



**Government of Yukon**

# **School Emergency Plan for**

**Wood Street Centre School**

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**2024 – 2025**

Wood Street Centre

Current as of: September 30, 2024



Wood Street Centre

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## Introduction

The purpose of this document is to record the school emergency plan for Wood Street Centre School.

Emergency planning for Yukon schools is based on the following principles:

- Safety - student and staff safety is the first priority. The Principal is responsible for ensuring that staff and students follow this school emergency plan and for coordinating with emergency services and the Superintendent. Any intervention to prevent damage to buildings will only be undertaken once the safety of students and staff is secured.
- Supervision - students will remain supervised at the school or alternate site(s) until the end of the school day, unless otherwise directed.
- Preparedness – being prepared for medical incidents based on minimum level of care, given proximity to emergency services in each community
- Communication – timely information sharing with emergency services, the Department and families is critical

This document describes how the school will respond to physical emergencies affecting the school community. Protocols are established for two scenarios:

1. Evacuation of the school
2. Remaining in the school in a “lock down” situation where there is a physical danger either in the school or on school property.

Clear and timely communication is the key to a successful response, so school staff should be provided with simple, established instructions to follow the school emergency plan.

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

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

## **When to activate the school emergency plan**

**The Principal (or designate) decides when to activate the school emergency plan if:**

1. There is a risk to the safety of students and staff
2. Directed by the Superintendent (or designate)
3. Directed by emergency services, such as law enforcement or the Fire Department
4. Directed by Yukon government's Emergency Measures Organization
5. Directed by the Yukon Chief Medical Officer of Health

**Be Prepared**



## At the beginning of the school year

August: Assess and check equipment/facilities

### Check-list

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

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

- ❑ Update locations and procedures for fuel, power and water shut off
- ❑ Update locations and procedures for fire alarm and furnace reset
- ❑ Check inventory of "Visitors" badges and replenish if necessary. Ensure storage area in general office area is clearly marked
- ❑ Ensure the Command Centre (Principal's station) equipment bag for evacuations has the following items:

✓	<b>Equipment</b>	✓	<b>Equipment</b>
	Megaphone		Principal's cell phone
	Walkie-talkie		AM/FM radio & adapter
	Duty Sash		Keys to alternate site(s)
	Keys to fire gates		Copy of school emergency plan
	First Aid Kit		Student Emergency Contact List

August: Ensure staff are prepared to respond

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

By September 30: Update your school emergency plan

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

By October 15: Share your updated school emergency plan

**With staff**

- ❑ Provide a copy of updated plan to each staff member
- ❑ Provide orientation at staff meeting to changes in new plan

**With students, parents and School Council**

- ❑ Post exterior sign on front door of school regarding alternate site location(s) and emergency communications phone number at Department (867-667-5141)
- ❑ List alternate evacuation sites in the first school newsletter of the year
- ❑ Prepare short script for voice mail / answering machine
- ❑ Provide a copy of the updated plan to the Chair of the School Council/Board

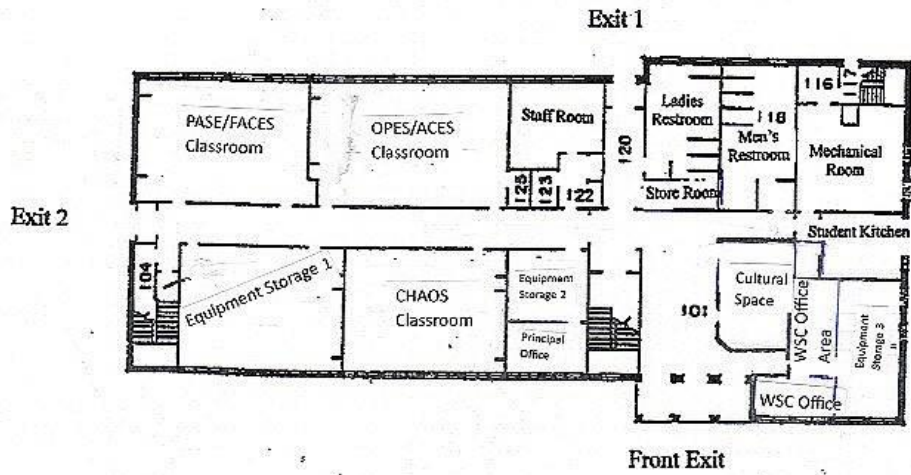
**With Superintendent**

- ❑ Submit updated school emergency plan as per Checklist form (F-1) to your Superintendent at the Department of Education by October 15 each year. The department will compile school emergency plans to share with the RCMP, Fire Department and Emergency Measures Organization as necessary.

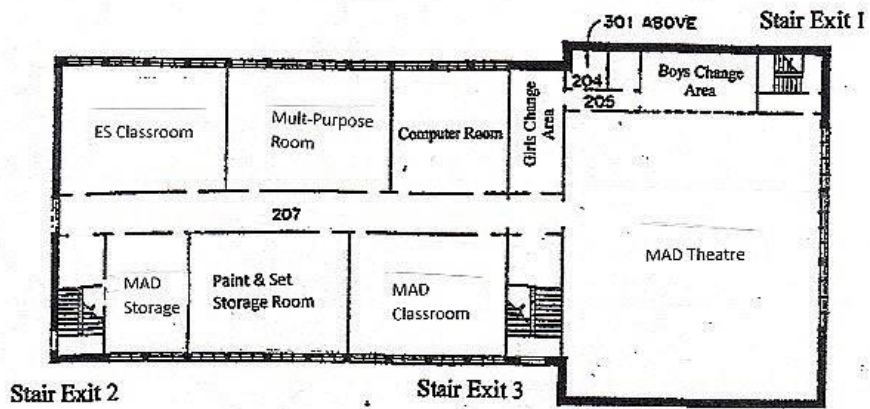
# Evacuation exit routes (floor plans)

## Floor Plan - Exit Routes

### MAIN FLOOR PLAN

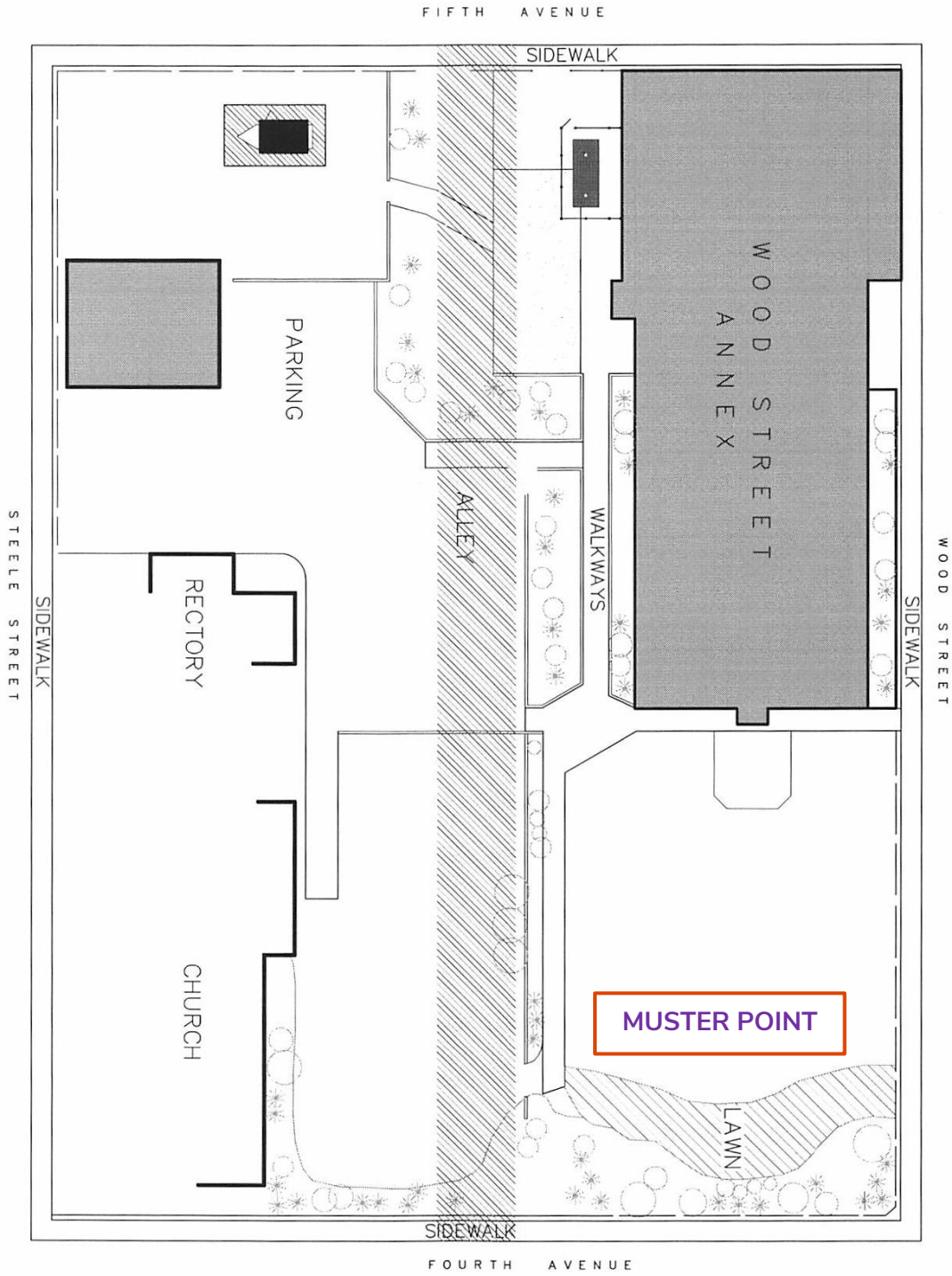


### SECOND FLOOR PLAN



<b>Designated Fire Exits</b>		
<b>Room #</b>	<b>Regular</b>	<b>Alternate</b>
<b>1<sup>st</sup> Floor</b>		
Staff Room--108	Front Exit	Exit 2
CHAOS--102	Front Exit	Exit 2
PASE/FACES Room--106	Exit 2	Exit 1
Equipment Storage 1--103/104	Exit 2	Exit 1
OPES/ACES--107	Exit 2	Exit 1
Equipment Storage 3--116	Front Exit	Exit 1
Main Office--116	Front Exit	Exit 1
Principal Office—101A	Front Exit	Exit 1
<b>2<sup>nd</sup> Floor</b>		
Theatre--208	Stair Exit #3 & Exit 1	Stair Exit #2 & Exit 2
MAD Classroom--201	Stair Exit #3 & Exit 1	Stair Exit #2 & Exit 2
Computer Room--206	Stair Exit #3 & Exit 1	Stair Exit #2 & Exit 2
Paint Room--202	Stair Exit #2 & Exit 2	Stair Exit #3 & Exit 1
Multi-Purpose Room--205	Stair Exit #2 & Exit 2	Stair Exit #3 & Exit 1
ES 11-204	Stair Exit #2 & Exit 2	Stair Exit #3 & Exit 1
MAD Storage--203	Stair Exit #2 & Exit 2	Stair Exit #3 & Exit 1

## Designated muster points (site plans)



## Alternate locations - relocating students/staff

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

All Grades	Primary Location: Whitehorse Elementary School
All Grades	Secondary Location: FH Collins
Special Need Students	Location: if applicable, same as above

The Principal may direct the dismissal of students once it is safe to travel.

Follow school procedures. Make arrangements for students travelling by bus, if necessary.

If necessary, only release students to a designated parent or guardian. Record student dismissals with name of student, destination, name of designated parent or guardian, time of release.

In a large scale disaster, this alternate location may be unsafe. Your Superintendent and emergency services will provide further advice and instructions.

## Notifying Personnel on Field Trips

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

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



## Assess potential hazards and supply inventory

### Potential hazards at the school

Be aware of hazards in the school, especially in case of earthquake. As much as possible, secure these structures so that obstruction of exit paths or movement which could cause damage is avoided.

Design exit and alternate routes as much as possible to avoid areas where these hazards may affect a safe departure.

Possible hazards include:

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

Other hazards:

**Emergency supplies inventory** - locations and assignments

Create a list of inventory and locations for First Aid supplies, Cell Phones and other emergency supplies and indicate which staff members are responsible for removing them in the event of an evacuation.

<b>Supplies</b>	<b>Location</b>	<b>Who's Responsible</b>
Principal's Cell Phone	Principal	Kris Bruneau
Command Centre First Aid Kit	School Office	LJ Wong
Command Centre Megaphone	School Office	LJ Wong
Command Centre Walkie Talkie	School Office	LJ Wong
Command Centre AM/FM radio	School Office	LJ Wong
First Aider First Aid Kit	MAD English Room	Carolyn Westberg
First Aider First Aid Kit	CHAOS Classroom	Andrew Crist
First Aid Kit and AED	Staff Room – Rm 108	

## Map building systems – floor plans

School staff are NOT expected to be responsible for building systems shut-off or resets.

Provide the information in this section to emergency services and the Department of Highways and Public Works/Property Management Division staff as required.

[Insert school floor plan and site plan here, indicating the location of the following features. In the table below, insert information re shut-off and reset procedures for building systems]

Interior:

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

Exterior:

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

Building system	How to shut off	How to reset
Fire alarm		
Fuel		
Water		
Power		
Furnace		
Security		

## Identify key staff and resources

### Staff with First Aid Certification

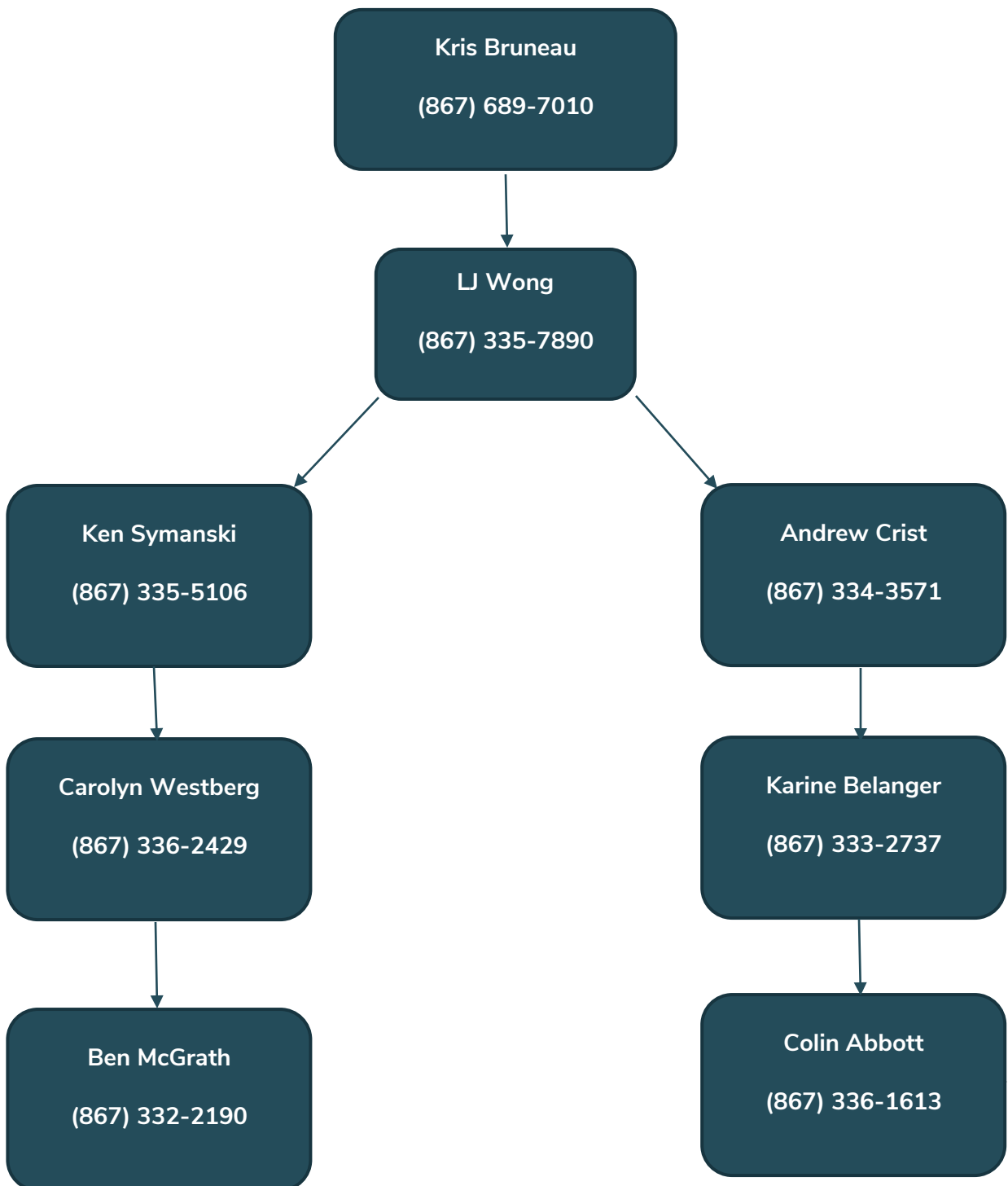
Staff with First Aid may be required to provide emergency care to students or staff, while waiting for emergency medical services (EMS) personnel to arrive.

**First Aid kits are available in the school and should be taken with staff in the event of emergency evacuations.**

<b>Name</b>	<b>Certification type</b>	<b>Expiry Date</b>
Colin Abbott	WFR	10-2027
Karine Belanger	WFR	4-2028
Kris Bruneau	WFR	5-2026
Andrew Crist	WFR	10-2027
Carolyn Westberg	SFA	8-2026
Ben McGrath	WFR	5-2027

## Staff Call-Out Tree

To be activated when notice of an after-hours school emergency must be communicated - for example, when a major mechanical failure has occurred and school will not be available for classes the following day. Please call the person below you, if they do not answer go on to the next. Attempt to contact the person who did not answer again.



## School Crisis Team

A crisis may be an emergency or incident that affects the physical, mental or emotional health or safety of a school community and its staff and students.

To respond to crises that affect the mental and emotional health and safety of students and staff, each school establishes a School Crisis Team. Its role is to managing the response to a crisis of this nature, consulting with their Superintendent and with Student Support Services or other agencies as needed. Communications support is available to School Crisis Teams.

<b>Member</b>	<b>Name</b>	<b>Telephone</b>
Crisis Team Coordinator	Kris Bruneau	(867) 689-7010
Principal	Kris Bruneau	(867) 689-7010
<del>Vice Principal</del>	N/A	
School Secretary	LJ Wong	(867) 333-7890
Teacher	Carolyn Westberg	(867) 336-2429

School Safety Committee

Member	Name	Telephone
Member	Kris Bruneau	(867) 689-7010

The School Safety Committee meets

"a minimum of 2 times per year and as required"

Additional resources that may assist in an emergency

The following individuals may be available to assist depending on the day and/or time of day of the incident and should report to the Principal for direction.

**Staff – N/A**

Name	When Available	Role at School

**Parent/Community Volunteers – N/A at this time**

Name	Phone Number	Alternate Phone Number



## Identify chain of command and responsibilities

### Chain of command during a school emergency

The Principal is in charge of students and staff during an emergency.

When emergency services such as the RCMP, Fire Department, Emergency Measures Organization, etc. are involved, they take charge of the scene upon arrival. The Principal will coordinate their directions with students and staff.

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

Ben McGrath - Teacher

Colin Abbott - Teacher

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

Karine Belanger - Teacher

Andrew Crist - Teacher

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

Carolyn Westberg - Teacher

Ken Symanski - Teacher

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

LJ Wong – Office Coordinator

## Staff roles and responsibilities during an emergency

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

<b>Specialist Teacher</b>	<ul style="list-style-type: none"> <li>• carries out homeroom teacher's responsibilities until teacher arrives</li> <li>• assists where needed</li> </ul>	
<b>Custodial Staff</b>	<ul style="list-style-type: none"> <li>• reports to Principal</li> <li>• ensures utilities are shut off if a problem exists</li> <li>• assists where needed</li> </ul>	

## Plans for students/staff with special needs

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

### *Check list for developing these evacuation plans*

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

# Respond

## Determine the type of response required

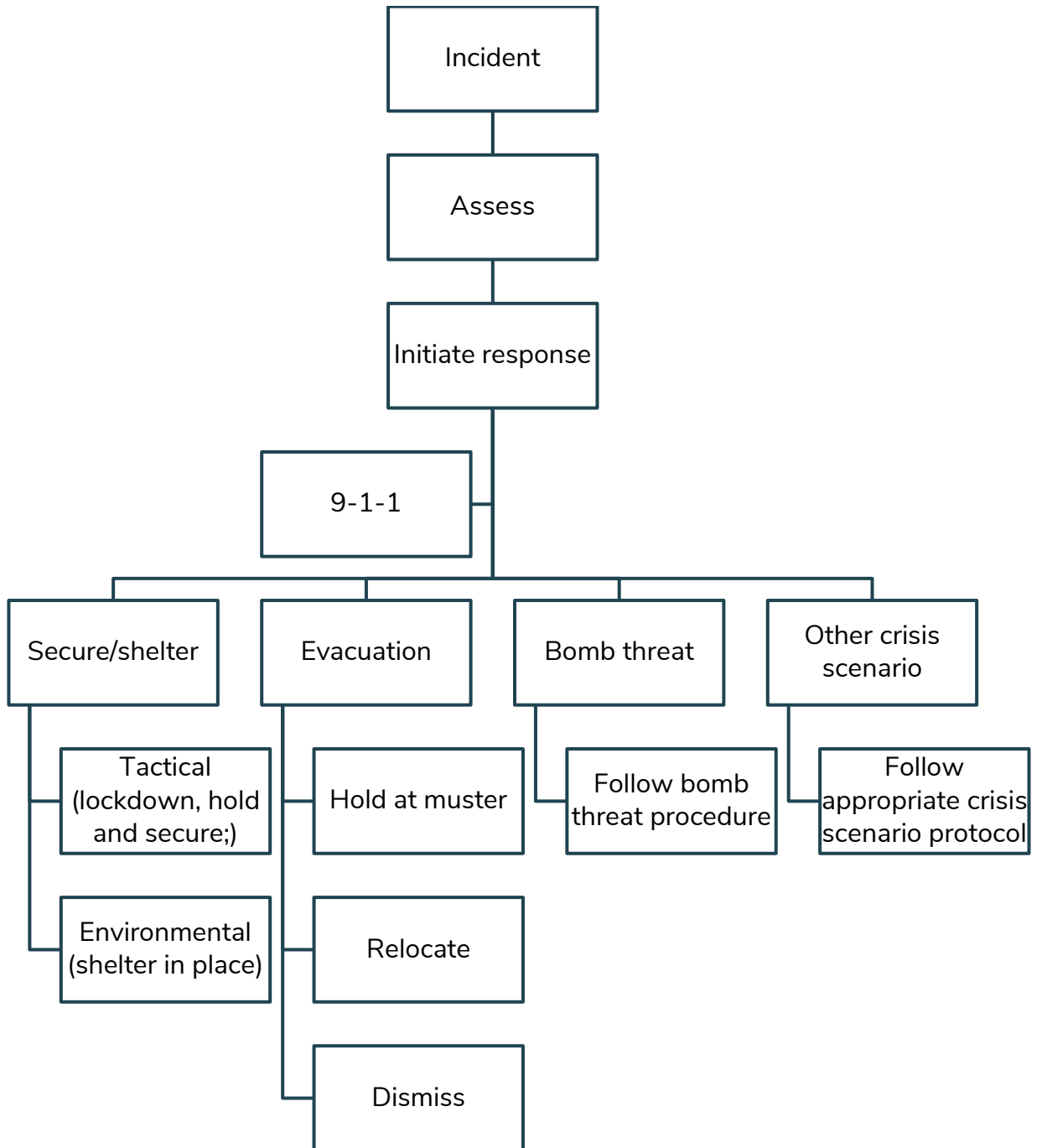
An effective response is critical to the success of any school emergency plan. It is necessary to identify the nature of risks/threats to students and staff. Hazards range from classroom-level emergencies to major disasters.

Principals determine which of the below response procedures to follow given the context of the emergency.

1. **Secure/shelter** – where school population is secured or sheltered inside the building to protect themselves against a threat. May be tactical (hold and secure or lockdown) or environmental.
2. **Evacuation** – where the school population vacates the school in response to an interior threat
3. **Bomb Threats** – when a school is threatened by the detonation of an improvised explosive device.

Other response protocols are listed in the Appendices for reference.

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



The person in charge of the school's emergency response must gather as much information as possible about the emergency and respond accordingly. Whether or not the person in authority physically sees the emergency, there is information that is crucial to determining the response.

#### Do a primary survey

The appropriateness of the response is far more critical than speed of response. An accurate assessment must be made of the emergency before a response can take place. This is accomplished by a primary survey – a very brief assessment of the emergency comprised of 3 parts. Once this critical information has been obtained by the person in charge, then an emergency plan can be made.

#### **Primary survey**

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

#### Determine initial response

Regardless of the situation, there must be an initial response, which depends on the nature of the emergency and how it is assessed.

**The initial response should be a secure the school, evacuation, or bomb threat procedure.**

Once the initial response has been decided on, it must be performed as quickly as possible in order to reduce the risk to students and staff.

## Perform and Inform

Next comes “perform and inform”. Once the initial response is under way, it is essential to contact the Department and **inform the Superintendent or ADM, Schools & Student Services of the situation**. This way, should there be a need for department or community support for the school emergency plan, the Superintendent can offer immediate, specific assistance. Concise communications is imperative to avoid overloading land-based and cellular phone networks during an emergency.

**Use the following table to provide the key information to the Department.**

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

The Department can then activate further supports and agencies based on the assessment of the scene and consultation with senior staff.



## Signal an emergency to staff and students

Staff will need the support and understanding of the students in emergency situations. Under stress, people respond best to clear unambiguous commands which convey essential information in the most succinct way possible.

Because of this need for clarity, the school emergency template provides standard signals for action in a school emergency. By using a standard set of in-house signals across Yukon, staff and students will understand the same commands across schools. This enables all persons in a school to respond quickly. When students understand the required actions, staff can more quickly and effectively perform the initial response.

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

<i>EVACUATION</i>	
For fires only	Fire alarm for confirmed or suspected fires
For any other reason	Announcement via PA: "Evacuate evacuate evacuate!" OR Air horn – continuous blast if alarm is not in service OR Runner

<i>TAKE COVER</i>	
For any reason	Announcement via PA: "Take Cover Take Cover!" OR Verbal signal in hallways by staff member – same as announcement OR Runner

<i>SECURE/SHELTER</i>	
Tactical - lockdown	<p>Announcement via PA: "Lockdown lockdown lockdown!"</p> <p>OR</p> <p>Verbal signal in hallways by staff member – same as announcement</p> <p>OR</p> <p>Runner</p>
Tactical - hold and secure	<p>Announcement via PA: "Attention all staff the school is now in Hold-and-Secure", "Attention all staff the school is now in Hold-and-Secure", "Attention all staff the school is now in Hold-and-Secure."</p> <p>OR</p> <p>Verbal signal in hallways by staff member – same as announcement</p> <p>OR</p> <p>Runner</p>
Environmental	Shelter in place

<i>ALL CLEAR</i>	
Authorities deem the threat is over/risk is addressed	<p>Authorized personnel announce:</p> <p>"Attention all students - This is (name of person)"</p> <p>"All clear, all clear, all clear".</p> <p>OR</p> <p>3 rings of school buzzer</p> <p>OR</p>

	Megaphone announcement by Principal (if external to school)
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<i>DO NOT RETURN TO SCHOOL</i>	
<b>Authorities deem there is an ongoing threat/risk</b>	Ring of the bell, pause, ring, pause, repeating OR Verbal direction by outdoor supervisors

<i>CLEAR THE PLAYGROUND</i>	
<b>Authorities deem there is an ongoing threat/risk</b>	Ring of the outside “recess” bell until all students have left the playground area OR Verbal direction by outdoor supervisors

## Follow **SECURE/SHELTER** procedures

There are two categories of secure/shelter procedures:

1. **Tactical** – when a school's population is secured inside the school due to an immediate on-site or in-school threat that cannot be resolved by evacuating the school.

Situations which require tactical lockdown:

- Intruder in school
- Threat on school property or in school area (e.g. wildlife, chemical spill, etc.)
- Threat of violence to staff or students
- Undetermined hazard in specific area of school

When a school lockdown plan is activated, its purpose is to protect as many people as possible from a threat in or near the school and to alert anyone outside to immediately leave the danger area. Activating a tactical procedure quickly will potentially save lives, reduce injuries and will assist police and other emergency responders in dealing with the situation effectively.

Serious incidents at schools are rare events however; school secure/shelter drills, especially lockdown procedures, must be practiced to ensure staff and students know what to do and are prepared to act quickly. Practice drills educate everyone in the school so that they understand what to do if an incident arises and helps prepare staff to react properly in a stressful situation.

A well-developed school emergency plan should consider local requirements and conditions. For example, some schools have licensed child care centers, community libraries or other community groups in their buildings. They must all be taken into consideration and included in planning, training and drills. Building design, law enforcement responsibilities, staff and student safety and other considerations are key considerations. A school emergency plan should be simple, user-friendly, and effective. The RCMP may advise/direct certain procedures.

A school would follow one of the following procedures:

Lockdown protocol

School activities are interrupted and students and staff secure themselves inside locked rooms or other areas. Movement is restricted due to a threat of violence inside or near the school. Teachers are in charge of their group of students while in lockdown and should exercise critical judgment to maximize safety. **Confirm with police authorities when the school can return to normal functioning.**

Triggered by the following situations:

- Dangerous intruder
- Active shooter
- Barricaded suspect

Hold and secure protocol

School activities continue as normal within the school, but all exterior doors are locked and monitored from inside by staff. No one is permitted to leave the building and only emergency services, staff and students may be admitted to the building until the situation has been resolved. **Confirm with police authorities when the school can return to normal functioning.**

Additional directions you may need to provide to students and staff as appropriate:

- that in the event of a fire alarm to either evacuate to the outside or to remain in the school until otherwise advised;
- whether movement is restricted and if class change bells should be ignored;
- any additional safety measures such as closing blinds or turning off lights.

Triggered by the following situations:

- Emergency situation or potential threat occurring outside/near the school
- Robberies or crime near the school
- Suspect in the area

2. **Environmental** – when a school's population takes shelter at designated areas within the school due to an off-site emergency, such as an accident involving dangerous chemicals, environmental threat or natural disaster like an earthquake.

Situations which require environmental shelter procedure:

- Severe weather conditions or natural disaster
- Off-site environmental hazard
- Off-site industrial hazard

Shelter in place protocol

Students and staff remain inside the school and take protective actions related to a hazard or danger outside the school. Depending upon the emergency, heating and air-conditioning or other intake/exhaust systems may need to be turned off to avoid drawing in air from the outside. While everyone may move freely within the school, close and lock all windows and exterior doors and remain inside and monitor the situation until advised by authorities that conditions are safe.

Triggered by the following situations:

- weather events such as a sudden blizzard;
- environmental event such as a chemical spill exterior to the school
- missing child;
- dangerous wild animal (cougar, bear etc.) and;
- situations where evacuation may pose a greater risk than sheltering in place.

***Refer to the Crisis Scenario Protocols in Appendix.***

## Follow **EVACUATION** procedures

Schools practice drills every year, including for fires and evacuations of the school. Other reasons to evacuate the school might include:

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

**The fire alarm should only be used when there is a confirmed or suspected fire.**

For other evacuation needs, the Principal must understand what signal and response is appropriate to a given emergency situation and how to execute it.

For example, in the case of a gas leak, it would be prudent to use the PA system and avoid use of the fire alarm because there are small sparks and electrical charges in fire alarms, which can be ignition risks if there is gas present in the school.

However, the emergency is signaled (fire alarm, PA, runner or air horn), it is critical that the Principal assess the situation, gather essential information and respond appropriately.

Before evacuating a school, the Principal must be sure that it is the most effective way to minimize risk to students and staff.

What kind of evacuation?

<b>Evacuate and hold at muster</b>	If safety and weather permits, evacuate the school and hold students and staff at muster point. Notify Superintendent.  Appropriate when the evacuation is short-term, with minimal wait time before being cleared to re-enter the school.
<b>Evacuate and relocate</b>	Evacuate and hold students and staff at an alternate indoor location. Notify staff at your relocation site and ensure it is also safe before directing students and staff to that location. Notify Superintendent.

	<p>Appropriate when there are distance factors re safety of students and staff, inclement weather, and longer anticipated wait time to be cleared to re-enter the school.</p>
<p><b>Evacuate and dismiss</b></p>	<p>Evacuate and hold at muster. Notify Superintendent and obtain Department authorization to close the school and parent notifications. The Department can also provide support for notifying parents and arranging early pick up for school buses. Staff should only be dismissed after students have departed to ensure there is adequate supervision.</p> <p>Appropriate as a last resort when there is an ongoing safety risk.</p>



## Administrator instructions

- Principal to contact emergency services as necessary and the Superintendent.
- Each room should be well organized for rapid and orderly clearing of the school.
- Administrators should take these records with them:
  - ❑ School emergency plan
  - ❑ Staff and student alpha lists
  - ❑ Keys - Inside master, Fire lane (if applicable) and Alternate site (if available)
  - ❑ Emergency phone list including medical records of special needs students/staff and medication
  - ❑ Clipboard with paper, pens, pencils
  - ❑ Command Centre emergency equipment (e.g. first aid kit, flashlight, etc.)
  - ❑ Principals' cell phone
  - ❑ Personal wallets, purses, and car keys in case re-entry to the school is not permitted
  - ❑ Field Trip Sign-out Sheet
  
- Windows should be closed if possible.
- All doors should be closed by the last person.
- All staff and students should wear shoes and appropriate clothing. Stopping for outer clothing from lockers or storage areas should not be permitted as this increases the time required for exiting the facility.
- Exit should be made by the designated exit route. If this route is unavailable because of fire, damage or other reason, use the alternate exit route.
- Students or staff members away from their class should leave by the nearest exit route and join their class as quickly as possible.
- Students at recess should proceed directly to the muster point without re-entering the building.
- Assemble in at the designated muster points. Stay well away from buildings and clear of Fire Lane.
- Teachers take attendance at the muster point and report the status of their class to you.

## Teacher instructions

- Each classroom should be well organized for rapid and orderly clearing of the school.
- **Staff members assigned to assist special needs students/staff should proceed directly to the location of the person and assist him/her to safety.**
- Specialist teachers are in charge of evacuation for the class they are teaching.
- Teachers should take these records with them:
  - information about special needs students
  - 1 dose of medication for special needs students in their class
  - copy of class attendance sheet
  - clipboard with paper, pens, pencils
  - other classroom emergency equipment (e.g. flashlight)
  - Personal wallets, purses, and car keys in case re-entry to the school is not permitted
- Staff members assigned to First Aid kits and other emergency supplies should take them.
- Windows should be closed by a student, if possible.
- Classroom doors should be closed by the last person.
- All staff and students should wear shoes and appropriate clothing. Stopping for outer clothing from lockers or storage areas should not be permitted as this increases the time required for exiting the facility.
- **You lead the class to safety** - this ensures prompt decision-making if obstacles are encountered on exit.
- Exit should be made by the designated exit route. If this route is unavailable because of fire, damage or other reason, use the alternate exit route.
- Students or staff members away from their class should leave by the nearest exit route and join their class as quickly as possible.
- Students at recess should proceed directly to the muster point without re-entering the building.
- Assemble in at the designated muster points. Stay well away from buildings and clear of Fire Lane.
- Take attendance as quickly as possible. Note any students who were already absent that day, any injured students and any students who are missing/unaccounted for.
- Report attendance and status of your class to the Principal/Command Centre.
- Keep your class together until the "all clear" signal is given.

## Staff assigned to students/staff with special needs instructions

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

## Student instructions

- When you hear an evacuation signal, follow the instructions of your teacher.
- Take your key personal belongings with you that you can reach easily: your keys, wallet, phone, shoes, etc.
- Do not stop at your locker for other items – you need to stay with your class and leave the building.
- Help to close the windows in your class.
- If you are the last person leaving a room, close the door behind you.
- If you are away from your class, follow the instructions of the nearest teacher and take your closest evacuation exit out of the school.
- Rejoin your class at the muster point outside the school.
- Stay with your teacher and class, and follow instructions.

## Transport students/staff during an emergency

In general, during an emergency staff and student are expected to walk to the designated muster points or alternate locations to assemble. If students are dismissed, they would make their way home as they usually do on foot, on City transit or by early pick up by their parent or school bus.

There are three scenarios where a school may require emergency transportation support as part of the emergency response:

### **Scenario 1: Hidden Valley Elementary and/or Golden Horn Elementary need to relocate to their companion school for an extended period of time**

The Principals of Hidden Valley and Golden Horn are authorized to call the Whitehorse bus contractor directly if they need to relocate students and staff to their companion school for an extended period.

Students and staff will travel together to the companion school. Upon arrival at the companion school, the Principal will notify the Student Transportation Officer at 667-5172 to advise of the relocation and to request any changes to busing services at the end of the school day.

### **Scenario 2: Multiple or all schools in Whitehorse need to relocate**

If multiple schools or all schools in Whitehorse need to relocate during an emergency, transportation support will be arranged by the Government of Yukon's Emergency Measures Organization and Department of Education crisis management team.

The Director, Operations or Student Transportation Officer will contact the Whitehorse bus contractor and implement a suitable plan to provide required service to all sites, using available vehicles. Detailed plans have been developed for this purpose and will be modified by the Director, Operations to meet the needs of the emergency evacuation and relocation.

Elijah Smith Elementary School is the designated staging area to coordinate emergency busing for a multiple school evacuation, unless otherwise determined by Department or Yukon government's Emergency Measures Organization.

**All staff and students are transported to the staging site.**

From there, if it is determined safe to dismiss students, students who regularly take the school bus will board their bus to go home. School bus drivers have been provided with copies of all routes so each is prepared to complete any Whitehorse route in an emergency.

Public emergency notices will advise parents of the pick-up spot(s) for students who would normally walk to and from school.

**Scenario 3: One or more rural schools need to relocate**

The Principal of a rural school is authorized to directly call the local bus contractor to advise of changes to busing services at the end of the school day. Bus services would leave from the alternate site(s) in the community rather than the school. Service will only be provided to students who usually take the bus.

The Principal will also notify parents of the pick-up spot(s) for students who would normally walk to and from school.

**Contacts:**

Transportation & Facilities Officer (Luke Moar)	667-5172
Standard Bus Transportation	456-3210

## Companion schools in Whitehorse

School name	Companion School	Comments
Aurora Virtual School (AVS) and Individual Learning Centre (ILC)		
Christ the King Elementary	Holy Family Elementary	
École Émilie-Tremblay et Académie Parhémie (and daycare?)	Whitehorse Elementary	
Elijah Smith Elementary	Takhini Elementary	Handi-bus also required
FH Collins Secondary	Porter Creek Secondary	Handi-bus also required
Gadzoosdaa Student Residence		
Golden Horn Elementary	Whitehorse Elementary	
Grey Mountain Primary	Whitehorse Elementary	
Hidden Valley Elementary	Jack Hulland Elementary	
Holy Family Elementary	Christ the King Elementary	
Jack Hulland Elementary	Selkirk Elementary	
Porter Creek Secondary	FH Collins	
Education Outreach		
Selkirk Elementary	Whitehorse Elementary	Handi-bus also required
Takhini Elementary	Elijah Smith Elementary	
Teen Parent Centre		
Vanier Catholic Secondary	Jack Hulland Elementary	

Whitehorse Elementary	Selkirk Elementary	Takhini Elementary is 2 <sup>nd</sup> choice if Selkirk Elementary is not available
Wood Street Centre	FH Collins	Porter Creek Secondary is 2 <sup>nd</sup> choice if FH Collins is not available

Follow **BOMB THREAT** procedures

The majority of bomb threats are false alarms. Any bomb threat should be taken seriously.

### **Procedures**

1. Anyone receiving a bomb threat should record information on the **Bomb Threat Report (attached)**. All this information is significant.

Bomb threats may be communicated by phone, email, letter or parcel to the school, the Department or to 9-1-1.

2. Notify the Principal immediately. Do not speak to anyone else unless instructed and do not mention the word BOMB to avoid panic.
3. The Principal will call the RCMP and inform the Superintendent at 667-5127 as soon as possible if the school receives a bomb threat.
4. **If the RCMP takes command of the situation, the Principal will follow their instructions.**

**If the RCMP provides advice on the situation, the Principal will consider that advice in determining whether or not to evacuate the school.** Unless there is an immediate threat to the school population, it is advisable to search the doorways before ordering an evacuation.

If the decision is to evacuate, follow Exit and Evacuation Procedures AND IN THIS CASE, students should take only clothing; no backpacks or bags.

Students should not open their lockers.

Exit routes may need to be altered, depending on advice of the RCMP.

5. If assisting in a bomb search, **NEVER TOUCH AN UNIDENTIFIED OBJECT.**

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



Bombs and booby traps are often set up to inflict the most damage or have the most profound impact on the intended victims or population.

They are often placed at:

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

With the RCMP and Superintendent, the Principal should assess the seriousness of the call and the perceived threat level.

Following the established procedures helps to minimize the disruption to school while ensuring student and staff safety.

Always err on the side of precaution. The Principal is responsible for the decision and consequences of their school's emergency response procedures.

## Bomb Threat Report

**Make many copies and keep at main telephones for immediate use.**

Exact wording of threat: \_\_\_\_\_

### Ask the caller:

When is bomb going to explode?

Where is it right now?

What does it look like?

What kind of bomb is it?

What will make it explode?

Did you place it in the building?

Why did you put it in the building?

What is your name and address?

### Threat Language

Foul \_\_\_\_\_

Well spoken (educated) \_\_\_\_\_

Irrational \_\_\_\_\_

Incoherent \_\_\_\_\_

Taped \_\_\_\_\_

Message read by threat maker \_\_\_\_\_

### Background Sounds

Street \_\_\_\_\_

Animals \_\_\_\_\_

PA System \_\_\_\_\_

Static \_\_\_\_\_

Voices \_\_\_\_\_

Music \_\_\_\_\_

Motor \_\_\_\_\_

House Noise \_\_\_\_\_

Local \_\_\_\_\_

Office Noise \_\_\_\_\_

Booth \_\_\_\_\_

Long Distance \_\_\_\_\_

Train \_\_\_\_\_

Party Sounds \_\_\_\_\_

**Describe Caller's Voice:**

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

If voice is familiar, who did it sound like:

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

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

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

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

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

## Bomb threat protocol

### ASSESS THE SITUATION

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

### INTERVENTION RESPONSE

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

## RECOVERY STEPS

- Record and report as required.
- Debrief thoroughly.
- Review emergency preparedness.
- Impose appropriate consequences. Discipline perpetrators of hoaxes with serious appropriate consequences.
- Provide ongoing support as needed.

# Communicate

## Communicating during an emergency

Clear communications about the emergency is essential to ensure all remain calm and to minimize disruptions to the emergency response. It is critical to provide accurate, concise information about the incident as it unfolds, and to focus on the key message that everything possible is being done, that the safety and well-being of students and staff is the first priority, and that further details will be provided as soon as available.

### With emergency services

The Principal is responsible for communicating on-site with emergency services during a school emergency.

### **Emergency services contacts**

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

For other emergencies, after calling the appropriate emergency service (RCMP, hospital, etc), the second call should be to your Superintendent. The Superintendent will assist you with further contacts and supports from the Department, including media and parent communications.

Fire	911
RCMP	911
Ambulance	911
Hospital	393-8700
Search and Rescue	667-5220
Power company (power outage)	633-7000
City/municipality	667-6401
Highways and Public Works	667-5322
Property Management (emergency repairs)	667-5726
Coroner	667-5317
Companion School for Evacuation (WES)	667-8083

With the Department

The Principal is responsible for communicating with their Superintendent during a school emergency.

The Superintendent is responsible for communicating between the Department's senior staff and the Principal.

The Department's senior staff are responsible for communicating with other departments, Yukon government's Emergency Measures Organization and the Minister's Office, as necessary.

### **Department contacts**

<b>Area Superintendent - Secondary</b>	<b>Trevor Ratcliffe</b>	<b>(867) 689-0230</b>
Other Superintendent – Elementary	Christine Franes	(867) 334-6974
ADM, Schools & Student Services	Carolyn Lewis-Shillington	(867) 332-6517
Director, Operations	Mike Hebb	(867) 667-????
Director, Community Relations & Engagement		(867) 332-7008



With staff, students, parents and School Council/Board

The Principal is responsible for communicating with staff, students, parents and the School Council/Board about the school emergency.

The Department's Communications staff assists with drafting and editing these notifications to ensure clarity and consistency of information being provided about the emergency.

See appendix for crisis communications samples and templates.

Notify staff on field trips

If your school is in an emergency situation, you must notify any staff on off-site field trips that are scheduled to return in the near future of the emergency.

Provide instructions to return field trip staff and students to a safe alternate site until the emergency is resolved.

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

With media and the public

The Department's Communications staff are responsible for coordinating any responses to media during a school emergency.

Emergencies at schools often make headline news. If no one responds to media, reporters will keep contacting staff until they get the information they are looking for. Their questions are usually time-sensitive based on their publishing deadlines.

All media calls should be referred to the Department's Communications staff to coordinate the response at 867-667-5701. Often they can provide preliminary information and organize a formal media update at a later time.

Public enquiries can be redirected to Communications as well, or to Education's main line at 867-667-5141.

The Principal or another Department official may be designated as a spokesperson for interviews, however the priority is for the Principal to manage staff and students during the emergency. Staff should not comment to media on school emergencies unless they are a designated spokesperson, to ensure they have current, accurate information to share with the public.

## Designated media spokesperson

The department designates the media spokesperson as approved by the Minister of Education for interviews and/or news conferences about school emergencies to ensure accurate, consistent information is being provided to the public.

DO	DON'T
<ul style="list-style-type: none"> <li>➤ Work with EDU Communications prepare for the interview or news conference.</li> <li>➤ Present a calm, professional image.</li> <li>➤ Be honest and respectful - media have a deadline to meet and they are helping you share info with the public.</li> <li>➤ Deliver your key message to reassure the public, such as:  “Health and safety is the first priority and we are working with emergency services and following our emergency plan. We will provide updates as available.”</li> <li>➤ Listen carefully to the questions.</li> <li>➤ Keep your answers simple and factual.</li> <li>➤ Be sure of your facts - if you don't know for sure, say “I wouldn't want to speculate” or “I have provided the information that is available at this time”.</li> <li>➤ As needed, indicate a time and place for the next news conference and adjourn. Thank the press for their co-operation.</li> </ul>	<ul style="list-style-type: none"> <li>× Rush into a press conference before you are ready.</li> <li>× Be confrontational or defensive.</li> <li>× Say "no comment" – instead say “at this time...” or “I wouldn't want to speculate...” to find another way to say you aren't able to answer that question right now.</li> <li>× Use jargon or over-answer.</li> <li>× Lay blame or identify a scapegoat.</li> <li>× Speak outside your role or give out specifics, such as names of victims, perpetrators, etc. This may not be public information and the appropriate authority should handle those questions.</li> <li>× Talk "off the record". It never is.</li> <li>× Allow the press to wander the school doing interviews, filming, etc.</li> <li>× Forget to deliver your message.</li> <li>× Repeat negative questions or misleading words in your response because the comments may be attributed to you. Try to turn negatives into positives.</li> </ul>

**Recover**

## Recovery steps

It is very important to debrief after an emergency or incident, to determine if supports are needed for recovery from the incident, to adjust the school emergency plan based on lessons learned and to deepen everyone's understanding of how to respond in an emergency.

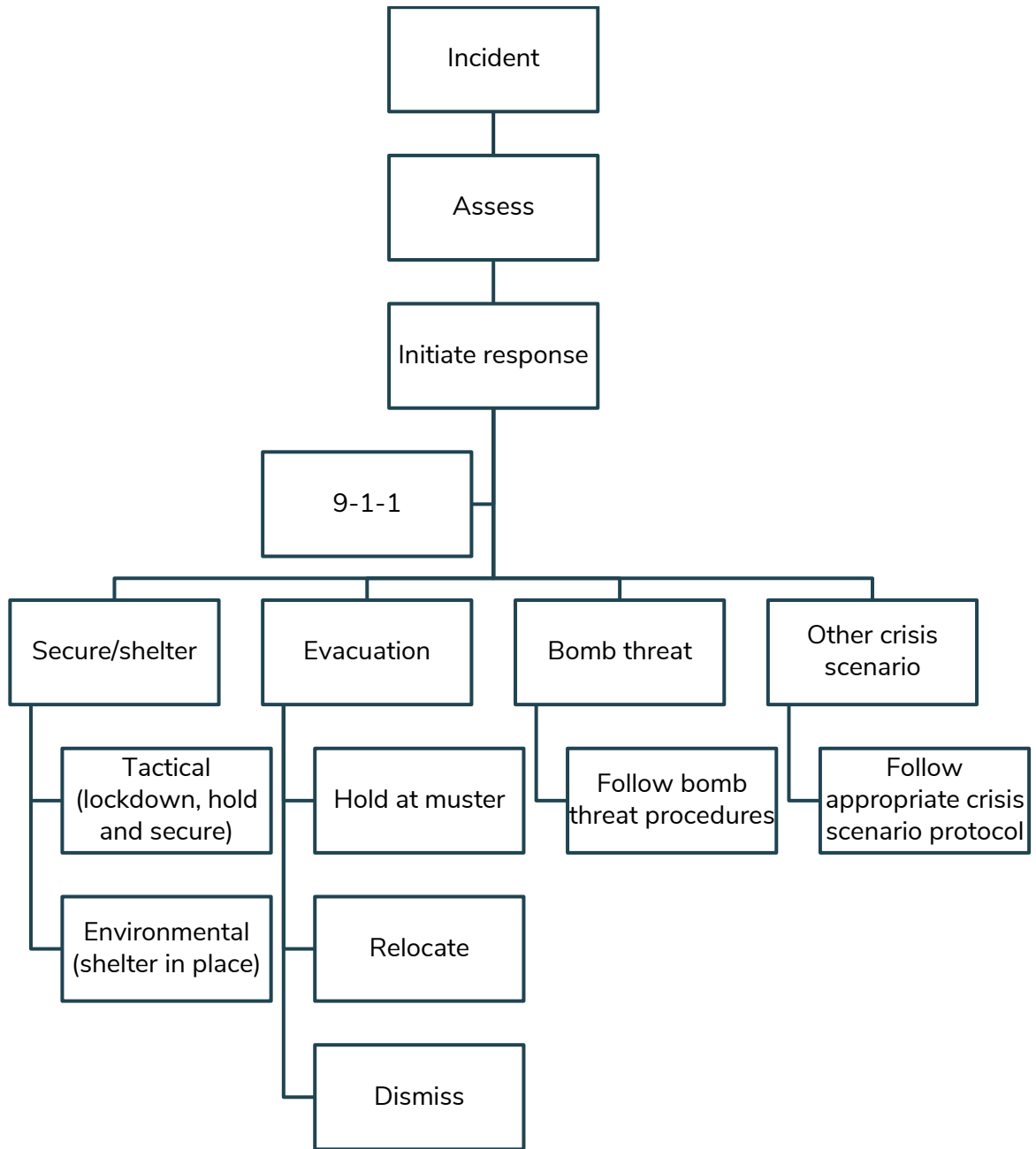
In general, schools should follow the below recovery steps after an emergency:

- Record and report as required.
- Debrief everyone involved (staff, students, others)
- Review the school emergency plan.
- Consider preventative measures for the future.
- Impose appropriate consequences.
- Provide ongoing support as needed.
- Communicate with parents/School Council as appropriate.

# Appendices

# **Crisis scenario protocols**

# Decision tree



## Medical Emergencies

### ASSESS THE SITUATION

- Determine the severity of the situation.
- Gather the facts quickly any known health information about the student/staff.

### INTERVENTION RESPONSE

DO	DON'T
<ul style="list-style-type: none"><li>➤ Call 911 if needed and follow dispatch/EMS instructions.</li><li>➤ Administer First Aid to the student/staff.</li><li>➤ Keep the area clear and comfort the student/staff.</li><li>➤ Check student/staff records for medical conditions (allergies, etc.) as appropriate and provide information to First Aid responder and EMS.</li><li>➤ Notify the family and Superintendent.</li></ul>	<ul style="list-style-type: none"><li>× Panic - remain calm and in control.</li><li>× Allow anyone to disrupt EMS or First Aid responders.</li><li>× Release specific information unless authorized, other than to EMS, family and Superintendent.</li></ul>

### RECOVERY STEPS

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



## Natural Disasters/ Weather

<b>ASSESS THE SITUATION</b>
-----------------------------

- Gather the facts quickly.
- Extent of disaster/weather impact - Is only your school involved? Is your alternate site available to use if necessary?
- Work with your Superintendent and EDU Communications on how to communicate with students, staff, parents, public and media.
- Are the school grounds free from dangerous obstacles (power lines, trees, etc.)?
- Are your staff able to get to school for student supervision and safety? Do you need extra help in order to ensure student safety?

<b>INTERVENTION RESPONSE</b>	
<b>DO</b>	<b>DON'T</b>
<ul style="list-style-type: none"> <li>➤ Activate school emergency plan as needed.</li> <li>➤ Contact EMS if required.</li> <li>➤ Coordinate with Superintendent and EMS lead.</li> <li>➤ Consider students' safety and welfare first.</li> <li>➤ Keep everyone indoors until advised otherwise.</li> <li>➤ Have available a battery operated radio, flashlight, telephone and megaphone.</li> <li>➤ Determine need for relocation to alternate site, if available.</li> </ul>	<ul style="list-style-type: none"> <li>× Panic - remain calm and in control.</li> <li>× Guess as to the amount of damage or injuries or deaths - await accurate information.</li> <li>× Allow anyone to disrupt emergency measures operations.</li> <li>× Release specific information unless authorized.</li> </ul>

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>➤ Secure school records, equipment and facilities.</li><li>➤ Be prepared to lead to visitors, parents and students.</li></ul> |  |
|---|--|

## RECOVERY STEPS

- Record and report as required.
- Debrief everyone involved.
- Review school emergency plan.
- Provide ongoing support as needed.
- Assist in the longer term disaster relief efforts as appropriate.

## Earthquakes

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

<b>INTERVENTION RESPONSE</b>	
<b>DO</b>	<b>DON'T</b>
<ul style="list-style-type: none"> <li>➤ Issue the "take cover" order at the first sign of a tremor.</li> <li>➤ Take cover under a desk or table.</li> <li>➤ Assume the "crash" position and count to 60.</li> <li>➤ Talk calmly to reassure students.</li> <li>➤ Keep away from windows, filing cabinets, bookshelves or other items which may topple and cause injury.</li> <li>➤ If outside, stay outside. Move to an open space away from buildings, trees and overhead lines or wires.</li> <li>➤ If in a vehicle, pull over and stop as quickly as possible. Stay in your vehicle; it offers protection from falling debris.</li> <li>➤ Be prepared for aftershocks/tremors.</li> <li>➤ If tremor suggests possible structural damage, Principal will order evacuation.</li> <li>➤ Follow Evacuations Procedures.</li> </ul>	<ul style="list-style-type: none"> <li>× Panic - remain calm and in control.</li> <li>× Run outside as you could be hit by falling debris.</li> <li>× Shelter in stairways that can be damaged during the tremor or become jammed with people.</li> <li>× Use elevators, as power could fail.</li> <li>× Stop your vehicle on a bridge, under power lines or where debris from buildings could fall on you.</li> <li>× Guess as to the amount of damage or injuries or deaths - await accurate information.</li> <li>× Allow anyone to disrupt emergency measures operations.</li> <li>× Re-enter damaged buildings.</li> <li>× Release specific information unless authorized.</li> </ul>

- Make sure your assembly area outside is clear of trees, telephone poles, power lines or dangling electrical wires and well away from buildings.
- Contact the Superintendent for further instructions from EMO.
- Limit calls to emergencies to keep network clear for EMS calls.
- Principal determines if it is necessary to shut off power, water and fuel supply.

## Missing Student

### ASSESS THE SITUATION

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

### INTERVENTION RESPONSE

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

## FOLLOW-UP ACTIVITIES

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

## Threat on School Property

<b>ASSESS THE SITUATION</b>
-----------------------------

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

<b>INTERVENTION RESPONSE</b>	
<b>DO</b>	<b>DON'T</b>
<ul style="list-style-type: none"> <li>➤ Principal will determine threat to students and staff outside.</li> <li>➤ Principal will direct signal to outside supervisors to evacuate to designated alternate site or marshal students back into school</li> <li>➤ Call police at 9-1-1 and Superintendent.</li> <li>➤ Provide as much relevant information as possible.</li> <li>➤ Principal to signal evacuation, hold and secure or lockdown based on advice of RCMP.</li> <li>➤ If evacuation, follow evacuation procedures.</li> </ul>	<ul style="list-style-type: none"> <li>× Panic - remain calm and in control.</li> <li>× Confront the offender directly.</li> <li>× Cut off exits or prevent offender from leaving.</li> <li>× Touch any weapon left behind.</li> <li>× Try to be a hero.</li> <li>× Threaten the perpetrator.</li> </ul>

<ul style="list-style-type: none"><li>➤ If lockdown, immediately lock classroom doors and close all windows and blinds. Have all students sit on the floor, facing away from the windows and doors.</li><li>➤ If hold and secure, lock and monitor exterior doors. No one is to enter or leave the building.</li><li>➤ Coordinate with police.</li></ul>	
--	--

## RECOVERY STEPS

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



## Attack on Student/Staff

### ASSESS THE SITUATION

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

### INTERVENTION RESPONSE

DO	DON'T
<ul style="list-style-type: none"><li>➤ Protect the victim.</li><li>➤ Call the police and Superintendent.</li><li>➤ Ensure the availability of necessary support services.</li><li>➤ Contact victim's family.</li><li>➤ Coordinate the school's investigation with the police investigation.</li><li>➤ Coordinate all media and school community communications with police and EDU Communications.</li><li>➤ Document all responses to the incident.</li></ul>	<ul style="list-style-type: none"><li>× Leave the victim alone.</li><li>× Disturb the crime scene.</li><li>× Interfere with any criminal investigation.</li><li>× Minimize the seriousness of any complaint.</li><li>× Release names.</li></ul>

## RECOVERY STEPS

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

## Weapons Possession

### ASSESS THE SITUATION

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

### INTERVENTION RESPONSE

DO	DON'T
<ul style="list-style-type: none"><li>➤ Assume the weapon is deadly.</li><li>➤ Assume the offender intends to use it.</li><li>➤ Call the police, and the ambulance if needed.</li><li>➤ Signal lockdown to secure the school against assault - evacuation may be necessary.</li><li>➤ Isolate the offender if possible.</li><li>➤ Suggest the offender lay down the weapon and walk away from it.</li><li>➤ Wait for the police to initiate any action against offender.</li></ul>	<ul style="list-style-type: none"><li>× Confront the offender directly.</li><li>× Cut off exits or prevent offender from leaving.</li><li>× Touch any weapon left behind.</li><li>× Try to be a hero.</li></ul>

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>➤ Gather as many details about the offender and situation as possible.</li><li>➤ Direct media to the RCMP and EDU Communications.</li></ul> |  |
|---|--|

## RECOVERY STEPS

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

## Hostile Individual

<b>ASSESS THE SITUATION</b>
-----------------------------

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

<b>INTERVENTION RESPONSE</b>	
<b>DO</b>	<b>DON'T</b>
<ul style="list-style-type: none"> <li>➤ Remain calm, appear to be in control.</li> <li>➤ Take steps to protect students/staff (clearing areas, hold and secure, lockdown, etc.)</li> <li>➤ Show empathy - listen and understand.</li> <li>➤ Be sincere and professional.</li> <li>➤ Use assertive (directive) language.</li> <li>➤ State clearly expectations and consequences.</li> <li>➤ Call the offender by name if possible.</li> </ul>	<ul style="list-style-type: none"> <li>× Match anger with anger.</li> <li>× Confront directly either physically or verbally.</li> <li>× Appear threatening or punitive.</li> <li>× Hurry the situation - recovery takes time.</li> <li>× Remain alone if help can be accessed.</li> <li>× Physically detain offender if he or she tries to leave.</li> <li>× Try to be a hero.</li> </ul>

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>➤ Summon assistance if required.</li><li>➤ Be aware of surroundings, including other people.</li><li>➤ Allow the anger to subside - no one remains violently angry for long.</li></ul> |  |
|--|--|

<b>RECOVERY STEPS</b>
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- Report and record incident in detail.
- Impose appropriate consequences.
- Debrief everyone involved.
- Modify school emergency plan if necessary.
- Review communication process.
- Provide ongoing support as necessary.

## Intruders/Unwelcome Visitors

<b>ASSESS THE SITUATION</b>
-----------------------------

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

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

- |  |  |
|--|--|
| <p>➤ Call police if possible involvement of weapons or prolonged refusal to cooperate.</p> |  |
|--|--|

## RECOVERY STEPS

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



## Kidnapping/Hostage Procedures

### ASSESS THE SITUATION

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

### INTERVENTION RESPONSE

DO	DON'T
<ul style="list-style-type: none"> <li>➤ Call the police.</li> <li>➤ Call the Superintendent.</li> <li>➤ Provide as much relevant information as possible.</li> <li>➤ Provide appropriate facilities for emergency personnel.</li> <li>➤ Coordinate all communications with perpetrator(s) with police.</li> <li>➤ Coordinate media and school community communications with police and EDU Communications to prevent upset parents, staff, students, etc. from aggravating the situation.</li> <li>➤ Prepare for the "long haul".</li> </ul>	<ul style="list-style-type: none"> <li>× Panic - remain calm and in control.</li> <li>× Try to rescue the hostages.</li> <li>× Threaten the perpetrator.</li> <li>× Hurry the situation.</li> <li>× Try to be a hero.</li> </ul>

## RECOVERY STEPS

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

## Dangerous Chemicals

<b>ASSESS THE SITUATION</b>
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- Gather the facts quickly.
- Are students in the school yard?
- Are students returning to the vicinity of the school from out-of-area field trips?
- Confirm information from municipality regarding expected response from school.
- Determine whether school should prepare to act as emergency hub for community.
- Work with Superintendent and EDU Communications to share information and manage media.

<b>INTERVENTION RESPONSE</b>	
<b>DO</b>	<b>DON'T</b>
<ul style="list-style-type: none"> <li>➤ Custodian to shut down:                             <ul style="list-style-type: none"> <li>▪ Ventilation system circulating outside air</li> <li>▪ Propane or oil</li> <li>▪ Close external doors</li> <li>▪ Power, if necessary</li> </ul> </li> <li>➤ Marshal students from outside using standard signal. Playground supervisors lead students inside. Teachers close appropriate fire and classroom doors - do NOT lock doors.</li> <li>➤ Emergency lighting by flashlight and internal communications by phones, cellular phone or staff runners - administration must maintain contact with classrooms - teachers are not to leave students unattended.</li> </ul>	<ul style="list-style-type: none"> <li>× Panic - remain calm and in control.</li> <li>× Allow students to leave; teachers should not leave students unsupervised.</li> <li>× Use light switches or electrical appliances.</li> <li>× Release specific information unless authorized.</li> </ul>

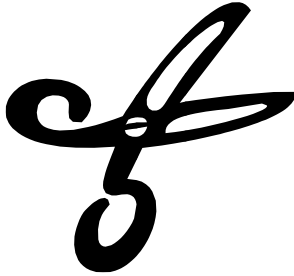
- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>➤ Listen to radio and phone for further information.</li><li>➤ Inform Superintendent and EMS.</li></ul> |  |
|---|--|

<b>RECOVERY STEPS</b>
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- Record and report as required.
- Debrief everyone involved.
- Review school's school emergency plan.
- Provide ongoing support as needed.
- Assist in the longer term disaster relief efforts as appropriate.

**Crisis  
communications  
templates &  
samples**

## Template – School newsletter insert for September and January



Please clip and  
use in school  
newsletters

### **School Emergency Plan**

#### **Muster points and alternate locations**

Wood Street Centre

**Primary site: All Grades → Whitehorse Elementary School**

Secondary site: All Grades → FH Collins

Off-site Alternative: All Grades → Whitehorse United Church

- Turn on your radio to CBC (570) or CKRW (610 on the AM dial, or CHON (98.1) on the FM dial; information and directions will be given over the radio.
- DO NOT call the school; we need the lines open for emergency calls.
- DO NOT drive to the school in an emergency; keep roads and routes clear for emergency services. Further instructions will be shared over the radio.
- The school will follow its emergency plan and care for students until it is safe to return to school or send them home.

## Sample - Voicemail script during emergencies

Note: Regular voicemail can be used during routine fire drills to notify callers that the school is temporarily unavailable during the drill.

For extended periods of emergency, update school voicemail to identify the emergency and redirect calls to the Department's main line at 867-667-5141.

"Today is (day of week, month, date) and you have reached Wood Street Centre School).

*Due to an emergency situation, staff and students have been evacuated following the school's emergency plan.*

*Please be assured that every precaution is being taken to ensure that students and staff are safe and secure.*

*Staff are trained to care for students during emergencies and will supervise them until such time as it is deemed safe to return to school or dismiss students to go home.*

*Please listen to the radio for further updates, or contact the main line of the Department of Education at 867-667-5141."*



Sample - Notice for Front Door of School

# **In the event of an evacuation of Wood Street Centre ...**

## **Primary Evacuation Site:**

**Whitehorse Elementary School**

4181 – 4<sup>th</sup> Avenue

## **Alternate Evacuation Site:**

**F.H. Collins Secondary School – Atrium**

1001 Lewes Boulevard





## Sample - Parent Notification Letter

Wood Street Centre  
411 Wood Street  
Whitehorse, Yukon  
Y1A 2E9

### Date

Dear Parents/Guardians,

### **Re: Hold and Secure at Wood Street Centre today**

This is to inform you that Wood Street Centre went into a hold and secure procedure **this morning at 10:30 a.m., as a precaution after staff heard a loud noise near the school that sounded like a gunshot.**

The first priority is the health and safety of students. Administration contacted the RCMP immediately while students were brought indoors. The RCMP investigated the situation and indicated that there was no gunfire and deemed the area and the school safe. The school resumed regular operations by 11:30 a.m.

A hold and secure is different than a lockdown. It is enacted when a threat may be present outside of the school and may or may not be related to the school. Indoors, school activities continue as normal, but exterior doors are locked and monitored and no one is permitted to leave or enter until the situation has been resolved.

Teachers and staff debriefed with students after the situation today. The school staff and students did an excellent job following the proper protocols and remaining calm. We are thankful to the RCMP for their prompt response to keep students and staff safe. If you have any questions or concerns, please contact me at (867) 667-8413 or [Kris.Bruneau@yukon.ca](mailto:Kris.Bruneau@yukon.ca).

Sincerely,

Kris Bruneau  
Principal, Wood Street Centre



# Forms



# PARENT FORM - Emergency Evacuation Plan



*For Students/Staff with Special Needs  
for 2023 / 2024 School Year*

**School: Wood Street Centre School**

**Name:** \_\_\_\_\_

**Age:** \_\_\_\_\_ years

(Surname)

(Given)

**Homeroom location (usual):** \_\_\_\_\_

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

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

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

<p><b>Special Needs</b> (check all that apply)</p> <p><input type="checkbox"/> Non-Verbal</p> <p><input type="checkbox"/> Severe behaviour/emotional</p> <p><input type="checkbox"/> Intellectually impaired</p> <p><input type="checkbox"/> Chronic Health Condition (describe) (e.g. Epilepsy, Diabetes, Allergies, Asthma)</p> <p>_____</p>	<p><b>Type of Assistance Required for Evacuation:</b></p> <p><input type="checkbox"/> Verbal instructions on exit</p> <p><input type="checkbox"/> Buddy for guidance/comfort Student ____ Adult ____</p> <p><input type="checkbox"/> Physical assistance</p> <p><input type="checkbox"/> Wheelchair user</p> <p><input type="checkbox"/> Blind/Hearing impaired</p>
--	---

## EMERGENCY EVACUATION PLAN:

<p><b>Person(s) responsible for assisting individual:</b></p> <p>(i) Primary response person _____</p> <p>(ii) Additional person(s) _____</p> <p>Type of transport: _____ (e.g. basket carry, sled, blanket)</p> <p>Emergency Supply bag to take on exit? Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p><b>This individual will be moved to the following safe site:</b> _____ (name/describe site)</p> <p><input type="checkbox"/> Immediately upon exit from building in real emergency</p> <p><input type="checkbox"/> Only if time outside school facility is long</p>
--	---



**Emergency Supplies for individual are stored in school at:** \_\_\_\_\_

Medication \_\_\_\_\_ (see attached copy of "Authorization for Administration of Medication")

Personal Care Supplies     Diapers & wipes     Feeding Tube     Other \_\_\_\_\_

Food at Regular Intervals \_\_\_\_\_

Clothing/wraps for cold/wet weather protection

Other \_\_\_\_\_

**Emergency Contact(s):** Please print.

1. \_\_\_\_\_ Relationship: \_\_\_\_\_ Contact #: \_\_\_\_\_ or \_\_\_\_\_

***This information is being collected under the authority of the Education Act for the purpose of assessing student needs and determining emergency services for students. For further information, please direct inquiries to the Principal of the school or the Superintendent.***

**Reviewed by:**

Teacher(s) \_\_\_\_\_ (signature(s))                      date: \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ (signature(s))                      date: \_\_\_\_\_



## PARENT FORM - Alternate Home Location

Sometimes children cannot go home immediately if there is an emergency during the school day. As part of our school's emergency planning, please complete the below form and return it to the school. This will identify where your child should be sent if school is dismissed due to an emergency and if they cannot go home during the day.

The school will keep this information with its emergency plan.

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

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

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

Home Address: \_\_\_\_\_

(physical location please, no PO box numbers)

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

**Cont'd on next page...**



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

Phone # (home) \_\_\_\_\_

(work) \_\_\_\_\_

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

Alternate Home Location (Address): \_\_\_\_\_

(physical location please, no PO box numbers)

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

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

Phone # (home) \_\_\_\_\_

(work) \_\_\_\_\_

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

Alternate Home Location (Address): \_\_\_\_\_

(physical location please, no PO box numbers)

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

# INTERNAL FORM – Emergency Status Reports (by class)

Print, clip and distribute to each class for reporting back.

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

Grade/Room:

Signature:

All OKAY

Student(s) missing:

Student/teacher trapped in school

Major Injuries – help required

Minor Injuries

Grade/Room:

Signature:

All OKAY

Student(s) missing:

Student/teacher trapped in school

Major Injuries – help required

Minor Injuries



Grade/Room:

Signature:

All OKAY

Student(s) missing:

Student/teacher trapped in school

Major Injuries – help required

Minor Injuries

Grade/Room:

Signature:

All OKAY

Student(s) missing:

Student/teacher trapped in school

Major Injuries – help required

Minor Injuries





Prepare this list at the beginning of each semester and keep with classroom attendance sheets.

<b>Student Name</b>	<b>PRINT Name of Parent/Guardian</b>	<b>Parent/Guardian Signature</b>

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

### INTERNAL FORM - Hazardous Materials Inventory

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

Name of material	Location in room	Approximate quantity

Inventory Completed by (name): \_\_\_\_\_ Date: \_\_\_\_\_

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


Inventory Completed by (name): \_\_\_\_\_ Date: \_\_\_\_\_

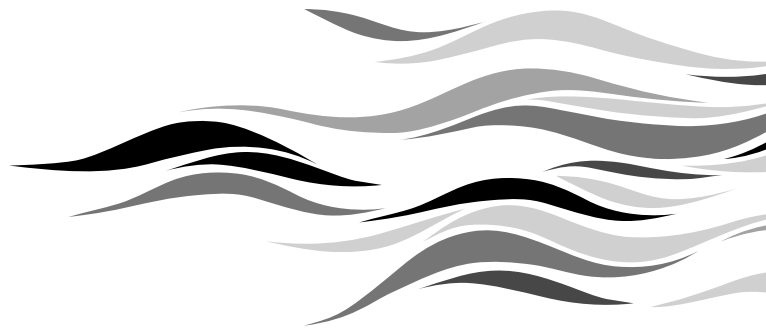
Date: \_\_\_\_\_

### INTERNAL FORM – Field Trip Sign-out

Where a class is away from more than one day on a field trip, carry forward the trip information to each day the group will be absent.

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

**Yukon**



**- END -**