



SCHOOL DISTRICT No. 58

Nicola-Similkameen

Emergency Procedures

June 2016

Success for ALL Learners ~ Today and Tomorrow

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BACKGROUND

WHAT:

Directed Response is used to move students and staff to a specific location inside the building when it is safer to remain in the building than to leave.

WHEN:

Directed Response is used when the location of an actual or potential threat:

- Is known and can be confined to a specific area.
- Is far enough from the designated area that safety is ensured.

EXAMPLE:

A potentially violent disturbance is occurring outside the building.

PROCEDURES

Teacher or Supervising Adult:

1. Go immediately, in a calm orderly fashion, to the area designated by the principal.
2. Follow the route indicated.
3. Stay with students, keeping them in a group.
4. Account for all students and remain in designated area until contacted.
5. Report information to principal, as requested.

Take Your:

- Attendance sheet or Class list
- Emergency Procedures Manual
- Digital communication device (if available)

BACKGROUND

WHAT:

Room Clear, issued by the teacher or supervising adult, is used to send students away from a potential threat, such as a violent dispute between students. Successful use of Room Clear requires:

- That there be a designated safe area.
- That students understand they must go directly to the designated area when a Room Clear is issued.
- That there be an established procedure to ensure that the office is notified.

WHEN:

Room Clear is used when the teacher must remain in the dangerous situation but can send students to a designated safe area.

EXAMPLE:

A violent situation arises in the classroom.

PROCEDURES

Teacher or Supervising Adult

1. Tell students to go directly, in a calm orderly fashion, to the agreed upon designated area.
2. Notify the office immediately. Include requested response, such as call 911.
3. Remain calm with the problem situation. Work to defuse the crisis by remaining calm. Reassure everyone involved that everything possible is being done to return the situation to normal. *Call person trained in CPI if applicable. (Schools should maintain and post a list of persons trained in CPI)

The designated safe area for my class is: _____

An alternate safe area for my class is: _____

BACKGROUND

WHAT:

Secured Room protects staff and students from a threat inside the building, such as an intruder, when it may be more dangerous to leave the building by directed evacuation than to stay in a secured room.

WHEN:

Secured Room is used when:

- It is safer to stay in an area that can be secured than to move through the building where the potential threat may be encountered.
- There is no possibility of uncontrolled fire or explosion.

EXAMPLE:

An intruder is in the building.

PROCEDURES

Teacher or Supervising Adult

1. Lock classroom doors and windows and limit visibility to interior of classroom.
2. Keep students away from doors and windows.
3. Maintain a calm environment by remaining calm yourself and reassuring students that everything possible is being done to return the situation to normal.
4. If a gunshot or an explosion is heard, get everyone on the floor.
5. Remain in secured classroom until notified to release class.
6. Direct everyone to turn off phones/mobile devices

BACKGROUND

WHAT:

Directed Evacuation is used to get students and staff out of the building by a route designated to avoid contact with a potential threat, such as a suspicious package in the hall or a bomb threat.

WHEN:

Directed Evacuation is used when the location of a potential threat is known, allowing:

- An evacuation route away from the threat.
- A gathering point outside the building that is a safe distance from the threat.

EXAMPLE:

A hazardous spill has contaminated one part of the building.

PROCEDURES

Teacher or Supervising Adult

1. Leave building immediately, in a calm orderly manner, using only the exit and directions given.
2. Move to and remain at your designated area away from the building.
3. Stay with students, keeping them in a group.
4. Account for all students. Follow school procedures for reporting information.
5. Wait to be contacted. Do not return to or move to another side of the building unless told to do so.
6. Refer all media inquiries to School Board Office 250-378-5161.
7. Implement school's student release plan.

Take your: Class List

First aid emergency supplies are located: _____

* Principal and district staff will arrange transport to another site if weather is a problem

BACKGROUND

A **suspicious person** could be someone on school grounds who is unknown and does not appear to have a legitimate purpose.

To deal with suspicious persons on school grounds remember the following:

1. Before approaching a stranger notify another staff member you are doing so.
2. Ask person to leave or direct them to the office.
3. Notify the office immediately of suspicious persons or behavior.
4. Follow up by contacting the office.

If appropriate, the following Verbal Order (Section 177, School Act and Board Policy 901.2) would be given by the principal or designate to a suspicious person on school grounds: "Pursuant to section 177 of the School Act, and Board Policy 901.2, you are hereby directed to immediately leave the lands and premises at the school. Failure to comply with the Order constitutes an offence under the School Act."

BACKGROUND

A **dangerous person** is someone whose behavior suggests a possible threat, and/or has not complied with your request. To deal with a dangerous person, follow the procedures below:

PROCEDURES

Teacher or Supervising Adult

1. Notify office immediately of dangerous or suspected dangerous person.
2. Following notification of office, report immediately to homeroom (Secured Room) or to a safe area and ensure the safety of the students. (Room Clear).
3. Stay with students, keeping them together until notified otherwise by the office.
4. Account for all students and remain in the area to which you were sent.

If at recess or outside the building, go immediately to closest safe cover (which may be inside)

BACKGROUND

The School-Wide Security Alert System protects staff and students from a threat such as an intruder, when it may be more dangerous to leave the building than to stay in a locked room.

These procedures will be used when we have strong evidence of a dangerous situation and when:

- It is safer to stay in an area that can be secured than to move through the building where the potential threat may be encountered.
- There is no possibility of uncontrolled fire or explosion.

PROCEDURES**A. Full Lock Down****INSIDE BUILDING**

1. Gather students into nearest classroom.
2. Check the hall for passing students and direct them to immediately enter the classroom.
3. Close and lock door(s).
4. Close windows and blinds.
5. Turn out lights.
6. Keep students away from doors, windows and outside walls.
7. Remain calm, reassure students.
8. Demand Silence.
9. Record names of those present and list any now missing.
10. Make a list of communication devices in the room without using them. Ask everyone in the room not to use their cell phones, but note those who have cell phones.
11. RCMP pass identification under door and then follow their directions.

Remain in secured classrooms until given – ALL CLEAR by police, Principal/VP.

PROCEDURES (Lock Down Continued)

B. Lock Out

The exterior of the school will be locked to allow movement within the school, but no entrance into the school or exit from the school.

1. Keep students in classroom.
2. Close door.
3. Students outside classroom must go as directed.
4. Principal or Principal designate will lock outside doors of the school.
5. In effect until ALL CLEAR is given.
6. Close windows/curtains on exterior windows.

CLASSES NOT IN SESSION

(before/after school, lunchtime, between classes)

1. Direct all staff and students to the nearest room where space is available.
2. Follow procedures as appropriate under Full Lock Down/Partial Lock Down.

These procedures should also be practiced for alternate scenarios; when students are in the gym, library etcetera.

BACKGROUND

GUIDING PRINCIPLES

1. The safety and wellbeing of all individuals is the primary consideration.
2. Individuals are entitled to protection from themselves.
3. There is no confidentiality given to a student's disclosure of suicidal intentions.
4. Information related to suicidal disclosure should be shared by all involved, helpers and parents/guardians (use discretion if safety would be compromised at home) solely for the purpose of keeping the disclosing student alive and safe.
5. Collaboration – Create a safety plan between school staff, Child and Youth Mental Health and other agencies, the child/youth's parents/guardians, significant peers (use discretion) and, in most cases, the child/youth - is the most effective way to prevent suicide.

PROCEDURES

Teacher or Supervising Adult

Using the 'ASSESSING LEVEL OF SUICIDE RISK' form, contained in the Student Support Services Handbook, as a guide, school personnel who believe a student is suicidal should engage in the following actions.

If Initial Assessment Suggests LOW RISK, or MEDIUM RISK

1. Provide supportive help for student.
2. With student's knowledge, ensure that the Principal or Vice-Principal is informed as well as the District Counsellor or the student's parents/guardians.
3. Give child/youth and parents/guardians the key phone numbers and recommend assessment by CYMH.
4. Refer to CYMH Intake Worker.

STUDENT SUPPORT SERVICES HANDBOOK LOCATION: _____

PROCEDURES (Suicide Threat Continued)

If Initial Assessment Suggests HIGH RISK

1. Provide supportive help to student (make certain suicidal student is not left alone - a school staff member remains with him/her until parents or appropriately trained specialist takes over).
2. With student's knowledge, ensure that the Principal, Vice-Principal or TIC and the students are informed.
3. Make certain suicidal student is not left alone - a school staff member remains with him/her until parents or appropriately trained specialist takes over.
4. Admin staff contact the child and youth Mental Health/Child and youth Protection before contacting parents/guardians.
5. In collaboration with District Counsellor, ensure the student meets that day with one of the following: (1) CYMH Therapist (2) the student's GP, Pediatrician or Psychiatrist (3) Hospital Emergency (and give the student and parents the key phone numbers)\

Note:

If person contacting parent(s) caregiver(s) believes the latter is unable, for whatever reason to ensure the safety of their suicidal child/youth, then a MCF Intake Worker must be informed.

**** SUICIDE PROTOCOL MERRITT/PRINCETON – Section E (at the back)**

Suicide Threat Contact Information:

MERRITT:

Child and Youth Mental Health (CYMH) Intake Worker: 250-378-1476

Scw/exmx Child & Family Intake: 250- 378-2771

Merritt Elementary Counsellor: 250-378-8278

Merritt Mental Health After Hours Team: 250-377-0088

Helpline for Children MCF After hours: 310-1234

Nicola Valley Health Centre Hospital: 250-378-2242

PRINCETON:

Princeton General Hospital: 250-295-3233

Penticton Mental Health: 250-487-4422

Penticton 24 Hour Crisis Line: 250-493-6622 (collect calls accepted)

BACKGROUND**TO AVOID ABDUCTIONS:**

- Do not release a child to anyone other than the designated parent/guardian, as indicated in the student file.
- Do not accept substitutes for the designated parent/guardian without proof of prior approval from the parent/guardian and the office.

EXAMPLE:

A parent attempts to pick up a child in contravention of a court order.

PROCEDURES**Teacher or Supervising Adult**

1. Report abduction, or attempted abduction, to the office immediately.
2. Note the person's appearance and any other information about him or her (voice, clothing, vehicle type, license plate number, etc.).

Administrative and Support Staff

1. Issue appropriate emergency procedures.
2. Call 911, and the School Board Office 250-378-5161.
3. Refer all media inquiries to School Board Office 250-378-5161.

Suspicious Person Alert

If children, staff or parents express concern about a stranger loitering on or near school property or following students between home and school, report it immediately to the police and the School Board Office 250-378-5161.

BACKGROUND

GUIDING PRINCIPLES

- The cause of a possible death or injury (natural or unnatural) and the circumstances surrounding the incident (violent or not) will affect your behaviour during the event and during post-trauma procedures.
- If the death or injury is the result of aggressive behaviour by a student or intruder, protection of students and staff becomes a key issue in how the event is handled.
- Never assume someone is dead until certified by appropriate medical personnel. Provide all possible medical support until that time.

PROCEDURES

Teacher or Supervising Adult

1. Notify office immediately. Where appropriate send a student to “get help and return”.
2. Issue appropriate emergency procedures to ensure that students are not unnecessarily exposed to trauma (e.g. **Room Clear** if in the classroom).
3. Remain calm and reassure students that all possible actions are being taken to care for the injured or ill person and to protect others.
4. Rejoin your students as soon as possible.
5. Account for all students and remain with them.
6. Fill out Accident Report Form.

PROCEDURES (Death, Serious Injury or Medical Condition Continued)

Administrative and Support Staff

1. Issue appropriate emergency procedures.
2. Call 911, family members and the School Board Office 250-378-5161.
3. Send first-aid certified staff person to problem location immediately.
4. Ensure that students have adult supervision.
5. Secure area and gather facts for follow-up investigation.
6. Call all members of school Critical Incidents Team and activate plan.
7. If needed, arrange for T.O.C.'s to cover administration/counsellors/other staff members
8. Refer all media inquiries to School Board Office 250-378-5161.

NOTE:

- A first-aid designated staff person will be sent immediately to your location by the principal.
- Student Support Services phone number for the Critical Incident Response Team: 250-378-5161

School First Aid Designate(s):

Name: _____

BACKGROUND

EMERGENCY RESPONSE PLAN FOR ANAPHYLAXIS

“Anaphylaxis” means a sudden and severe allergic reaction, which can be fatal, requiring immediate medical emergency measures be taken.

Proactive Measures:

- Letter sent home advising parents of the dangers in having lunches or snacks shared at school. Class letter sent home regarding any allergens (i.e., foods, scents) of students.
- Teachers to have a copy of response plan and procedures for identified students available for Teachers on Call.
- Class training to be provided to students to make them aware of the seriousness of these situations and how they have to respond. (To be reviewed at the beginning of each term.)
- Upon registration, school personnel should review the medical requirements of identified students with a parent/guardian.

PROCEDURES

EMERGENCY SITUATION:

Conscious and able to breathe (able to speak)

1. If the child has informed you that they have come into contact with an allergen, keep the child calm and reassure them that everything will be fine.
2. Send for first aid assistance, medical alert planning form and medication from medical room.
3. Walk student towards medical room.
4. Administer medication accordingly.
5. Proceed directly to the hospital.

PROCEDURES (Anaphylaxis Continued)

EMERGENCY SITUATION:

Conscious and obvious trouble breathing

1. If a child has come into contact with an allergen (regardless of how you have been informed), keep the child still (seated or laying down) and reassure them that everything will be fine.
2. Send for first aid assistance, medical alert planning form and medication from medical room.
3. Administer medication accordingly.
4. Proceed directly to the hospital.

Unconscious

1. If unable to determine cause of unconsciousness, send for immediate first aid assistance, have an ambulance called and monitor airway, breathing and circulation.
2. If it is known that unconsciousness was a result of anaphylactic shock, send for first aid assistance, medical alert planning form and medication from medical room. If able, begin moving child towards medication. Administer medication immediately and proceed to hospital. Call 911 if necessary.

***Follow-up to any of the above should include all procedures outlined in School District No. 58's policies and guidelines.

BACKGROUND**Fire or explosion in the building:**

A fire or potential explosion in the vicinity of the school may require the implementation of specific school plans for an emergency evacuation to another site.

Clothing on fire:**STOP, DROP, and ROLL**

If the clothing of a student or staff member catches on fire, do not allow him/her to run. Try to smother the fire by wrapping the person in heavy fabric (coat, rug, curtain, etc.) and rolling the person on the ground. If fabric is not available, roll the person on the ground unwrapped.

PROCEDURES**Teacher or Supervising Adult**

1. Follow principal's instructions for appropriate fire drill/emergency procedures.
2. If told to evacuate, try to get at least 100 meters from the building.
3. Account for all students and staff, report attendance and remain in designated area.

Administrative and Support Staff

1. Issue appropriate emergency procedures.
2. Close doors to fire or explosion area as soon as all students and staff are out of the area.
3. Call 911 and the School Board Office 250-378-5161.
4. Notify all students and staff of the potential danger but reassure that all possible safety actions are being taken.
5. Provide any other necessary support to ensure student safety.
6. Do not allow re-entry to building until authorized by fire/safety officials. Please check Section 17, *Emergency Closing*.
7. Refer all media inquiries to School Board Office 250-378-5161.

Take your:

Class list, Emergency Procedures Manual and digital communications device. School list with emergency contact numbers. The School Board Office will contact the Maintenance Department and other agencies, as needed.

BACKGROUND

HAZARDOUS MATERIAL SPILL - INSIDE THE FACILITY

- The first priority is safety of students and staff.
- The location, quantity, concentration and other factors affect how a spill will be handled. Unless you are familiar with the material, its health risks and specific cleanup procedures, do not try to clean up the spill.
- Information on the properties of Workplace Hazardous Materials Information System (WHMIS) Controlled materials may be found in the WHMIS manual.

HAZARDOUS MATERIAL SPILL - OUTSIDE THE FACILITY

- The first priority is safety of students and staff
- A hazardous material spill may also occur outside the building and/or in the vicinity of the school. Dependent upon the situation and risk to staff and students, the implementation of the school's specific plan for an emergency evacuation to another site may be necessary or, it may be necessary to secure the building and detain both staff and students until an All Clear has been announced.

PROCEDURES

Spill inside the Building/Classroom

Teacher or Supervising Adult

1. Issue a Room Clear where indicated by the type or amount of material spilled.
2. Notify the office immediately. Provide spill details including:
 - i. exact location,
 - ii. what chemical was spilled,
 - iii. How much was spilled.
3. Close doors when leaving the area.
4. Check persons exposed to the spilled products for adverse medical conditions, i.e., shortness of breath or headache.

OR

Follow **Directed Evacuation** procedures. Part A of this manual.

PROCEDURES (Hazardous Materials Spill or Leak Continued)

Spill Outside of the Building

Administrative and Support Staff

Using information from the Material Safety Data Sheet (MSDS):

1. Determine/issue emergency procedures and alert staff/students to potential risk.
OR
2. If unable to clean up the spill due to the degree of risk, volume or if evacuation is necessary, call 911.
3. Issue the appropriate emergency procedures for staff and students.
4. Contact the School Board Office; provide details on the location and type of spill, persons involved in cleanup activities, status of school evacuation if necessary, and the names of staff or students injured due to the spill.
5. Refer all media inquiries to the School Board Office 250-378-5161.

Take your:

- Attendance sheet or class list
- Emergency Procedures Manual
- School list with emergency contact numbers

The MSDS binder is located at:

BACKGROUND

A bomb threat could be written, recorded or communicated orally. Most bomb threats, however, are delivered by telephone. Generally, a bomb threat is made for one of two reasons:

- The caller knows or believes an explosive or incendiary device has been or will be placed and wants to minimize personal injuries and/or property damage (the caller may or may not be the person who placed the device) or;
- The caller wants to disrupt normal activities by creating anxiety and panic.

Whether the threat is real or unfounded, the following procedures will aid authorities in their search and provide as much information as possible for their later investigation. An outline of the **Bomb Threat Phone Checklist** should be kept by every telephone to guide the call recipient.

PROCEDURES**Teacher or Supervising Adult**

1. Do not touch or approach a bomb or suspicious device.
2. Notify the office immediately.
3. Avoid the use of two way radios and **cell phones**.
4. Avoid causing vibrations (e.g. from running fire alarms, and other movement) since they can detonate some devices.
5. Get students out of the immediate area and wait for directions from the office.
6. Follow the principal's instructions for appropriate emergency procedures and remain in designated area.
7. Account for all students, report attendance and remain in designated area.

PROCEDURES (Bomb or Suspicious Device continued)

Administrative and Support Staff

1. Issue appropriate emergency procedures.
2. Call 911 and the School Board office at 250-378-5161.
3. Notify all students and staff of the potential danger.
4. Work with police and fire officials to determine the nature of the device.
5. Refer all media to the School Board office.

Take your:

- Digital device and class list;
- Emergency Procedures Manual; and
- Student list with emergency contact numbers.

If requested, office staff is asked to keep an outside line open by keeping a line on hold.

BACKGROUND

Bomb Threat Checklist:

Use this checklist to record information if notepad is not available:

- Write down the time of the call.
- Write down the time the call was terminated.
- Write down exact words of the caller, if possible.

Questions to Ask:

- What time is the bomb set to explode?
- Where is the bomb located? Floor? Area?
- Is it in the open, concealed, and disguised?
- What kind of bomb is it?
- What does it look like?
- Why was it placed in the school?
- How did it get in the school?
- Who are you?

Description of the Caller:

Is the caller:

- Male or female
- Calm
- Frightened
- Young
- Middle aged
- Old
- Does the caller speak with an accent? What type?
- Does the caller use slang expressions? If so, what are they?
- Does the caller sound educated?
- Is there background noise? What does it sound like?

NOTE ANY OTHER CLUES

- Is the caller familiar with the school or area?

PROCEDURES

For Bomb Threat evacuation

Teacher or Supervising Adult

1. Follow principal's instructions for appropriate bomb threat emergency procedures.
2. If told to evacuate, leave all personal belongings and try to get at least 100 meters from the building. Bring your digital device and class list if possible.
3. Account for all students report attendance and remain in designated area.

Administrative and Support Staff

1. Use Direct Evacuation Procedures or inform the school staff and evacuate the building upon receipt of an immediate bomb threat to the school. The police department, the fire department and the superintendent's office should be notified thereafter.
2. The principal may choose not to evacuate the school upon receipt of a delayed bomb threat. The police department, the fire department and the superintendent's office should be notified immediately.
3. **School District personnel should NOT search the school.** The police department is responsible for the search of the building. No suspicious objects should be touched by anyone until investigated by police department personnel.
4. The school should not be entered after evacuation until clearance has been given by the police department.

BACKGROUND**Earthquake**

Earthquakes strike without warning, so you must be prepared to begin appropriate protective action immediately.

Since structural damage caused by the earthquake may mean that communications systems will stop working, be prepared to take actions (such as evacuating the building after the ground stops moving) without instructions from the principal or other authorized personnel.

May require the implementation of specific school plans for extended supervision of students and/or emergency evacuation to another site.

Take your:

- Digital device or Class List;
- Emergency Procedures Manual; and
- Student list with emergency contact numbers.

PROCEDURES**Teacher or Supervising Adult****If indoors:**

1. If the principal sounds an earthquake signal, or if you see or feel signs of an earthquake, (the ground shaking, hanging objects swaying, objects wobbling on shelves):
 - **Drop, Cover, Hold on**
 - Take cover immediately under desks, tables or other heavy furniture.
 - Turn away from windows.
2. If heavy furniture is not available, stand against weight-bearing walls or in interior doorways.
3. Stay away from windows, light fixtures and suspended objects.
4. Remain calm, reassure students by speaking and giving instructions in a firm calm voice.
5. When the quake is over, follow DIRECTED EVACUATION procedures, Part A of this manual.
6. Remain outside the building until it has been inspected and declared safe by authorized personnel.

If outdoors:

1. Move away from the building if the principal sounds an earthquake signal, or if you see or feel signs of an earthquake.
2. If possible, go to a clear open space, such as a playing field.
3. Avoid utility poles, trees and overhead wires.
4. Remain calm, reassure students by giving instruction in a firm calm voice.
5. Account for all children. Remain outside the building until authorized to re-enter. Follow school procedures for reporting information.

Administrative and Support Staff

1. Issue appropriate emergency procedures.
2. Call 911 and the School Board office 250-378-5161.
3. Evacuate building as soon as quake stops.
4. Do not allow anyone to re-enter the building until it has been inspected for safety by the maintenance department.

The Superintendent's Office will contact transportation, if needed, and any other support required.

The designated safe outdoor area is: _____

BACKGROUND

General

- Public announcements affecting the closure of any school(s) will be made by the Superintendent.
- During school hours, announcements will be made by direct contact with principals.
- In off-school hours the following radio stations will be contacted for the purpose of announcing emergency closures:

Merritt – Q 101: (250) 378-4288

Princeton – EZ Rock: 250-295-6991

School Closures

- If weather conditions or emergency situations require school closure, the principal, in consultation with the Superintendent or designate, shall close the school.
- In each instance, every effort shall be made to inform parents.
- Staff shall report to the school and any student who arrives at school shall be supervised until parents are contacted and arrangements are made.

PROCEDURES

Administrator or Support Staff

1. The Superintendent's office will notify you if it is unsafe for children:
 - To remain in school until the normal dismissal time;
 - To go home at the usual dismissal time;
 - To move to a secondary site that is designated by district staff.
2. If early dismissal is involved, the Transportation Supervisor will begin a special pickup program.
3. If there is an early dismissal, the district will issue a media release.
4. Keep teachers and students up to date on weather conditions and transportation arrangements.

Administrative and Support Staff

Considerations for Early Dismissal

For Elementary Students

In conjunction with your school plan:

1. Determine that the method each student will use to get home is safe and reliable (school bus, walking short distances, pick up by parent, guardian or emergency contact).
2. For students taking a bus, go with them to the pick-up site to ensure the bus is available as planned.
3. If students are being picked up by parents, keep them with you until the parent arrives (after making contact)
4. Account for all children, keeping a record of how and when they left school
 - Bus List
 - Parent pickup
 - Walk home

For Secondary Students

In conjunction with your school plan:

1. Determine that students can get home safely by bus, car or on foot.
2. For students taking a bus or being picked up by parents, provide a supervised area where they can wait.

If the Administrator identifies a weather condition that may require early dismissal, he or she must consult with the School Board Office 250-378-5161.

BACKGROUND

This may present a number of situations which may include loss of light, heat, and water; an appropriate response will depend on the circumstances at each school.

PROCEDURES

Teacher or Supervising Adult

1. Remain where you were when the power went out or return to your assigned classroom work area and remain there.
2. If moving to another area, account for all students again.

Administrator or Support Staff

1. Determine why power is out and plan accordingly. For example, outage as a result of severe weather conditions may require a wait in the building. Outage as a result of electrical problems may require an evacuation.
2. Direct staff to locate all students and teachers.
3. Contact Maintenance - Merritt: 250-378-5161; Princeton: 250-295-6731.
4. Contact B.C Hydro (Merritt) at 1-888-769-3766 or Fortis BC (Princeton) at 1-866-436-7847 and report outage and ask for anticipated duration.
5. Contact 911 if building is unsafe (electrical problems, etc.).
6. Contact the School Board Office 250-378-5161.

PROCEDURES

Power Line Down

If a power line is down on or near school property:

1. Maintain the Safety of your class.
2. Barrier off and supervise area.
3. Send someone to main office to contact:
 - Merritt: B.C Hydro 1-888-769-3766 and Maintenance 250-378-5161.
 - Princeton: Fortis BC 1-866-436-7847 and Maintenance 250-295-6731.
4. Do not leave the area unsupervised.
5. Contact the School Board Office

BACKGROUND

Consideration of the following questions will serve to prepare you in case of an emergency.

- Have the program planners described where the group will go, how they will get there, who will supervise, when the group will leave, and how they may be contacted in an emergency?
- Have rules and regulations for student conduct on the field trip been established and communicated to students and parents/guardians in advance?
- Is there a roster of all participating children and adults? Does the roster include contact information of parents and school personnel? Has each teacher been instructed to bring the class roster with him or her? A copy of the list of student passengers with each volunteer driver should be available at the school office.
- Has emergency medical information been gathered on each student, staff member, and adult volunteer?
- Have parental/guardian release forms been obtained?
- If private cars are used to transport students, has the driver information form been completed?
- Do supervising personnel have CPR or emergency medical training? Who?
- If the field trip is a beach or water outing, will there be adequate life guarding staff whose certifications are current?
- Is an emergency first-aid kit available for the trip?
- Is there radio communication or cellular phone capability?
- What arrangements have been made for student supervision and for parents or guardian to pick up students after the field trip?
- Closest hospital listed has field trip form.

PROCEDURES

In the event that an accident or emergency occurs the Bus/Van driver will:

1. Remain with the bus/van.
2. Secure the bus in a safe location, turning off power, ignition and lights.
3. Account for all students and evaluate first aid needs and make appropriate notes.
4. Evaluate need for evacuation; if there is need, move the students at least 30 meters away from the bus, if possible.
5. Place triangular reflectors.
6. In the event of an emergency, radio 911.
7. Contact dispatch by radio. If the radio is not working, send responsible person(s) to call the school office or School Board office at 250-378-5161.

Provide the following information to dispatcher:

- Bus number/route number;
 - School;
 - Location of the accident and intersecting street;
 - Students on board;
 - Injuries, if any / ambulance required?
 - Have the police been called?
 - Can the bus be driven?
 - Is a back-up bus needed to take the students to school?
8. At the scene, do not discuss the accident with any other onlookers. Never speculate about what happened. Never accept or place blame.

The Teacher or Supervising Adult:

- Stay with students;
- Evaluate first aid needs;
- Assist driver as needed;
- Contact school principal;
- Release students only to parents, guardians or authorized representatives;
- Record names of people to whom students were released.

Administrator or Support Staff will:

- Contact School Board Office;
- Coordinate appropriate assistance;
- Refer media inquiries to School Board Office 250-378-5161.

Transportation Supervisor(s):

PH: 250-315-1113

BACKGROUND**What is an Exposure?**

An exposure is any accident, which results in a break in the skin or exposes the membranes of the eyes, inside the nose or inside the mouth, to blood or infectious body fluids.

What Fluids are Potentially Infectious?

Blood, semen, fluids issuing from a wound, body cavity or infectious site, and any body fluid visibly contaminated with blood.

What fluids are not considered infectious (unless bloody).

Stool, urine, tears, saliva, nasal secretions, vomit. Note: While these fluids are not considered infectious, remember to treat all body fluids as potentially infectious.

Sharps and contaminated waste disposal procedures for the disposal of hypodermic needles and condoms.**Disposal of Sharps (needles, syringes)**

- Assemble the following: vinyl, latex or rubber gloves, sharps container, reach assist (tongs/pliers).
- Put on gloves.
- Place sharps container on surface beside needle or other item. Ensure lid of container is open. Do not hold sharps container in your hand when you are placing a needle in the container.
- Using reach assist, pick up needle, place needle in sharps container with pointed end first.
- Close container. Note: Do not insert your fingers into the opening of the sharps container.
- Place the container in designated storage area, remove gloves and discard. Wash your hands.
- If sharps container is $\frac{3}{4}$ full then a new sharps container is required.

Disposal of Condoms

- Put on vinyl, latex or rubber gloves.
- With reach assist (tongs/pliers) pick up condom and place condom in plastic bag.
- Dispose of plastic bag in outside waste bin.
- Clean and disinfect reach assist using disinfectant detergent solution.
- Remove and dispose of gloves; wash your hands.

Procedures for removing disposable vinyl or latex gloves.

Follow these steps to ensure your hands do not contact any blood, body fluids or other infectious materials that may be present on your gloves after use:

1. With both hands gloved:

- Grasp the outside of the glove at the top of the wrist.
- Peel off this glove from the wrist to fingertips while turning it inside out, as you pull the glove off your hand and away from you.
- Hold the glove you have just removed in your gloved hand.

2. With the ungloved hand:

- Peel off the second glove by inserting your fingers on the inside of the glove at the top of the wrist.
- Turn the glove inside out while pulling it away from you, leaving the first glove, inside the second.

3. Dispose of the entire bundle promptly in a leak proof garbage bag.

4. Wash your hands thoroughly with soap and water, as soon as possible, after removing gloves and before touching non-contaminated objects and surfaces

Please ensure that:

- You remove disposable gloves, as soon as possible, if they become damaged or contaminated.
- You remove disposable gloves after you have completed the task that required gloves.
- Gloves are removed before leaving the work area.
- Your hands are washed, as soon as possible, after removing gloves.

PROCEDURES

ALL STAFF

The following incidents are potentially harmful:

- Skin is punctured with a contaminated sharp.
- Mucous membrane is splashed with blood or other body fluids.
- Non-intact skin is splashed with blood or other body fluids.

If any of the above exposure incidents occurs, follow these steps:

1. Get first aid immediately:
 - a) If the mucous membranes of the eyes, nose or mouth are affected, flush with lots of clean water at a sink or eyewash station.
 - b) If there is a sharps injury allow the wound to bleed freely. Then wash the area thoroughly with non-abrasive soap and water.
 - c) If an area of intact skin is affected, wash the area with non-abrasive soap and water.
2. Report the incident as soon as possible to your supervisor and first aid person.
3. Seek medical attention immediately - preferably within two hours at the closest hospital emergency room or health care facility.

UNIVERSAL PRECAUTIONS

The following are standard procedures for the handling and clean-up of blood and body fluid spills. When the possibility of contact with infectious material exists, **the following precautions must be followed:**

- Restrict access to the area.
- Assemble the following items: vinyl, latex or rubber gloves, eye protection, plastic bags, paper towel and/or absorbent material, and disinfectant detergent solution. These items should be available in an emergency clean-up kit in your medical room.
- Put on vinyl, latex, or rubber gloves. If there is a risk of splashing, put on protective eyewear.
- If sharps are present, dispose of using "Sharps Procedure".
- Wipe up visible material with disposable towels or absorbent material. Place soiled material in plastic bag for disposal.
- Pour disinfectant detergent solution over the contaminated area and keep it wet for 10-15 minutes.
- Wipe it up with disposable towels; discard soiled towels in plastic bag.
- If reusable equipment was used in the clean-up process, clean and disinfect that equipment (mops, buckets, cleaning cloths, brushes, etc.).
- Clean and disinfect eye protection apparatus.
- Remove gloves using "glove removal procedure" and dispose of them in a plastic bag. Dispose of plastic bag of soiled items in outside waste bin.
- Wash your hands thoroughly with soap and water.

Remember: All blood and body fluids are potentially infectious. Treat all body fluids as infectious.

BACKGROUND

IT IS YOUR DUTY TO REPORT CHILD ABUSE

Any person who has reasonable grounds to believe that a child has been, or is likely to be, abused physically, sexually and/or emotionally must report those suspicions to appropriate authorities.

The duty to report child abuse is more important than the confidentiality of any profession, except for the lawyer/client relationship. People reporting abuse, unless they know the report is false, are protected by civil immunity and cannot be sued. Anyone not reporting suspected abuse commits an offence.

School district employees are also required to report the circumstances to their school principal.

***The B.C. Handbook for Action on Child Abuse and Neglect* provides detailed guidelines for identification and reporting. Copies of this handbook are available in each school.**

PROCEDURES

Teacher or Supervising Adult

1. Keep the child safe and in a supportive environment. Do not conduct interviews with the child. Questions may be confusing to the child.
2. Report child abuse by telephoning a Child Protection Social Worker at the Ministry of Children and Family Development (see below) or the after-hours helpline at 310-1234, or by dialing "0" for Operator and asking the Operator to call Zenith 1234. If the suspected abuser is a School District No. 58 employee, you must then notify the Superintendent of Schools.
3. Report to school principal.
4. Do not inform parents or guardians of the alleged abuse. That is the responsibility of the Child Protection social worker assigned to the case.

WHEN IN DOUBT REPORT!

Ministry of Children and Family Development:

Merritt: 250-378-1476

Princeton: 250-295-7585

Scw'exmx Child and Family Services

Merritt: 250-378-2771

Use this page to guide responses to medical emergencies.

BACKGROUND

If a student, volunteer or staff member has a serious injury or medical condition, use the following procedure to analyze the type of assistance needed.

PROCEDURES

ASSESS THE SCENE

Is it safe for staff or victim? **If NO Call 911**

Was the head involved? **If YES Call 911**

If there is no head injury or immediate danger to the staff of victim:

ASSESS THE VICTIM

- Is the victim coherent?
- Does there appear to be a life-threatening condition?
- Does there appear to be breathing difficulty?
- Is there severe bleeding?
- Is victim unable to walk?

If YES to any items:

- Call 911
- Get first aid person to the scene and begin first aid
- Send someone to direct an ambulance to the scene
- If head or spinal injury is suspected do not move the victim

If NO to all of the above:

If 911 is not needed and staff do not feel the person needs to see a doctor, ensure someone is responsible to advise teacher and family of the incident. Immediately ensure that Principal or school Secretary is aware of incident

Use this page to guide responses to medical emergencies.

PREPARE ahead of time by identifying:

- Location of the first aid kit(s) _____

- Designated medical room _____

- First Aid trained attendant(s) _____

**** REPORT EVERY INJURY TO YOUR SUPERVISOR ****

When placing a call to the B.C. Ambulance Dispatch Centre (911) the following Information is vital.

- In what town is the patient located?
- Where (specific address) is the ambulance needed?
- Telephone numbers? (Callers and/or patients).
- What is the medical problem with the patient?
- Approximate age of the patient?
- Is the patient awake? Yes/no?
- Is the patient breathing? Yes/no?

Some specific questions about the patient's medical problem will be asked.

OBTAIN student contact information from school to give to ambulance attendant/emergency personal

ACCOMPANY student/victim to hospital until family/guardian arrives

PROCEDURES

Personal Safety Considerations

Dealing with hostile or angry individuals causes all of us concern. The behaviour of hostile and angry people can be unpredictable. While each situation is different and will need to be handled differently, the following principles will assist in resolving such encounters with a non-violent conclusion.

Model control, don't demand it.

- Project a calm professional demeanor. By keeping your emotions in check, you increase your chances of decreasing anger and emotional turmoil in others. This leads to an increased ability of the other person to respond to logic rather than emotion. If you lose your temper, the chances of the incident ending in violence are almost certain.

Assess as you approach.

- Approach openly and with confidence. Tell a crowd to disperse. Always ask an available bystander to. "Go to the office. Ask for another adult to come here."
- Use simple language. Express simple thoughts. Do not use "edu-speak".

Watch the periphery of the area.

- Watch for weapons and for other problem individuals. Weapons will often be passed to individuals standing away from the center of attention.

Work in pairs, whenever possible.

- Person #1 makes contact and gives direction.
- Person #2 monitors incident while standing approximately 3 meters from Person #1.

Ensure you have a clear exit.

- Before entering an area, be sure you can leave easily.
- Protect your access to an exit. Use it if access is going to be blocked.
- Stand at a right angle to the person rather than directly in front of them. More than an arm's length away

Keep your hands free.

- Avoid carrying anything in your hands, other than a cell phone.
- It is difficult to appear in control when your hands are not free.
- Do not put your hands on your hips, point your finger or wave your arms.

PROCEDURES (Continued)

Identify yourself by name and/or position.

- Don't expect that this will bring about immediate compliance. However, it will decrease the likelihood of a challenge to your authority. "So who do you think you are?"

Listen, listen, listen – let them talk.

- If an angry individual is willing to talk, let them. Do not interrupt. Talking is an easy and face saving way for an angry person to calm down.
- Use silence to advantage.

Let them "Save face"

- Everyone appreciates a way out. Think of providing choices as you listen.
- Be reassuring. Repeat back to confirm what you have heard.
- Break a problem into smaller pieces and offer step-by-step solutions.
- Be honest and do not offer what you cannot deliver.
- Do not tell the person to calm down. Do not criticize.

Maintain eye contact.

- Remember that a person can move several meters in less than a second. Don't stare but keep the person or persons in sight at all times.

When possible, keep a barrier between you and the individual.

- Barriers decrease the chances of assault and increase the time needed to escape.

Allow a clear exit for the aggressor.

- If the aggressor chooses to leave, allow them to go. Make sure they have a way out.
- Do not fight. Walk or run away, if necessary.

If approaching a vehicle.

- Note the license number and description of the vehicle.
- Do not approach the vehicle from the front or rear.
- Stay out of the door swing arc.
- Do not lean onto or into the vehicle.

Report any and all incidents to the Principal immediately

BACKGROUND

Dealing with fights

Our “Duty of Care” or “Fiduciary Responsibility” is based on the public’s trust in us to keep their children safe from harm. This duty requires that the safety of students shall be the highest priority in all of our school operations.

As an employer it is also incumbent on the District to maintain safe and secure work environments, where staff are not unduly exposed to risks. When students engage in fights, and staff is left to intervene, a paradox is created between priorities. Our fiduciary responsibilities collide with the duty to provide for the safety of staff.

When staff engages a violent circumstance, to prevent injury to students, the District will support all reasonable actions on the part of staff, to separate combatants and protect them from injury. The District is not asking, and does not expect staff to place him/herself at physical risk. Rather, we do ask that when breaking up fights, the recommended procedures are;

PROCEDURES

Steps to Managing fights:

1. Move toward the fight and direct a student(s) to go to the office to notify of a fight at your location; ask for another adult to come to assist
2. Move toward the combatants loudly commanding “BREAK IT UP”. (The louder the better for other staff to hear, locate you, and assist). Use combatants’ names if possible. Continue to repeat as you move closer to the fight;
3. Position yourself so that both combatants can see you and command them to “STOP THE FIGHT”, but do not grab either, unless you feel it is essential for the welfare of one of the combatants;
4. Based on your observations and assessment of risk to yourself, move to separate the combatants (typically outstretched arms moving between to separate). This is done while saying “STOP”;
5. If possible escort combatants to the school office.

PROCEDURES

Steps to Managing fights:

Should staff feel that additional actions were essential, the level of intervention must be governed by their comfort in doing so, and be proportional to the circumstances.

Note:

It is not essential to “make” a student attend the office for disciplinary action, once the fight is broken up. The students can be dealt with in due course (and it is often a wiser course of action to let the adrenalin abate). It is not particularly effective to engage in a power struggle with a student who is on an adrenaline rush. Thus, where a student is not listening to your direction to go to the office, it may be an option, and more effective to ask an adult to watch them from a distance to ensure safety until they are calm enough to speak and follow directions.

Where a combatant is not a student in your school, a report to the RCMP will likely be needed to develop a No Trespass Order. VTRA protocol may need to be implemented at the discretion of the Principal

**School District No. 58 (Nicola-Similkameen)
Merritt - Princeton**

SUICIDE PROTOCOL

ASK - ASSESS - ACT

Upon receiving information that a student has made suicidal indications (verbal, written, directly or via another avenue)

1. Listen and provide personal support **Do not attempt to deal with it on your own**
2. Contact School Counsellor (No onsite Counsellor – Contact Administrator)

COUNSELLOR OR ADMINISTRATOR

1. Meet with student
2. Pre-screen concerns

Low Risk	High Risk
<ul style="list-style-type: none"> • Inform Administration • Contact parent/guardian • Merritt - Refer to Child’s Youth Mental Health Clinician 250-378-1476 • Princeton – Contact Family Doctor or the Hospital 250-295-3233. • Penticton Mental Health Intake 250-487-4422 • Establish follow-up plan • Document the incident. 	<ul style="list-style-type: none"> • Inform Administration • Contact parent/guardian • Merritt - Contact medical/hospital support 250-378-2242 • Princeton 250-295-3233 • Penticton Mental Health Intake 250-487-4422 • Penticton 24 hour Crisis Line 250-493-6622 (collect calls accepted) • Remain with student until support arrives • School support - class coverage may be required. • Establish follow-up plan • Document the incident
<p>Merritt - When contacting Child’s Youth Mental Health Clinician or the hospital state if parents have been contacted.</p> <p>Princeton – When contacting the hospital state if parents have been contacted.</p>	

Emergency Contact - 911