

# COPING WITH EMERGENCIES

## Background

The District believes that it has a responsibility to ensure that plans and procedures are in place to cope with emergency situations.

## Procedures

1. The Superintendent, or designate, shall ensure that District procedures are developed to cope with emergencies and that principals and managers/administrators in charge of each building develop emergency plans for their own building in conjunction with the Occupational Health and Safety Officer and the Safe School Coordinator.
2. All District staff will be made aware of these procedures. The procedure will be reviewed and revised from time to time, as circumstances warrant.
3. There are many kinds of situations that could endanger the lives of students and others in school including: fire, bomb threats, and natural disasters. Because no two instances are identical, emergency plans must anticipate a variety of situations and conditions that will differ from building to building. For this reason, administrators in charge of each building will be responsible for developing emergency plans for their building. Such plans and procedures are to address:
  - 3.1 Assessment of Dangers and Requirements
    - 3.1.1 Inspection of facilities in order to identify and improve those features that may prove to be problematic in the event of various types of emergencies.
    - 3.1.2 The identification of other potential hazards and problems which might arise within the building, on the site, or in the community in the event of a disaster.
    - 3.1.3 The determination of needs such as emergency supplies, access for emergency vehicles, sources of assistance and evacuation routes.
  - 3.2 Drills
    - 3.2.1 Staff and student preparedness through discussions, demonstrations and exercises designed to ensure that they react promptly and appropriately in emergency situations.
  - 3.3 Response Procedures
    - 3.3.1 Establishment of priorities, procedures, roles and responsibilities in the event emergency situations arise. These would include plans for the evacuation and security of facilities, the care and custody of students, communication with parents and others and any other matters appropriate for the safety of students, staff and the public.

3.3.2 In developing and carrying out emergency plans, concern for human life and safety must prevail over concern for property:

3.3.2.1 The first priority shall be given to the safety of students;

3.3.2.2 Second priority shall be given to the safety of staff and other occupants of the building;

3.3.2.3 After all necessary steps for the preservation of life have been taken; the next priority shall be the security and safekeeping of school property.

3.3.3 The emphasis must always be placed on prevention and forethought; not merely on procedures for coping with emergencies as they actually occur.

#### 3.4 Order of Authority

3.4.1 Administrative officers (i.e., Principal and Vice-Principal), teachers and support staff are responsible to make decisions and follow such courses of action as deemed appropriate for the protection of students and the maintenance of order.

3.4.2 The order of authority under this authorization is as follows:

3.4.2.1 Principal, and in the event of his/her absence, a

3.4.2.2 Vice-Principal, Senior Teacher or Head Teacher and, in the event of their absence, a

3.4.2.3 Teacher, and in the event of their absence,

3.4.2.4 Support staff member.

4. Procedures for dealing with emergencies are outlined in the Emergency Procedures Manual.

Reference: Sections 17, 20, 22, 65, 85 School Act  
School Regulation 265/89  
School Earthquake Safety Guidebook

Adopted: March 25, 1998  
Revised: April 17, 2002; September 1, 2018