

Policy Name: Emergency Response Plan Policy		Policy Number: 408	
Created by: Principal	Version: 2.0	Approved: October 2018	Revised: October 2019

Policy Statement

The purpose of this policy is to provide guidelines to ensure the safety of students and faculty. It is impossible to foresee all the types of threats that could put the safety of the faculty and students at risk. This policy is expected to create procedures that can reduce and prevent emergencies, or minimize the negative impact of major emergencies if they were to occur.

In the event of an emergency, teachers, principals, and administrators must ensure that students are cared for until such time as they can be safely reunited with their parents. As employers, the Board of Trustees is also responsible, pursuant to the *Workers Compensation Act* and Occupational Health and Safety Regulation, for the safety of employees.

Definitions

“Duty of Care” A well-established legal principle that educators are expected to use the same standard of care towards their students – both within the school and on school-sponsored field trips – as a prudent or careful parent would in the same circumstances.

Principles and Procedures

Rather than focus on and try to provide detail relating to a large number of different events, this policy takes an all-hazards approach. An all-hazards approach focuses on planning that involves a small number of responses that can be used in different types of emergencies. This policy is based on the five basic all-hazard approaches – drop/cover/hold on, evacuate, lockdown, lockout and shelter in place.

Goals and Guiding Principles

These goals of emergency management reflect how faculty are to respond. These goals are to:

- Keep students and faculty safe in the event of an emergency,
- Make sure personnel have clear and consistent standards and procedures to follow in the event of an emergency,
- Describe the roles and responsibilities of personnel in our school during an emergency,
- Ensure that there are communications and protocols aligned with your community, and
- Minimize disruption and ensure the continuity of education for all children.

Emergency management must be:

1. Responsible,
2. Comprehensive,

3. Collaborative,
4. Coherent,
5. Risk-based,
6. Resilient and flexible,
7. Transparent,
8. Continuously improving, and
9. Ethical.

The Principal is responsible for the operation and management of the school including knowing what to do in an emergency to protect their students and faculty. The Principal is also responsible for conducting drills on an annual basis. The school endorses the following best practices.

- Six fire drills (BC Fire Code requirement – three in fall/three in spring)
- Three earthquake drills (BC Earthquake Alliance recommendation)
- Two lockdown drills (RCMP recommendation)
- Two Playground evaluation drills

School Emergency Management Plan (SEMP)

The school planning process should include the following ten steps:

1. School Planning Committee
2. School profile
3. Pre-assign roles according to the ICS structure
4. Develop response protocols
5. Develop a student release plan
6. Develop a communications plan
7. Develop a continuity of operations plan (COOP)
8. Identify and resource necessary equipment and supplies
9. Conduct training and drills
10. Debrief and revise

1. Establish a school planning committee:

All the members of the committee will add expertise and value to the planning process, the responsibility for the safety of students and faculty in the school lies with the Principal and ultimate responsibility belongs to the Board of Trustees.

2. Develop a school profile:

A school profile is developed to act as a quick resource of relevant information that may be needed in different emergencies.

3. Faculty roles and establish a school-based Violence Threat Risk Assessment (VTRA) team:

As part of a team approach, the Principal reviews the emergency response roles under the headings of Operations, Logistics, and Planning and identifies faculty members who are most suited to each role. At the beginning of the year, all faculty members are surveyed regarding special skills that might be useful in an emergency.

4. Response Protocols:

The most commonly used response protocols are drop/cover/hold on, evacuate, lockdown, lockout (hold and secure), and shelter in place. Each plan should account for the best interests of the students and faculty in the particular circumstance. Each plan should consider the unique hazards associated with that school, which may require specific responses.

5. Student release plan:

The school plans include a student release plan outlining how, when and to whom students will be released from the school during or after an emergency. This information should be kept in several locations, both in hard copy and electronically. Plans include pre-assigned sites for reunification and parents know the location of the primary and secondary sites. It is important for the school to be prepared for both small-scale and large-scale reunification.

Faculty with roles in the release of students practice these procedures at least once each school year. This includes procedures to account for students and faculty, to communicate with parents and to dismiss students to participating parents or alternate guardians.

6. Communications plan:

Communication is a critical part of emergency response and coordination. A SEMP must describe how the school will communicate internally and externally during and after an emergency.

First Responders. The Principal or assigned member will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction.

Parents/guardians. Lakeside School will communicate with parents/guardians in the event of a critical incident through email and using the Emergency Phone Tree to call parents. In the event of a critical incident, the Principal and Faculty will work together to determine when the communication with parents/guardians will occur based on the severity of the incident.

Media. The communication plan specifically outlines who will act as the media request spokesperson for the school site. The principal or president of the board may be the spokesperson for a school incident. See our Emergency Communication Plan - Information List.

7. Continuity of operations plan (COOP):

The objectives of a continuity of operations plan are to restore critical systems and the learning environment as soon as possible. Information that is needed to continue the work of the faculty and student learning, even if school resumes at an alternate site, should be available digitally, backed up, and stored on a remote server.

8. Identify and resource the necessary equipment and supplies:

Part of the planning process includes identifying documentation, equipment and resources to provide first aid, shelter, comfort, basic rescue and care for students and faculty for a period that could range from a few hours to a few days. The school will work with parent committees in gathering and safely storing equipment and resources.

9. Conduct training and drills.

Training and drills are critical to a successful emergency response. The time taken to educate all members of the school community and to practice responses will lessen anxiety for all participants. However, it is important to consider the timing and context of drills so that students and faculty are best able to learn from the experiences.

10. Debrief and revise:

To close the emergency planning cycle, debriefing the event is important to inform the planners about how to improve mitigation, preparedness and response. Debriefing is a routine part of emergency response drills as well as being an important aspect of recovery from an actual emergency.

Persons with Special Needs

Students and faculty with special needs may require extra support in the event of an emergency. The school has plans in place to support these individuals, including their evacuation. Care will be taken to ensure that persons with special needs will be able to access the same level of care as others. Plans are adapted for each identified individual and these plans are kept current. If a faculty member or student with special needs arrives at the school after the emergency planning has been completed and they require special consideration in the plan, this will be done as soon as possible. Individualized plans may involve assigning one adult to each individual to act with and for them during the emergency response.

Off-Site Activities

Students and faculty may not always be on school property when an emergency occurs. There may be times when school is in session but students and faculty may be out of the building – recess, lunch breaks, PE classes, field trips or attending tournaments or other events. The school’s SEMP provides for guidance in the event of the need for response during school-sponsored events that take place off school property.

NON-SCHOOL GROUPS

Emergencies happen at all times of the night and day, on school days and weekends. The school rents space to outside group. The school plan considers these outside groups and how they will respond to school incidents after hours.

When an emergency occurs, it is too late to turn to this policy. Everyone must know his/her role and set the plan into motion. The Principal is responsible for the safety of the students in the event of an emergency or disaster. S/he must ensure a school-based plan is in place and maintain order. The Principal and faculty goal during an emergency is to ensure that students are able to return safely to parents or approved guardians or cared for by an appropriate medical or protective facility.