Contact the transportation consortium (if required) in regards to number and type of vehicles required;
3. Notify staff to prepare for relocation;
4. Contact and advise the receiving school or site;
5. Proceed with relocation. Ensure attendance is taken at new location;
6. Take the emergency binder and emergency kit to the evacuation site/command post;
7. Advise parents/guardians of relocation;
8. Make food and other necessities available in the event that an overnight stay is required. The principal and designated staff will stay with the students until they are safely returned to the school or home;
9. Ensure all events are documented; and
10. Ensure that an operational debrief is conducted following any drill or actual event. Operational debriefs focus on evaluation of performance during drill or event and seeks to identify areas for improvement. Operational debriefing is a routine and formal part of an organizational response to an incident or drill.



## FIRST AID EMERGENCIES

Treat injuries in order of priority

- Airway
  - Breathing
  - Circulation
1. Call 911 - if necessary; and
  2. Follow accident/incident reporting procedures as outlined on the accident/incident reporting form.

For injuries involving broken limbs, suspected back/spinal injuries:

1. Do not move the victim;
2. Call 911; and
3. Follow accident/incident reporting procedures and be aware that injuries of this type in all likelihood constitute a [critical injury](#).

Following any drill or actual event, ensure that an operational debrief is conducted. Operational debriefs focus on evaluation of performance during drill or event and seeks to identify areas for improvement. Operational debriefing is a routine and formal part of an organizational response to an incident or drill.



## MEDICAL EMERGENCIES

### Asthma

Symptoms of an asthmatic emergency:

- Breathing is difficult and fast
- Cannot speak more than 5 words between breaths
- Lips or nail beds are blue or gray
- Skin on neck or chest sucked in with each breath
- Requests a doctor or ambulance or asks to go to the hospital
- You have any doubt about the Staff/student's condition

If any of the above symptoms are present:

1. Call 911 for an ambulance. Wait for ambulance – DO NOT drive person to hospital;
2. Immediately use reliever inhaler;
3. Continue to use reliever inhaler every 5-15 minutes until medical help arrives;
4. While waiting for medical help to arrive;
5. Have the person sit up with arms resting on a table (do not have person lie down unless it is a life threatening allergic event);
6. Stay calm, reassure the person and stay by their side; and
7. Ensure that an operational debrief is conducted following any drill or actual event.  
Operational debriefs focus on evaluation of performance during drill or event and seeks to identify areas for improvement. Operational debriefing is a routine and formal part of an organizational response to an incident or drill.

## Allergic Reactions

Anaphylaxis is a severe allergic reaction that has the potential to be fatal. Common triggers include, insect stings, food, medications or chemical sensitivities, i.e., latex.

1. Administer the epinephrine auto-injector (EpiPen) if available;
2. Call 911 - indicate anaphylaxis when describing incident;
3. Report using appropriate reporting documentation; and
4. Ensure that an operational debrief is conducted following any drill or actual event.  
Operational debriefs focus on evaluation of performance during drill or event and seeks to identify areas for improvement. Operational debriefing is a routine and formal part of an organizational response to an incident or drill.

## Seizures

1. Clear area of objects that could injure staff/student/visitor;
2. Loosen tight clothing, especially around neck;
3. Clear area of bystanders;
4. Call 911;
5. Report using appropriate reporting documentation; and
6. Ensure that an operational debrief is conducted following any drill or actual event.  
Operational debriefs focus on evaluation of performance during drill or event and seeks to identify areas for improvement. Operational debriefing is a routine and formal part of an organizational response to an incident or drill.

## Diabetes

1. In an emergency/life-threatening situation, where a staff member or student suffering from low blood sugar is unresponsive or unconscious and is unable to self-administer the appropriate treatment, the response of school staff will be to call 911.

## Concussion

In the event of a concussion, the person may or may not lose consciousness. Follow the below procedure depending on the situation:

In the event of loss of consciousness:

1. Call 911;
2. Do not attempt to move staff or student;
3. Remain with staff or student until medical help arrives; and
4. All loss of consciousness events constitute a critical injury and must be reported to the Ministry of Labour.

If the person remains conscious:

1. Remove staff or student from activity; and
2. Monitor staff or student for concussion signs and symptoms. Obtain medical assistance if required.

Follow concussion protocols as identified under Policy LE-02.4 for all student concussions.

For incidents involving staff members, the incident must be documented through established accident/Incident report process as WSIB may be involved in the event of post-concussive diagnosis.





## FIRE

In the event of a fire or explosion the principal, designate or site manager will refer to the Fire Safety Plan.

Below is the procedure that should be followed in the event of a fire:

1. Activate the fire alarm;
2. Evacuate the school or site as per the school Fire Safety Plan ensuring a visual sweep to account for hearing impaired children and staff;
3. Call 911 (request fire, ambulance, police):
  - Communicate/liaise with fire, ambulance, and police;
  - Provide information regarding staff and students requiring special assistance;
4. Make live contact with appropriate ELC member by calling the Emergency Support Line at 705.722.3555 ext. 123 (Monday - Friday 8:30 a.m. to 4:30 p.m.). After hours contact your Superintendent's cell phone or an alternate member of the ELC team, as per the [Communication Procedure for School or Site](#). The ELC member will initiate the [Communications Protocol - Crisis and Alert](#) (Appendix A). Manager of Communications will handle all communications with the media and the general public;
5. Ensure everyone has been accounted for and report unaccounted individuals to the appropriate emergency authority;
6. Provide first aid if necessary;
7. Assign a staff member to accompany any person requiring additional medical attention;
8. Call the parent/guardian/emergency contact for those requiring medical attention;
9. Relocate to off-site location, if necessary;
10. Record accurate details of the event and directions from emergency services personnel;
11. Arrange a general debriefing/info sharing with staff and students involved; and

12. Ensure that an operational debrief is conducted following any drill or actual event. Operational debriefs focus on evaluation of performance during drill or event and seeks to identify areas for improvement. Operational debriefing is a routine and formal part of an organizational response to an incident or drill.

[Refer to Appendix B - The Fire Scene Response Guideline](#) is meant to provide direction for SMCDSB staff with regards to how to undertake activities after a fire alarm has sounded or a fire has been detected. This Guideline deals with activities beyond the activation of the school or administrative site Fire Safety Plan.

## TRANSPORTATION - SERIOUS ACCIDENT/INCIDENT

Refer to Simcoe County Student Transportation Consortium's [Incident Reporting Chart](#) (Appendix C) to see how incidents are categorized and communicated.

Upon notification of a transportation accident or incident by a board transportation provider, the principal, designate or site manager is required to:

1. Maintain an open line of communication with the transportation provider and/or appropriate emergency authority at the scene of the accident and obtain as much information as possible;
2. Obtain bus passenger list and make it available to the authorities as required. [Refer to Appendix C – [Bus Passenger List](#)];
3. Make live contact with appropriate ELC member by calling the Emergency Support Line at 705.722.3555 ext. 123 (Monday - Friday 8:30 a.m. to 4:30 p.m.). After hours contact your Superintendent's cell phone or an alternate member of the ELC team, as per the [Communication Procedure for School or Site](#). The ELC member will initiate the [Communications Protocol - Crisis and Alert](#) (Appendix A). Manager of Communications will handle all communications with the media and the general public.;
4. Contact parents/guardians of the students on the bus involved in the accident;
5. Ensure all events are documented; and
6. Ensure that an operational debrief is conducted following any drill or actual event. Operational debriefs focus on evaluation of performance during drill or event and seeks to identify areas for improvement. Operational debriefing is a routine and formal part of an organizational response to an incident or drill.



## FIELD TRIP ACCIDENT/INCIDENT

The teacher in charge or site supervisor (on location) is required to:

1. Conduct an assessment of the area for safety. Render first aid;
2. Call 911;
3. Ensure all personnel (students, staff, volunteers, etc.) are accounted for;
4. Call and apprise the principal, designate or site manager;
5. Maintain communication with the principal, designate or site manager and inform him or her of all developments;
6. Ensure all events are documented; and
7. Assist principal, designate or site manager with incident review and debrief of staff and students involved.

Principal, designate or site manager (school base) is required to:

1. Ensure that a complete copy of names, addresses and phone numbers of persons attending the field trip is available prior to the field trip as per the field trip procedures;
2. Make live contact with appropriate ELC member by calling the Emergency Support Line at 705.722.3555 ext. 123 (Monday - Friday 8:30 a.m. to 4:30 p.m.). After hours contact your Superintendent's cell phone or an alternate member of the ELC team, as per the [Communication Procedure for School or Site](#). The ELC member will initiate the [Communications Protocol - Crisis and Alert](#) (Appendix A). Manager of Communications will handle all communications with the media and the general public;
3. Advise the parents/guardians of the extent of the injuries and the location of the hospital, if necessary;
4. Arrange for the school to be opened to receive parents/guardians if after hours;
5. Inform school staff of the accident/incident;
6. Arrange for the transportation of staff and students if the bus company is not involved;

7. Ensure all events are documented; and
8. Ensure that an operational debrief is conducted following any drill or actual event.  
Operational debriefs focus on evaluation of performance during drill or event and seeks to identify areas for improvement. Operational debriefing is a routine and formal part of an organizational response to an incident or drill.

## BOMB THREAT

A bomb threat is a correspondence or a phone call that leads the receiver of information to believe that there is an explosive device in the school or site.

If the threat is left on voice mail - do not transfer the message to another mailbox for preservation (once transferred it loses its original source data and time stamp).

If the threat is received in the form of a note or letter, all measures should be taken to preserve evidence. Refer to the [Bomb Threat Checklist](#) (Appendix D).

When a threat has been made, the below procedures should be followed:

1. Call 911;
2. Make live contact with appropriate ELC member by calling the Emergency Support Line at 705.722.3555 ext. 123 (Monday - Friday 8:30 a.m. to 4:30 p.m.). After hours contact your Superintendent's cell phone or an alternate member of the ELC team, as per the [Communication Procedure for School or Site](#). The ELC member will initiate the [Communications Protocol - Crisis and Alert](#) (Appendix A). Manager of Communications will handle all communications with the media and the general public;
3. All staff are expected to conduct a visual sweep of their areas and report to the [emergency team](#).

During a visual sweep look for:

- something that appears to be out of place
- signs of forced entry
- object(s) similar to the description of the received bomb threat
- object(s) or package(s) suspicious in size, shape, labelling, location, volume
- presence of tape, wire, explosive wrapping
- signs of tampering with electrical installations;

If you find a suspicious object:

- DO NOT touch suspicious object or package
  - DO NOT place blanket or anything else over object or device
  - DO NOT disturb object in anyway
  - Clear everyone from the immediate area (including floors above and below);
4. Staff should immediately ensure the safety of the students;
  5. On route to the [command post](#), the emergency team will conduct a visual sweep of the corridors, elevators and stairwells and direct unsupervised students to a cleared supervised area;
  6. In the event that there is an evacuation of the school or site, leave the doors and windows open; and
  7. Ensure that an operational debrief is conducted following any drill or actual event. Operational debriefs focus on evaluation of performance during drill or event and seeks to identify areas for improvement. Operational debriefing is a routine and formal part of an organizational response to an incident or drill.



# BOMB THREAT PROTOCOL

## Principal/Site Manager's Actions

### Threat is received at school.

Collect and preserve data. Call 911. Notify principal/site manager/ELC member/all other building tenants (i.e. child care, cafeteria)

No threat

Principal/site manager (with police if time permits) assesses risk of threat based on evidence

If plausible

**Announce hold and secure**  
Emergency team assembles at main office/front foyer

Visual sweep of school/site warranted

Emergency team/staff initiate visual sweep of assigned areas. Notify child care centre supervisor/building tenants. Report status of visual sweep to the principal/site manager

No threat

Suspicious object found/imminent threat as confirmed by police

**Announce on-site evacuation**  
Evacuation instructions will be given

No threat

**Principal/site manager:**  
Announce evacuation instructions.  
Notify child care and/or Best Start supervisor/building tenants.  
Relocate site command post to secondary locations (on site) - if required.  
Notify police and ELC member of suspicious object and evacuation to the relocation site. Await further instructions from police and ELC member.  
  
**All persons must exit the school/site immediately.**  
Evacuate areas using identified safe exit routes.

**Announce ALL CLEAR.**  
Inform staff and students that procedures were followed and nothing was found.

Review with police.  
Inform ELC member and Catholic Community Council Chair.

Suspicious object confirmed

**Announce off-site evacuation**  
Evacuation to off-site location

**\* At all times, it is within the authority of the principal or designate to move to an on-site evacuation.**

**PRINCIPAL/DESIGNATE/SITE MANAGER RESPONSIBILITIES****HOLD AND SECURE (Threat Only)**

Keep the person talking as long as possible. Refer to the [Bomb Threat Checklist](#) (Appendix D).

Ask questions (location, time bomb will go off, description of device, name and location of caller, try to determine the age, sex, etc.) Notify principal, designate or site manager.

<b>First 10 Minutes</b>	<b>Next 50 Minutes</b>	<b>Remainder of the Day</b>	<b>Subsequent Days</b>
<p>Action:</p> <ul style="list-style-type: none"> <li>• Treat all threats as genuine</li> <li>• Notify principal, designate or site manager immediately</li> <li>• Call 911</li> <li>• Make live contact (call the office) with the appropriate Education Leadership Council (ELC) member, i.e., Superintendent of Education, Controller of Plant</li> <li>• Notify and brief emergency team, if necessary</li> <li>• If imminent danger exists (package identified/insufficient time to assess before detonation) go to on-site evacuation.</li> </ul>	<p>Action:</p> <ul style="list-style-type: none"> <li>• Notify and brief emergency team</li> <li>• Emergency team members initiate visual sweep of assigned areas</li> <li>• If threat is plausible, proceed to on-site evacuation.</li> </ul>	<p>Declare all clear:</p> <ul style="list-style-type: none"> <li>• Follow normal operating procedure when appropriate</li> <li>• Provide update to ELC member and others as required</li> <li>• Direct all media to the manager of communications</li> <li>• Direct all other inquiries to the principal, designate or site manager</li> <li>• Emergency team meets to update and evaluation</li> <li>• Record accurate details of the event</li> <li>• Debrief with staff</li> <li>• Engage the crisis team.</li> </ul>	<p>Emergency team meets:</p> <ul style="list-style-type: none"> <li>• Update and revise plans if needed</li> <li>• Communicate with parents/school community as required (liaise with Manager of Communications)</li> <li>• Engage the services of counselors, social workers or other staff as required</li> <li>• Record accurate details of the event.</li> </ul>

**PRINCIPAL/DESIGNATE/SITE MANAGER RESPONSIBILITIES**

**ON-SITE EVACUATION (Bomb threat with a suspicious package found)**

Site emergency team members/staff initiate sweep of assigned areas. Notify daycare centre supervisor. Report status of visual sweep to the principal, designate or site manager.

<b>First 10 Minutes</b>	<b>Next 50 Minutes</b>	<b>Remainder of the Day</b>	<b>Subsequent Days</b>
<p>Action:</p> <ul style="list-style-type: none"> <li>• Evacuate school or site. Relocate staff and students following the evacuation plan</li> <li>• Teachers take attendance folders.</li> </ul> <p>On-site location:</p> <ul style="list-style-type: none"> <li>• Teachers take attendance and report missing students and staff to emergency team</li> <li>• Emergency team to record students leaving parking lot for attendance</li> <li>• If threat is confirmed, proceed to off-site evacuation.</li> </ul> <p>Off-site location:</p> <ul style="list-style-type: none"> <li>• Teachers take attendance folders</li> <li>• Teachers to check missing students/staff and report to emergency team.</li> </ul>	<p>Action:</p> <ul style="list-style-type: none"> <li>• Ongoing communication with staff</li> <li>• Determine plan for the day</li> <li>• Contact and advise the receiving site of the potential to relocate</li> <li>• Ensure the bus carrier is informed of the situation and ask for the standby status. Indicate the number and type of vehicles required.</li> </ul>	<p>Declare all clear:</p> <ul style="list-style-type: none"> <li>• Follow normal operating procedure when appropriate</li> <li>• Provide update to ELC member and others as required</li> <li>• Direct all media to the manager of communications</li> <li>• Direct all other inquiries to the principal, designate or site manager</li> <li>• Emergency team meets to update and evaluation</li> <li>• Ensure all events are documented</li> <li>• Debrief with staff</li> <li>• Engage the services of counselors, social workers or other staff as required.</li> </ul>	<p>Emergency team meets:</p> <ul style="list-style-type: none"> <li>• Update and revise plans if needed</li> <li>• Communicate with parents/school community as required (liaise with Manager of Communications)</li> <li>• Engage the services of counselors, social workers or other staff as required</li> <li>• Record accurate details of the event.</li> </ul>

**PRINCIPAL/DESIGNATE/SITE MANAGER RESPONSIBILITIES**

**OFF-SITE EVACUATION - SUSPICIOUS OBJECT/PACKAGE CONFIRMED**

<b>First 10 Minutes Off-site Location</b>	<b>Next 50 Minutes Off-site Location</b>	<b>Remainder of the Day</b>	<b>Subsequent Days</b>
<p>Action On-Site:</p> <ul style="list-style-type: none"> <li>● Follow school or site relocation plan</li> <li>● Allow fire department/police to take control of the site.</li> </ul> <p>Action Off-Site (first 10 minutes):</p> <ul style="list-style-type: none"> <li>● Teachers take attendance and report missing students/staff to emergency team.</li> </ul>	<p>Action:</p> <ul style="list-style-type: none"> <li>● Emergency team to meet for update and evaluation</li> <li>● Direct all media to the Manager of Communications</li> <li>● Direct all other inquiries to the principal, designate or site manager.</li> </ul>	<ul style="list-style-type: none"> <li>● Emergency team to meet for update and evaluation</li> <li>● Ensure all event are documented</li> <li>● Engage the services of counselors, social workers or other staff as required</li> <li>● Debrief with staff</li> <li>● Communicate with parents/school community as required (liaise with Manager of Communications).</li> </ul>	<ul style="list-style-type: none"> <li>● Emergency team to meet for update and evaluation</li> <li>● Record accurate details of the event</li> <li>● Engage the services of counselors, social workers or other staff as required</li> <li>● Debrief with staff</li> <li>● Communicate with parents and school community as required (liaise with Manager of Communications).</li> </ul>

**PRINCIPAL/DESIGNATE/SITE MANAGER RESPONSIBILITIES**

**ACTUAL BOMB EXPLOSION WITHOUT ANY WARNING**

<b>First 10 Minutes</b>	<b>Next 50 Minutes</b>	<b>Remainder of the Day</b>	<b>Subsequent Days</b>
<p>Action:</p> <ul style="list-style-type: none"> <li>Secure and evacuate the area as required</li> <li>Ensure that first aid is rendered</li> <li>Contact 911 and plant services</li> <li>Make live contact (call the office) with the appropriate Education Leadership Council (ELC) member, i.e., Superintendent of Education, Controller of Plant.</li> </ul>	<p>Action:</p> <ul style="list-style-type: none"> <li>Activate school relocation plan if required (refer to off-site evacuation)</li> <li>Refer all media inquiries to the Manager of Communications</li> <li>Record accurate details of the event</li> <li>Conduct incident review and debriefing of staff involved.</li> </ul>	<p>Action:</p> <ul style="list-style-type: none"> <li>Site has been cleared</li> <li>Principal or designate meets with emergency team for update and evaluation</li> <li>Debrief media with emergency services and Manager of Communications</li> <li>Provide update to ELC member and others as required</li> <li>Engage the services of counselors, social workers or other staff as required</li> <li>Arrangements made to transport students home</li> <li>Debrief with staff</li> <li>Meet with parents as required.</li> </ul>	<p>Action:</p> <ul style="list-style-type: none"> <li>Meet with emergency team to update and revise plans if needed</li> <li>Debrief staff</li> <li>Meet with parents if required</li> <li>Engage the services of counselors, social workers or other staff as required.</li> </ul>



## CHEMICAL/HAZARDOUS MATERIAL

The presence of hazardous materials or an unknown substance posing a health and safety hazard to persons and/or the environment may involve exposure to a gas, solid or liquid substance, chemical spill, etc.

The principal, designate or site manager is required to:

1. Secure and evacuate the immediate area;
2. Ensure all persons are accounted for and administer first aid as required;
3. Call 911 (if required) to alert and comply with directions given by appropriate emergency authority;
4. Seal and secure part of the school or site if necessary (post signs/barriers-shut down ventilation);
5. Make live contact with appropriate ELC member by calling the Emergency Support Line at 705.722.3555 ext. 123 (Monday - Friday 8:30 a.m. to 4:30 p.m.). After hours contact your Superintendent's cell phone or an alternate member of the ELC team, as per the [Communication Procedure for School or Site](#). The ELC member will initiate the [Communications Protocol - Crisis and Alert](#) (Appendix A). Manager of Communications will handle all communications with the media and the general public;
6. Activate school evacuation plan if required;
7. Ensure that clean-up is completed ONLY by qualified personnel;
8. Readmit persons to the school or site only once clearance is obtained from the appropriate authority;
9. Ensure all events are documented; and
10. Ensure that an operational debrief is conducted following any drill or actual event. Operational debriefs focus on evaluation of performance during drill or event and seeks to identify areas for improvement. Operational debriefing is a routine and formal part of an organizational response to an incident or drill.





## FACILITY EMERGENCY

A facility emergency is defined as any physical situation that impacts the safety of the occupants of the facility or the ability of the facility to remain open for its intended purpose.

The following items are examples and should not be considered to be a complete listing:

- Natural gas leak
- Failure of sanitary services
- Structural failure
- Loss of potable water
- Loss of heat to entire school
- Extended loss of power
- Loss of fire alarm
- Fire/explosion
- School/site flooding
- Failure of well water system

Principal, designate or site manager is required to:

1. Secure and evacuate the area as required;
2. Ensure that first aid is rendered;
3. Contact 911;
4. Make live contact with appropriate ELC member by calling the Emergency Support Line at 705.722.3555 ext. 123 (Monday - Friday 8:30 a.m. to 4:30 p.m.). After hours contact your Superintendent's cell phone or an alternate member of the ELC team, as per the [Communication Procedure for School or Site](#). The ELC member will initiate the [Communications Protocol - Crisis and Alert](#) (Appendix A). Manager of Communications will handle all communications with the media and the general public;
5. Activate school evacuation plan if required;
6. Refer all media inquiries to the manager of communications and public affairs;
7. Ensure all events are documented; and
8. Ensure that an operational debrief is conducted following any drill or actual event. Operational debriefs focus on evaluation of performance during drill or event and seeks to identify areas for improvement. Operational debriefing is a routine and formal part of an organizational response to an incident or drill.

## **EMERGENCY SITUATIONS**

### **Facilities**

When contacting service providers (facilities services, utility companies, etc.) ensure that voice contact is made. Do not rely on e-mail, voice mail or a fax when reporting an emergency situation.

Facilities Services Monday to Friday 8:30 a.m. to 4:30 p.m. 705-722-6942 or  
Facilities Emergency On-Call (after hours and weekends) 705-984-7815.

## LOCKDOWN

**\*Please Note:** SMCDSD's defined procedure for dealing with lockdown situations is located in Appendix C of the [Police/School Board Protocol](#). All staff must become familiar with this procedure as it is outlined in that document.

A lockdown is implemented when there is major incident with potential life threatening violence. In a lockdown situation all exterior doors are locked and no one is permitted to enter or leave the facility. Students and staff must remain behind closed doors in their classrooms or designated area until the lockdown is lifted.

Principal, designate or site manager is required to:

1. Investigate and assess the situation. Do not put yourself at risk;
2. Initiate the Lockdown Procedures as per Appendix C within the [Police/School Board Protocol](#) which includes a 911 phone call;
3. Pull the fire alarm if you are in immediate danger when working alone after hours and cannot access a phone;
4. Make live contact with appropriate ELC member by calling the Emergency Support Line at 705.722.3555 ext. 123 (Monday - Friday 8:30 a.m. to 4:30 p.m.). After hours contact your Superintendent's cell phone or an alternate member of the ELC team, as per the [Communication Procedure for School or Site](#). The ELC member will initiate the [Communications Protocol - Crisis and Alert](#) (Appendix A). Manager of Communications will handle all communications with the media and the general public;
5. Ensure all events are documented; and
6. Ensure that an operational debrief is conducted following any drill or actual event. Operational debriefs focus on evaluation of performance during drill or event and seeks to identify areas for improvement. Operational debriefing is a routine and formal part of an organizational response to an incident or drill.



## **HOLD AND SECURE**

A hold and secure is a precautionary measure which is used when a school or site location is secured due to an ongoing situation outside (not related to the school). In a hold and secure situation the principal and superintendent of education will work to determine the most appropriate course of action.

During a hold and secure situation, the goal is to maintain a sense of normalcy, with activities and regular routines continuing without disruption.

Principal, designate or site manager is required to:

1. Notify students and staff via the PA system that the school is going into a hold and secure;
2. Make live contact with appropriate ELC member by calling the Emergency Support Line at 705.722.3555 ext. 123 (Monday - Friday 8:30 a.m. to 4:30 p.m.). After hours contact your Superintendent's cell phone or an alternate member of the ELC team, as per the [Communication Procedure for School or Site](#). The ELC member will initiate the [Communications Protocol - Crisis and Alert](#) (Appendix A).

Please note: The Manager of Communications will work with the Superintendent of Education and principal to determine what/if any immediate communication is required to be sent/posted to the media, social media, parents and the general public;

3. Continue with regular activities within the school without disruption;
4. Notify other user groups in building, e.g, child care facilities;
5. Lock exterior doors;
6. Suspend all outside activities and bring students inside the building;
7. Make an assessment regarding the feasibility of bringing students in from portable classrooms (determined on a case by case basis);

8. Post signage on the front door to signify the school is in a hold and secure;
9. Only grant entry into the school to authorized individuals. Entry into the school is determined on a case by case basis. In consultation with the superintendent, only the principal, vice-principal or designate has the authority to grant access into the building;
10. Notify students and staff via PA announcement once the hold and secure has been lifted;
11. Work with the Manager of Communications to draft a letter to parents explaining the days events - this letter will be sent out once the hold and secure is lifted and/or at the end of the school day; and
12. Ensure that an operational debrief is conducted following any drill or actual event. Operational debriefs focus on evaluation of performance during drill or event and seeks to identify areas for improvement. Operational debriefing is a routine and formal part of an organizational response to an incident or drill.

## **SHELTER IN PLACE**

A shelter in place is initiated due to an external environmental hazard (extreme weather events, toxic fume release, smoke, natural gas, wildlife sightings etc.). It is a precautionary measure.

During a shelter in place situation certain school routines may be restricted.

Principal, designate or site manager is required to:

1. Notify students and staff via the PA system that the school is going into a shelter in place state;
2. Make live contact with appropriate ELC member by calling the Emergency Support Line at 705.722.3555 ext. 123 (Monday - Friday 8:30 a.m. to 4:30 p.m.). After hours contact your Superintendent's cell phone or an alternate member of the ELC team, as per the [Communication Procedure for School or Site](#). The ELC member will initiate the [Communications Protocol - Crisis and Alert](#) (Appendix A).

Please note: The Manager of Communications will work with the Superintendent of Education and principal to determine what/if any immediate communication is required to be sent/posted to the media, social media, parents and the general public;

3. Restrict regular activities within the school;
4. Notify other user groups in building, e.g, child care facilities;
5. Lock exterior doors, close any open windows;
6. Suspend all outside activities and bring staff and students inside the building;
7. Make an assessment regarding the feasibility of bringing students in from portable classrooms (determined on a case by case basis);
8. Shut down ventilation systems, including heating and air conditioning in the event that external air quality (toxic gases, smoke) is compromised;

9. Consider moving students and staff into interior spaces with few or no windows if there is risk of explosion in area;
10. Post signage on the front door to signify the school is in a shelter in place;
11. Only grant entry into the school to authorized individuals. Entry into the school is determined on a case by case basis. Only the principal, vice-principal or designate has the authority to grant access into the building;
12. Notify students and staff via PA announcement once the shelter in place has been lifted (may require authorization by external partner agencies);
13. Work with the Manager of Communications to draft a letter to parents explaining the days events - this letter will be sent out once the shelter in place is lifted and/or at the end of the school day; and
14. Ensure that an operational debrief is conducted following any drill or actual event. Operational debriefs focus on evaluation of performance during drill or event and seeks to identify areas for improvement. Operational debriefing is a routine and formal part of an organizational response to an incident or drill.



## SEVERE WEATHER (Tornado)

Tornadoes can develop very rapidly. It is important for administrators and school staff to monitor conditions and initiate appropriate procedures as soon as possible. This includes use of the weather radio, local media sources, other media and local alerting systems (sirens).

### Tornado Watch

Principal, designate or site manager is required to:

1. Initiate site-based communications plan to notify staff and students of tornado watch;
2. Make live contact with appropriate ELC member by calling the Emergency Support Line at [705.722.3555](tel:705.722.3555) ext. 123 (Monday - Friday 8:30 a.m. to 4:30 p.m.). After hours contact your Superintendent's cell phone or an alternate member of the ELC team, as per the [Communication Procedure for School or Site](#). The ELC member will initiate the [Communications Protocol - Crisis and Alert](#) (Appendix A). Manager of Communications will handle all communications with the media and the general public;
3. Monitor weather radio and other media such as local radio, Environment Canada (see [Appendix F](#)) for weather resources. Utilize emergency team to monitor local sky conditions - dark, black or green cloud colours, rolling or rotating cloud bases, hail, driving rain, significant increase in wind;
4. Ensure all doors, windows and window coverings are closed;
5. Any staff and students outside must take shelter inside;
6. At the principal's discretion, instruct staff in portables to move students into the main building; and
7. Ensure that an operational debrief is conducted following any drill or actual event. Operational debriefs focus on evaluation of performance during drill or event and seeks to identify areas for improvement. Operational debriefing is a routine and formal part of an organizational response to an incident or drill.

## Tornado Warning

Principal, designate or site manager is required to:

1. Initiate tornado procedures by alerting staff and students, both inside and outside the building, ERT personnel to assist in alerting. Ensure staff and students in portables or awaiting bussing move into the main building. Evacuate upper floors to main floor;
2. If time permits, make live contact (call the office) with the appropriate Education Leadership Council (ELC) member as per the [Communication Procedure for School or Site](#). The ELC member will initiate the [Communications Protocol - Crisis and Alert](#) (Appendix A). Manager of Communications will handle all communications with the media and the general public; and
3. Following any drill or actual event, ensure that an operational debrief is conducted. Operational debriefs focus on evaluation of performance during drill or event and seeks to identify areas for improvement. Operational debriefing is a routine and formal part of an organizational response to an incident or drill.

Staff is required to:

1. Ensure all exterior doors and windows are closed (assisted by custodial staff);
2. Guide students to designated safe area;
3. Ensure classroom is vacant and door is closed upon exiting; and
4. Instruct students to assume the protective position.

For additional details on severe weather refer to [Appendix F](#).

## CRITICAL INJURY OR DEATH

Critical injury is defined under the Occupational Health & Safety Act and refers to injuries which may be sustained by a person (person includes all staff, students, volunteers or visitors on Board property).

A critical injury is defined as a serious injury categorized by:

- Places life in jeopardy
- Produces unconsciousness
- Results in substantial loss of blood
- Involves a fracture of a leg or arm but not a finger or toe
- Involves an amputation of a leg, arm, hand or foot but not a finger or toe
- Consists of burns to a major portion of the body
- Causes the loss of sight in an eye

The principal, designate or site manager is required to:

1. Call 911;
2. Provide first aid as appropriate;
3. Preserve the accident scene except for the purpose of saving life. Do not allow persons to disturb or alter the scene of the accident until released by the appropriate authorities having jurisdiction (i.e., Ministry of Labour, Police, etc.);
4. Make live contact with appropriate ELC member by calling the Emergency Support Line at 705.722.3555 ext. 123 (Monday - Friday 8:30 a.m. to 4:30 p.m.). After hours contact your Superintendent's cell phone or an alternate member of the ELC team, as per the [Communication Procedure for School or Site](#). The ELC member will initiate the [Communications Protocol - Crisis and Alert](#) (Appendix A). Manager of Communications will handle all communications with the media and the general public;
5. Call the health and safety officer;
6. Call parents/guardians or staff emergency contact;

7. Call the Ontario School Boards Insurance Exchange (OSBIE) for accidents involving students being hospitalized;
8. Refer all media to the manager of communications; and
9. Ensure that an operational debrief is conducted following any drill or actual event. Operational debriefs focus on evaluation of performance during drill or event and seeks to identify areas for improvement. Operational debriefing is a routine and formal part of an organizational response to an incident or drill.

Note: Immediately following the emergency, the principal, designate or site manager must complete the Employee Accident/Incident Reporting/Investigation Report and email to [Accident@smcdsb.on.ca](mailto:Accident@smcdsb.on.ca)

## Appendix A - Communications Protocol Crisis and Alert



# Communications Protocol Crisis & Alert

### Crisis and Alert Mail List

A Crisis and Alert Mail List has been established in the board's Gmail. The list is not available as a visual option in the directory (to prevent accidental or improper use). Every member of the crisis and alert group must add this Gmail address to their contacts. Group membership is as follows:

- Education Leadership Council (ELC)
- ELC administrative assistants
- Manager of Facilities Services
- Manager of Communications
- Backup to Manager of Communications
- Manager of ICT
- Backup to Manager of ICT
- Health and Safety Officer
- Reception
- Facilities Coordinator
- Chief Psychologist
- Mental Health Lead

### Determining the Lead

A call will come in via the Emergency Support Line and the ELC Assistant who answers the call will refer it to the ELC member who is deemed most appropriate. In the event that an ELC member isn't immediately available the call will be referred to the Duty Supervisory Officer. The Duty Supervisory Officer's calendar will be distributed to all members of the Crisis and Alert mail list.

### Emergency Support Line

All schools and board office locations will be provided with the following Emergency Support Line number - **705-722-3555, ext 123** - which must be used for any crisis or alert situation occurring Monday through Friday, 8:30 a.m. to 4:30 p.m. During non-business hours contact the appropriate ELC member (i.e. the ELC member who the person directly reports to) via cell phone. If contact cannot be made with the appropriate ELC member, use the Duty Supervisor Officer calendar.



**1 Initial Contact** - call comes in via the Emergency Support Line (or directly to an ELC member's cell phone after hours). School begins implementing the emergency preparedness plan as per the flip booklet/plan available at the school.

**2 Handling the Phone Call** - ELC Assistant refers the call to the appropriate ELC member who assumes the Lead role and begins the crisis communications protocol.

**3 Crisis or Alert?** - the Lead must determine whether the issue is a crisis situation or an alert situation (definitions below)

**4 Crisis and Alert Email** - the Lead sends out an email, with as much detail as possible, to the Crisis and Alert Mail List, as per the incident template provided by the Communications Department. The subject line of the email must indicate whether it is an "alert" or "crisis." Continue through #5-#13 under headline "Crisis" for a crisis or #5-#7 under headline "Alert" for an alert. **ONLY THE LEAD WILL SEND EMAILS TO THE CRISIS AND ALERT MAIL LIST. MEMBERS OF THE LIST SHOULD NOT REPLY-TO-ALL.**

## CRISIS



**5 Support to School** - the Lead provides support to school as needed - ensuring the safety and security of students and staff is the top priority.

**6 Communications Department** - the Lead calls the Manager of Communications (or backup) to discuss possible communications supports needed for the school.

**7 Communications Support** - As needed, the Manager of Communications connects with school to confirm the communication support that will be provided.

**8 Additional Communications** - Lead connects with Director's/Associate Director's Office to determine other groups that need to be informed:

- Ministry of Education
- Trustees
- DAC
- Insurance



**9 Crisis and Alert Mail List Update** - Lead provides an update to the Crisis and Alert Mail List as deemed appropriate. This could be one or several updates depending on how the crisis evolves. All updates should use the incident template (see attached) and should be time and date stamped.



**10 Communications Tactics Implemented** - Manager of Communications implements communications tactics as determined in consultation with the Lead. The Manager of Communications determines what, if any, approvals are necessary prior to the dissemination of information. Tactics may include but are not limited to:

- Media alerts
- Website updates - school and board
- Twitter updates
- Employee Connect update
- Letter home
- Eblast
- Messaging for front line staff, i.e., office administrators and/or reception desk



**11 Close it Out** - Lead sends a final update to the Crisis and Alert Mail List - using the incident report template



**12 Close it Out** - Director/Associate Director's Office provides final update to other key audiences (not included in Crisis and Alert Mail List)



**13 Debrief** - as appropriate, Lead to facilitate a debrief with relevant parties to review how response and/or communications was handled

## ALERT



**5 Support to School** - the Lead provides support to school as needed.

**6 Crisis and Alert Mail List Update** - Lead provides an update to the Crisis and Alert Mail Group as deemed appropriate. This could be one or several updates depending on how the crisis evolves. All updates should use the incident template and should be time and date stamped.

**7 Close it Out** - Lead sends a final update Crisis and Alert Mail Group.



### CRISIS

An incident which is characterized by intense difficulty, trouble, or danger (this may include any significant event which would impact or would require central support). Often, important decisions must be made quickly. Safety and security of students and staff may be at risk. For example:

- Facility - fire or flood
- People - injury, death, serious health concerns, violent situation, missing person
- Transportation - accident, missing child
- Security - internal or external threat resulting in a hold and secure or lockdown



### ALERT

An incident which requires us to be watchful, cautious and ready. Student and staff safety are not an immediate concern, but the situation has the potential of impacting a large number of people and/or escalating into a crisis situation. For example:

- Facility - power outage, large scale technology or phone issues, weather advisory/potential flood issued by conservation authority
- People - health unit alert, animal sighting
- Transportation - weather situation, bussing issues

**crisis-and-alert@smcdsb.on.ca**



# Appendix B - Fire Scene Response Guidelines

## Introduction:

The Fire Scene Response Guidelines provides direction for SMCDSB staff regarding activities after a fire alarm has sounded or a fire has been detected. This guideline deals with activities beyond the activation of the school or administrative site Fire Safety Plan.

## Roles and Responsibilities:

### **Principal/Designate:**

- Ensure that school staff and students are safe and secure;
- Follow the approved school Fire Safety Plan;
- Afford any assistance required in the investigation phase and mitigation phase post-fire; and
- Communicate with superintendent and health and safety officer.

### **Superintendent of Schools:**

- Assess whether school closure is warranted;
- Obtains and confirms authorization for school closure and reopening from director of education in consultation with the fire department and the principal or designate;
- Activates school relocation plans within an hour of incident if school evacuation is required; and
- Is responsible for confirming/authorizing fire scene response activities.

### **Office of the Associate Director of Education (Business & Finance):**

- Coordinate the insurance activities for the remediation of the post-fire scene; and
- Notify the insurance adjuster when required.

### **Facilities/Custodial Services:**

- Assess with the principal or designate the situation and coordinate facilities and custodial services activities\*;
- Oversee remediation activities;
- Receive clearance from the authority having jurisdiction i.e., police services or the fire department should an investigation be required;
- Clearance to commence cleanup from office of associate director of education (business and finance); and
- Communicate progress of restoration and clean-up through email to all parties listed.

### **Health & Safety Officer:**

- Initiate the first steps in the investigation process;
- Conduct the investigation to determine contributory factors to the fire scene as appropriate; and

- Conduct and/or solicit the services of an industrial hygienist post fire Indoor Air Quality (IAQ) survey to determine whether the school is safe to be re-occupied, as appropriate.

\*activities refers to the coordination of all infrastructure services to ensure, by way of example, that the mechanical system has been shut-down, arranging fire watches, securing the scene, etc.

### **Call-Outs (notification):**

**Building fire alarm panel goes active...**

### **Normal Working Hours:**

1. Security company notifies the fire department.

### **After Hours:**

1. Security company notifies the fire department and the key holder.
2. For after hours follow same steps with an added step being key holder to contact principal or designate and/or after hours emergency service if principal or designate is not available.
3. The key holder calls the principal in the event of an actual fire.

Determine if it is an actual fire or a false alarm.

<b>Actual Fire:</b>		<b>False Alarm (no fire):</b>
	<b>Call-Out List:</b>	
<b>Normal Working Hours:</b> Principal/designate calls call-out list:  <b>After Hours:</b> Key holder calls principal/designate and principal/designate calls call-out list:  Key holder calls after hours emergency service if principal/designate is not available. After hours emergency service calls manager of facilities services/designate. Manager of facilities services calls call-out list.	Superintendent of schools Associate director of education (business and finance) re: OSBIE Facilities services Custodial services Health and safety officer.	<b>Normal Working Hours:</b> Principal/designate calls call-out list if situation warrants it.  <b>After Hours:</b> Key holder calls principal/designate and after hours emergency service if principal/designate is not available.  Principal/designate calls call-out list if situation warrants it. After hours emergency service calls manager of facilities services/designate if situation warrants it.  Manager of facilities services calls call-out list if situation warrants it.



## Securing the Scene:

Normal School Hours:		After School Hours:	
By whom	How	By whom	How
<b>Principal or designate</b>	When safe to do so, prevent access to an area or the entire building by means of a barricade, caution tape or other appropriate means.	<b>Evening Custodial staff</b> (if present)	When safe to do so, prevent access to an area or the entire building by means of a barricade, caution tape or other appropriate means.

## Secure the Scene / Scene Released:

### Fire scene and/or Potential crime (arson) scene:

1. Only authorized facilities, custodial and health & safety staff may enter the school or site once permission has been granted by the authority having jurisdiction i.e., police service or the fire department.
2. Superintendent of schools confirms with school principal, health and safety officer, facilities services, and custodial services that **ALL staff re-entry requirements are secure.**
3. Superintendent of schools confirms and authorizes access to school or site. Follow Communication Flow Chart.
4. Superintendent of human resources or designate informs DAC (Director's Advisory Council) and joint health & safety committee of the situation.

## Training

**Only** staff and/or qualified contractors trained in the use of PPE as outlined in section 5 will be permitted to enter the fire scene.

### PPE requirements where the hazards have not yet been controlled

This equipment may include but not be limited to the following:

- CSA approved class 2, Type E head protection, either hard cap or hard hat style
- CSA approved class 1 safety footwear, minimum of 6" boot height
- NIOSH approved ½ mask respirator with multi-chemical/VOC and 100% HEPA filter
- Cartridges
- Disposable nitrile gloves
- Disposable coveralls with hood and elastic cuffs
- CSA approved safety glasses or goggles

- Intrinsically safe flashlight.

Additional equipment may be required but not limited to the following:

- Barricade tape
- Standard binder with phone lists, paper and pen.

#### Remediation Contractor: Minimum requirements and Remediation criteria

##### **Minimum requirements:**

On the initial call-in to a post-fire scene to conduct the initial assessment, the remediation pre-qualified contractor must bring as a minimum:

- 2 high capacity blower units
- 2 high capacity air filtration units (air scrubbers) with HEPA and charcoal filters.

Remediation Contractors must wear the appropriate PPE for their protection to control the hazards that they are exposed to or potentially exposed to during the mitigation process

##### **Remediation criteria:**

Remediation is to begin only when the scene has been released by the authority having jurisdiction i.e., police service or the fire department and approval from the associate director of education (business and finance).

#### Release back to the school

- The release of the post-fire scene back to the school will occur once all hazards have been controlled related to the fire or the after effects and remediation are completed.
- Facilities services /custodial services will communicate when remediation is completed and when occupancy of area is granted to all listed parties.
- Superintendent of schools will authorize release back to school in consultation with director of education, associate director of education (business and finance) health and safety officer, principal, facilities and custodial services.

# Appendix C - SCSTC Bus Incident Report Chart



September 2016

SMCDSB Bus Incident Reporting									
SCSTC Subject Line	Associate Director of Education (Business and Finance) Office		Communications Department		Director's Office		Insurance & Risk Department		Principal & Vice Principal Superintendent's office for school involved
1 SCSTC - Immediate Attention - Missing Child - School	X		X		X		X		X
2 SCSTC - Immediate Attention - Hold and Secure - School	X		X		X		X		X
3 SCSTC Accident - No Injuries - School	X		X		X		X		X
4 SCSTC Accident- Injuries - School	X		X		X		X		X
5 SCSTC Accident - No Students on Board - School	X		X		X		X		X
6 SCSTC Service Disruption - Road Closure - School	X		X		X		X		X
7 SCSTC Service Disruption - Mechanical Issue - School	X		X		X		X		X
8 SCSTC Child Not Met - Required to be Met - School							X		X
9 SCSTC Child Not Met - Normally Met - School							X		X
10 SCSTC Bus Incident - No Injuries - School							X		X
11 SCSTC Bus Incident - Injuries - School							X		X
12 SCSTC Bus Incident - Slipped on School Vehicle - School							X		X
13 SCSTC Bus Incident - Student on Wrong Vehicle - School							X		X
14 SCSTC Bus Incident - Student Medical Emergency - School							X		X
15 SCSTC Bus Incident - Driver Medical Emergency - School							X		X
16 SCSTC Bus Incident - Bleeding Nose - School							X		X
17 SCSTC Bus Incident - Stung by a Bee - School							X		X
**Distribution maybe different dependent on the event, as directed by the SCSTC CEO or designate**									



## Appendix C - Bus Passenger List

School/Site: \_\_\_\_\_

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

Bus

#: \_\_\_\_\_ Destination: \_\_\_\_\_

Teacher/Person in Charge:

\_\_\_\_\_

Other Adults: \_\_\_\_\_

### STUDENTS

1	16	31
2	17	32
3	18	33
4	19	34
5	20	35
6	21	36
7	22	37
8	23	38
9	24	39
10	25	40
11	26	41
12	27	42
13	28	43
14	29	44
15	30	45



## Appendix D - Bomb Threat Checklist

### **BOMB THREAT CHECKLIST:**

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Length of Call: \_\_\_\_\_

Number at which the call is received:

\_\_\_\_\_

Exact wording of threat:

\_\_\_\_\_

Questions:

When is the bomb going to explode? \_\_\_\_\_

Where is it right now? \_\_\_\_\_ What does it look like? \_\_\_\_\_

What kind of bomb is it? \_\_\_\_\_ What will cause it to explode? \_\_\_\_\_

Did you place the bomb? \_\_\_\_\_ Why did you place the bomb? \_\_\_\_\_

What is your address? \_\_\_\_\_ What is your name? \_\_\_\_\_

### **CALLER DETAIL:**

Age: _____	Gender: _____	Child: _____	Adult: _____	Elderly: _____
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### ***Caller Voice (circle if applicable)***

Normal/calm	Excited	Angry	Rapid
Familiar—specify	Loud	Soft	Distinct
Laughter	Crying	Raspy	Clearing throat
Nasal	Deep	Ragged	Stutter
Slurred	Slow	Whispered	Lisp
Deep breathing	Breaking voice	Disguised	Accent

### ***Background Sounds (circle if applicable)***

Street noises	Dishes/kitchen noise	Voices	PA System
Office machinery	Motor	House noises	Music
Factory machinery	Animal noises	Long distance	Other





## Appendix E - Police/School Board Protocol

You can access the [Police/School Board Protocol](#) online or via the physical copy in the site office.



## Appendix F - Severe Weather/Natural Disaster

### Weather Watch

Schools should monitor local radio stations for weather reports when a severe weather watch is in effect for your area. If a weather warning is issued, be prepared to take further action.

[www.weatheroffice.ec.gc.ca](http://www.weatheroffice.ec.gc.ca)

### Severe Thunderstorm

If a weather warning is in effect and a thunderstorm is observed at dismissal or recess time, the principal, designate or site manager shall keep the students and staff in school/portables until the storm passed. Once in a safe location remain there for 30 minutes after the last rumble of thunder is heard. A communication plan should be developed to notify parents if this occurs at the end of the day.

### Tornado Watch

A tornado watch is issued by Environment Canada when conditions are favourable for tornadoes in your area. Remain alert for approaching storms. This is the time to remind staff members where the safest places within the school are located, and listen to the radio for further developments.

### Tornado Warning

A tornado has been sighted. If a tornado warning has been issued for your area and the sky becomes threatening, move to your pre-designated place of safety in a calm and orderly manner. Everyone should crouch low, head down, protecting the back of the head with the arms. Stay away from windows and large open rooms like gyms and auditoriums. If on a bus and time permits, get away from the bus and into a nearby ditch or ravine and lie down, hands covering the head.



### Tornado Safety Rules

Each school must have a plan in place. Schools with basements should use those as shelters. Schools without basements should use interior hallways on the ground floor that are not parallel to the tornado's path, which is usually from the southwest. Never use gymnasiums, auditoriums, or other rooms with wide free-span roofs. Staff and students should know their designated shelter areas. Specific staff should be assigned to round up students on playgrounds or other outdoor areas during a tornado warning.

Flying debris is the biggest tornado hazard. Students in classrooms of weak construction – such as portables or temporary classrooms-- should be escorted to sturdier buildings or to predetermined ditches or ravines and instructed to lie face down, hands over head. Most tornado deaths are caused by head injuries.

When students are assembled in school basements or interior hallways during a tornado drill or warning, they should be instructed to respond to a specific command to assume protective postures, facing interior walls, when the danger is imminent. It is essential that this command be instantly understood and obeyed.

## **Bussing -Tornado Watches and Warnings**

Buses should not be operating during a tornado warning as buses are easily rolled by tornado winds. If a school bus is caught in the open when a tornado is approaching, staff and students should exit the bus and take shelter in a nearby ditch or ravine, face down and hands over the head. They should be far enough away so the bus cannot topple on them. Bus drivers should be regularly drilled on tornado procedures.

### **1. Severe Weather Procedural Guidelines**

This procedure outlines the steps school administration must take to prepare for and respond to the threat of severe thunderstorms and tornadoes. This procedure is intended to complement other Board emergency procedures relating to drills and severe weather conditions such as ice, snow and flooding.

### **2. Definitions**

**Weather Advisory:** An alert that can be used for any situation for which there is no other alert that effectively describes the conditions expected. Actual or expected weather conditions which may cause general inconvenience or concern, but do not pose a serious threat, warrant a weather warning. Environment Canada, weather radio and local media are to be monitored on a frequent basis.

**Thunderstorm:** A localized storm that produces lightning and thunder. Caused by strong, rising air currents, thunderstorms are most likely to develop when the weather is hot and humid. Often they are characterized by strong gusts of wind and heavy rain. They are sometimes accompanied by hail and tornadoes.

**Severe Thunderstorm Watch:** When conditions are favourable for the development of severe thunderstorms with one or more of the following conditions:

- Wind gusts of 90 km/h or greater, which could cause structural wind damage.
- Hail of two centimeters (cm) or larger in diameter, or
- Heavy rainfall, as per rainfall criteria, excluding those for winter and during thaw.

**Severe Thunderstorm Warning:** When there is evidence based on radar, satellite pictures, or from a reliable spotter that any one or more of the following weather conditions is imminent or occurring:

- Wind gusts of 90 km/h or greater, which could cause structural wind damage.
- Hail of two centimeters (cm) or larger in diameter, or

- Heavy rainfall, as per rainfall criteria, excluding those for winter and during thaw.

**Tornadoes:** A tornado is a violently rotating column of air extending between a cloud base and the surface. While often depicted as a funnel with the narrow end on the bottom, there is no typical tornado. Tornadoes exhibit a high degree of variability in their appearance, strength, speed, direction of movement and duration.

**Tornado Watch:** When conditions are favourable for the development of severe thunderstorms with one or more tornadoes.

**Tornado Warning:** When a tornado has been reported; or when there is evidence based on radar, or from a reliable spotter that a tornado is imminent.

**Designated Safe Areas:** Locations in the building that have been identified as appropriate for building occupants to seek cover during a tornado. These areas are on the lowest level of the building, preferably a basement. If on the ground floor, use interior spaces, such as hallways, locker rooms, bathrooms, etc. staying away from windows.

**Protective Position:**



1. Face wall
2. Crouch on knees and elbows
3. Cover head with hands

Figure 1: Protective Position  
(National Oceanic and Atmospheric Administration, 2015)

**Weatheradio Canada:** Weatheradio is a network of radio transmitters providing continuous broadcasts of weather information and instant updates when weather threatens. Weatheradio Canada is operated by Environment Canada's Meteorological Service and broadcasts weather and environmental information 24 hours a day on seven (7) dedicated frequencies. This permits the transmission of a tone ahead of a warning message that will activate the Weatheradio receiver and alert you to an incoming important message.

**Weatheradio Receiver:** The Weatheradio receiver allows users to be able to receive the full suite of weather and non-weather related emergency messages which include watches, warnings and advisories. It is a dependable, constant source of weather information.

### 3. Severe Thunderstorms

To be prepared for any severe weather, routinely monitor Environment Canada weather forecasts (See Section 7: Weather Related Resources) for watches and warnings using the Weatheradio receiver, radio/television stations or other reliable sources. If thunderstorms are forecast, avoid being outdoors at that time and/or make an alternate plan.

## **Lightning**

Lightning is an electrical discharge caused by a build-up of static electricity between thunderclouds, or between thunderclouds and the ground. Thunder is the noise created when air suddenly expands from the heat of a lightning discharge.

There are three types of hazardous phenomena caused by lightning; direct strikes, ground current and side flash/splash. A ground current is set up when lightning hits the ground, spreads out and sends a current through a victim. Side flash/splash occurs when lightning hits a tall object, travels partly down the object and then jumps to a nearby victim.

### **Safety Precautions/Administrator Responsibilities**

1. Monitor weather forecast;
2. If you can hear thunder, you are within striking distance of lightning. Take shelter immediately. There is no safe place outdoors during a thunderstorm;
3. If you cannot find a sturdy, fully enclosed building with wiring and plumbing, get into a metal-roofed vehicle. Do not park under tall objects and stay in the vehicle if there are downed power lines nearby;
4. Stay inside for 30 minutes after the last rumble of thunder;
5. If you are caught outside, do not stand near tall objects or anything made of metal. Take shelter in a low lying area;
6. Do not handle electrical equipment, telephones or plumbing. These are all electrical conductors; and
7. People who have been struck by lightning do not carry an electrical charge and can be safely handled. Victims may suffer from burns or shock and should receive medical attention immediately.

## **'Straight-Line' Winds**

'Straight-line' winds cause most thunderstorm wind damage in Canada. Straight-line winds move horizontally along the ground away from thunderstorms, sometimes with tornado-like force. These may be technically labelled as microbursts, downbursts, squall lines, plough winds or derechos and may cause swirling dust and debris, which is often confused with tornadoes.

Straight line winds are capable of causing damage, such as blowing down trees, and creating flying debris which can present a significant hazard. They may be as strong as some tornadoes and usually cover a much larger area.

### **Safety Precautions/Administrator Responsibilities**

1. Monitor weather forecast;
2. Watch for signs of wind;
3. Monitor for swirls of dust on the ground or approaching waves on water;
4. Shelf clouds beneath thunderstorms are often associated with strong, gusty winds;
5. Take shelter immediately, preferably indoors away from outside walls, especially large glass surfaces. As with tornado procedures, avoid rooms with large, open roof-spans, such as gymnasiums; and
6. If you are caught outside, stay alert to flying debris and projectiles.

## **Heavy Rain**

There are two types of heavy rains:

- Large scale weather systems with long-term rainfall – these large weather systems can last several days. Environment Canada issues Rainfall Warnings for this type of event.
- Short-lived thunderstorms with significant rainfall – within a short period of time, sometimes only minutes, localized downpours from thunderstorms can produce flash flooding. Environment Canada issues Severe Thunderstorm Warnings for these types of rainfall events.

## **Safety Precautions/Administrator Responsibilities**

1. Monitor weather forecast;
2. Know potential risks for flooding in your area. Plan an escape route to higher ground, while keeping in mind the threat from lightning;
3. During heavy rains, avoid roadway underpasses, drainage ditches, low lying areas and water collection areas. They can unexpectedly flood or overflow. Do not try to drive across a flooded road. You cannot tell the condition of the road under the water; and
4. Stay away from power lines or electrical wires during floods.

## **Tornadoes**

### **Preparation/Administrator Responsibilities**

1. Ensure staff and students are familiar with tornado procedures. This includes maintaining “Tornado Procedures” signs and training your Emergency Response Team (ERT) on their dedicated roles and responsibilities;
2. Conduct at least one tornado drill prior to the end of April each year to prepare staff and students. Additional drills may be required should there be changes to Designated Safe Areas, etc.;
3. Ensure a communication system is in place for informing staff and students of adverse weather conditions (e.g., PA announcements, whistle blasts);
4. Designate staff (including ERT members) to assist with monitoring conditions during a Tornado Watch; and
5. Designate staff (including ERT members) to assist with ‘whistle blow’ alert during a Tornado Warning.

### **Teacher Responsibilities**

1. Be aware of applicable procedures and actions to be taken in the event of adverse weather conditions; and
2. Ensure students are informed about tornado procedures, including their Designated Safe Area and the protective position, prior to drills or an actual emergency.

### **Designated Safe Areas**

- Administrators are required to determine appropriate Designated Safe Areas for each classroom and review these areas annually, or as required. Schools must

conduct adequate tornado drills to ensure the suitability of the Designated Safe Areas. These areas may require review/change based on school population changes, structural changes, etc.

**Considerations when choosing Designated Safe Areas include:**

- Use the lowest level of the building, a basement if possible.
- If there is no basement, use ground level interior spaces including hallways, change rooms, bathrooms, etc.
- All staff and students in portable classrooms are to be brought into the main building.
- All upper floors of the building must be evacuated.
- **Never use rooms with wide roof-spans, such as gymnasiums, libraries, cafeterias.**
- **Never use hazardous areas such as boiler or electrical rooms.**
- Remain at least a door-width away from doors and as far away from glass as possible.
- Each room must have posted the “Tornado Procedures” sign identifying the Designated Safe Area. These must be updated and/or replaced as required. These signs are distributed by the Health & Safety Office and are also reproducible from this guide.
- If you require assistance in identifying Designated Safe Areas please contact Health and Safety Office for assistance.

**Tornado Drills/Administrator Responsibilities**

Tornadoes typically occur from April to October with the peak period being from June to August.

1. Each class of students will be instructed on tornado procedures on an annual basis;
2. At a minimum, one tornado drill must be completed before the end of April each year; and
3. Additional drills are to be completed at the discretion of the site administrator, and are required if changes have been made to Designated Safe Areas in order to ensure suitability of the areas to accommodate building occupants.

**Tornado Procedures**

Tornadoes can develop very rapidly. It is important for administrators and school staff to monitor conditions closely and initiate appropriate procedures as soon as required. This includes using the Weatheradio receiver, monitoring local radio/television stations and listening for local alert systems (e.g., sirens). In case of either a tornado watch or warning, the school will be placed on tornado alert.

**Tornado Watch/Administrator Responsibilities**

During a **tornado watch**:

1. Administrators must initiate the site based communication plan to alert staff and students about the tornado watch;
2. Contact SMCDsB per Communications flowchart;
3. Designated staff (possibly ERT) will assist with monitoring the telephone, Weatheradio and other media, such as radio, internet or television stations, for a



- tornado warning. (See Section 7: Weather Related Resources);
4. Staff can also be designated as 'weather spotters' to monitor the sky for colour (green or black), dark rolling clouds, hail, driving rain, or a sudden increase in wind, in addition to a funnel. Tornadoes are often obscured by precipitation or darkness. Any weather spotters must have access to a communication system to initiate response, if required;
  5. Close all external doors and windows. Close drapes (if present). Flying glass and debris are the greatest risk to human safety during a tornado;
  6. At the discretion of the principal, staff in portable classrooms may be instructed to bring their students into the main building; and
  7. Any staff or students who may be outside must take shelter indoors.

### **Tornado Warning/Administrator/Teacher/Custodial Responsibilities**

#### **During a tornado warning:**

1. Administrators initiate tornado procedures by alerting staff and students through repeated blasts of a whistle, both inside the building and on playground areas;
2. Designated staff (possibly ERT) must be identified ahead of time to assist with the alert;
3. If time permits, contact SMCDSB per communications protocol;
4. Teachers if time permits, close all exterior doors and windows (if not already completed during tornado watch);
5. Guide students to their designated safe area;
6. Be the last person to leave the classroom;
7. If time permits, close and lock the classroom door;
8. Instruct students to assume the protective position;
9. Have a class list and take attendance if possible;
10. Custodial staff assist with closing of interior/exterior doors and windows, where possible; and
11. Bus drivers - consortium.

### **Weatheradio Receivers**

#### **Distribution**

- Each Board location must have a Weatheradio receiver appropriately programmed and functioning in their main office at all times. The Weatheradio receiver must be plugged in and also have batteries installed for backup power should the hydro go out or need to be turned off during a weather emergency. Additional Weatheradio receivers can be purchased if a school wishes to have another receiver in a location other than the main office.

#### **Programming**

- Please refer to the manufacturer instructions for information on setting up your Weatheradio receiver. In order to receive pertinent weather alerts, the Weatheradio receiver must be programmed using the appropriate frequency and location code.
- Here is a brief video showing how to properly program your Weatheradio receiver:  
<https://midlandusa.com/weather-radios/programming-your-radio/>  
Please note: All of the applicable locations in the SMCDSB would fall under the following frequencies:

0441 Barrie - Orillia - Midland  
0444 Parry Sound - Muskoka  
0465 Dufferin - Innisfil

- For a full listing of codes and further information on the Weatheradio service, please visit:  
<http://www.ec.gc.ca/weatheradio>

### **Outdoor Events**

When planning outdoor events (e.g., sporting events, fun fairs, etc.) between April and October, consideration should be given to the possibility of severe thunderstorms or tornadoes. For any location hosting an event, whether Board owned or external, areas should be identified where participants could be sheltered should severe weather arise during the event. If severe weather is forecast for the date of the event, cancellation or postponement is recommended.

### **Weather Related Resources:**

- Environment Canada Website: <http://weather.gc.ca>
- Environment Canada – Alerts, Watches and Warnings:  
<http://weather.gc.ca/warnings/report>
- Environment Canada Radar King City, ON Radar:  
[http://weather.gc.ca/radar/index\\_e.html?id=WKR](http://weather.gc.ca/radar/index_e.html?id=WKR)
- Environment Canada's "EC Alert Me": Subscribe to EC's email alerting program for direct email communications concerning any notable/severe weather conditions affecting your specified region:
  - "EC Alert Me" website: <https://ecalertme.weather.gc.ca>  
Step 1: Log on to the webpage and register for the service using your work email address (email and password required).  
Step 2: A confirmation email will be sent to your email address with instructions to create an 'alert region' using a 4-step process.
- National Oceanic and Atmospheric Administration's - National Weather Service (USA):  
Tornado Preparedness Tips for School Administrators:  
<http://www.spc.noaa.gov/faq/tornado/school.html>

# TORNADO PROCEDURES

**Your designated safe area is:**

## Instructions:

- ➔ If time permits, close all external doors and windows
- ➔ Guide all students to their '**designated safe area**' in the lowest level of the building (preferably basement). Use interior spaces such as hallways, locker rooms, and bathrooms.
- ➔ Bring students from portables into the main building
- ➔ Assume protective position (below)
- ➔ Do **NOT** use rooms with wide-roof spans (i.e. gymnasiums or cafeterias) and windows or doors to the outside.

## Assume the 'Protective Position'

Face wall,  
Crouch on knees  
and elbows,  
Cover head with hands.



**PROTECTIVE POSITION**

September, 2013

## **Earthquake:**

Damaging earthquakes are rare in Canada. Natural Resources Canada reports over 450 earthquakes annually in Eastern Canada. Events such as the 2010 Eastern Ontario quake did cause significant damage, particularly in the Ottawa area. SMCDSB Emergency Preparedness Planning needs to take into account the potential for a damaging earthquake.

### **What to expect during an earthquake**

Small or moderate earthquakes:

- These can last only a few seconds and represent no emergency risk.
- Ceiling lights may move and some minor rattling of objects may occur.
- You may feel a slight quiver under your feet if you are outside.
- If you are close to its source, you may hear a loud bang followed by shaking.

Large earthquakes:

- These can last up to several minutes and constitute a natural disaster if its epicentre is near a densely populated area, or its magnitude sufficiently large for the region.
- The ground or floor will move, perhaps violently.
- Whether far away or close to the source, you will probably feel shaking followed by a rolling motion, much like being at sea.
- You may feel dizzy and be unable to walk during the earthquake.
- Furnishings and unsecured objects could fall over or slide across the floor or be thrown with damaging force across the room.
- Unsecured light fixtures and ceiling panels may fall.
- Windows may break.
- Fire alarms and sprinkler systems may be activated.
- Lights and power may go off.

### **During an earthquake**

Wherever an earthquake starts, take cover immediately. Move a few steps to a nearby safe place if need be. Stay there until the shaking stops.

For persons indoors: “DROP, COVER AND HOLD ON”:

- Stay inside.
- Cover head and torso to prevent being hit by falling objects.
- At school, get under a desk or table and hold on. Face away from windows.
- Hold on to the object that you are under so that you remain covered. Be prepared to move with the object until the shaking has finished.

- If you can't get under something strong, or if you are in a hallway, flatten yourself or crouch against an interior wall and protect your head and neck with your arms. In a position similar to the Tornado Drill position.
- For persons in a wheelchair, lock the wheels and protect the back of head and neck.

For persons outdoors:

- Stay outside.
- Go to an open area away from buildings. The most dangerous place is near exterior walls.

Buses:

- Pull over to a safe place, not blocking the road. Keep roads clear for rescue and emergency vehicles.
- Avoid bridges, overpasses, underpasses, buildings or anything that could collapse.
- Stop the vehicle and stay inside.
- Listen to the radio for instructions from emergency officials.
- Do not attempt to get out of the vehicle if downed power lines are across it. Wait to be rescued.
- Place a HELP sign in your window if you need assistance.

AVOID the following in an earthquake:

- Doorways. Doors may slam shut and cause injuries.
- Windows, bookcases, tall furniture and light fixtures. You could be hurt by shattered glass or heavy objects.
- Elevators. If you are in an elevator during an earthquake, hit the button for every floor and get out as soon as you can.
- Downed power lines – stay at least 10 metres away to avoid injury.



## Appendix G - Regulation 1101 First Aid Kit contents

Depending on the number of staff, there are two first aid kits as per Regulation 1101 that should be kept at the site at all times.

### For sites with 5 to 15 staff:

- A current edition of a standard St. John Ambulance First Aid Manual
- 1 card of safety pins and
- Dressings consisting of:
  - 24 adhesive dressings individually wrapped
  - 12 sterile gauze pads, 3 inches square
  - 4 rolls of 2-inch gauze bandage
  - 4 rolls of 4-inch gauze bandage
  - 4 sterile surgical pads suitable for pressure dressings, individually wrapped
  - 6 triangular bandages
  - 2 rolls of splint padding and
  - 1 roll-up splint

### For sites with 15 to 200 staff:

- A current edition of a standard St. John Ambulance First Aid Manual
- 24 safety pins
- 1 basin, preferably stainless steel and
- Dressings consisting of:
  - 48 adhesive dressings, individually wrapped
  - 2 rolls of adhesive tape, 1 inch wide
  - 12 rolls of 1-inch gauze bandage
  - 48 sterile gauze pads, 3 inches square
  - 8 rolls of 2-inch gauze bandage
  - 8 rolls of 4-inch gauze bandage
  - 6 sterile surgical pads suitable for pressure dressings, individually wrapped
  - 12 triangular bandages
  - splints of assorted sizes and
  - 2 rolls of splint padding





## Appendix H - Emergency Preparedness Templates

All schools are asked to make a copy of the [Emergency Preparedness Templates](#) document. Each template should be used throughout the school year to conduct emergency preparedness drills.

Please print each template and keep a copy in the [Emergency Binder](#).