EMERGENCY MEASURES PLAN

Establishment: ________________________________

Unless otherwise specified, masculine gender is used throughout the document and refers to both men and women. This is done in order to facilitate reading.

This document is for the exclusive use of Riverside School Board.
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1.0 Preamble

Over the last few years, many extraordinary situations such as the ice storm and the shooting at Dawson College have served to remind us of the importance of having an emergency measures plan in order to deal with such events. Riverside School Board has created an Emergency Measures Central Planning Committee with the mandate of setting up necessary resources in order to adequately react when such extraordinary situations occur.

This document is the result of the ongoing work done by this committee and many other individuals over the last few years.

This guide represents the framework enabling all schools and administrative center personnel to react properly during an emergency situation. The document must take into account the needs, the characteristics and risks of each local environment. In order for this tool to be used properly, it is important that each member of the school or center community be involved in the drafting of the local emergency measures plan and be informed of the measures in place.

Any emergency situation is complex and unique in itself. The emergency measures plan cannot foresee each and every intervention. Therefore, the plan is a simple tool that will help both personnel and administration understand the main actions needed to minimize negative impacts in case of an emergency. In order to maintain its effectiveness, it is important to revise the procedures and verify the feasibility through exercises with all people involved.

The information contained in this document has been mainly obtained from the following:

- Local Emergency Measures of the ‘Commission scolaire de Montréal’ and ‘Commission scolaire des Grandes Seigneuries’;
- Riverside School Board Health and Safety Policy;
- Riverside School Board Emergency Procedures.

Riverside School Board wishes to thank all the persons who have contributed to this document and who have helped to introduce it to school and center administrators. We encourage school and center administrators to use this document and invite them to submit their comments in order to ensure that this is a useful tool that adequately responds to the needs of the school, the students and the personnel.
2.0 Terminology Used through this Document

To facilitate comprehension, please refer to the following glossary:

**Barricade**
In the case of an emergency, barricade means to confine people in a room with windows and doors tightly closed to isolate and protect the occupants.

**Emergency Measures Coordination Center (EMCC)**
Central area where the Emergency Measures Central Coordination Committee (EMCCC) meets, and is designated for the coordination of all required resources. The area ensures support for technical interventions, and is generally operational in less than 30 minutes after the initial alarm signal. Under the responsibility of the Director General, this is the area where the members of the committee, senior board directors and managers, reconvene.

**Emergency Measures Central Coordination Committee (EMCCC)**
This committee is also under the responsibility of the Director General. The members are department representatives mandated to deal with an emergency situation. Its main responsibility is to provide help and support to the internal emergency staff and foresee necessary actions to resume activities after any event. This committee will be brought into action when strategic management is required.

**Emergency Measures Central Planning Committee (EMCPC)**
Under the responsibility of the Director General, this is a permanent committee whose duties are to ensure the feasibility of the emergency measures procedures. The members are representatives from different board office services and schools.

**Emergency Measures Local Committee (EMLC)**
This committee is under the responsibility of the school principal. The members are responsible for elaborating and applying the local emergency measures plan and to manage emergency situations.

**Alarm Signal**
An alarm signal advises all occupants of an emergency situation. Communication means and mode should be known by everyone in the establishment.

**Mobilisation**
Mobilisation is the optimal deployment of all available resources for an intervention. Any mobilisation should take place in a predetermined area.

**Crisis**
A crisis can be a situation affecting either a part of or the entire school board and which requires exceptional measures to rectify the situation. It can also cause a loss of security, be destabilizing and result in a need for a well-coordinated intervention. Crisis recovery involves psychological recovery in order to help individuals feel safe in their environment. Resolution of the situation also requires well coordinated interventions to re-establish the confidence of the occupants for their environment. (For example, during a hostage taking, a major fight between groups, etc.)
Crisis Management
Crisis management after a traumatic incident in a school involves planning everyone’s responsibilities and type of interventions following the occurrence of an abnormal situation which affects both students and staff.

Temporary Shelter
Any area, outside the building, where evacuated persons relocate to.

Emergency Measures
Procedures to be followed during an event or crisis in order to save lives, protect individuals and lessen the effects of an event.

Evacuation Plan
Procedures to be followed, ensuring a well organized and safe evacuation.

Emergency Measures Local Plan
Document detailing procedures for the necessary steps schools or centres must follow to ensure safety of personnel, safekeeping of goods, before during and after an event. Communication, evacuation, and confinement plans should be included in the document.

Confinement Plan
a) Threat to a Person (barricade)
   Procedures to be followed in order to protect the occupants of the building during an intrusion of a potentially dangerous individual or other dangerous events around the school.

b) Air Contamination
   Procedures preventing hazardous substance infiltration through the ventilation system that could be harmful to the occupants’ health and safety.

Fire Security Plan
This plan should be in conformity with the National Fire Protection Code – Canada 2005. It should be prepared in cooperation with the Fire Department and responsible authority. It contains procedures in case of fire, appointment and training of supervising personnel, training of all other occupants and states their responsibilities. It also contains documents including the type, the location and the user manual of all fire security equipment, fire drill and visual inspection forms.

Meeting Place
During a temporary evacuation, the meeting place is an area outside the building, sufficiently far enough away to avoid interference of the circulation of emergency vehicles.
3.0 Legislation and Regulation

3.1 Education Act

DIVISION III - SCHOOL

SECTION II - GOVERNING BOARD

1. DUTIES AND POWER

76. The governing board is responsible for approving the rules of conduct and the safety measures proposed by the principal.

Sanctions

The rules and measures may include disciplinary sanctions other than expulsion from school or corporal punishment; the rules and measures shall be transmitted to all students at the school and their parents.

1988, c. 84, s. 76; 1990, c. 78, s. 54; 1997, c. 96, s. 13.

Proposal

77. The proposal made under sections 75 and 76 shall be developed in collaboration with the school staff.

Procedures

The collaboration procedure shall be established by the persons concerned at general meetings called for that purpose by the principal or, failing that, shall be determined by the principal.

1988, c. 84, s. 77; 1997, c. 96, s. 13.

DIVISION IV - PROFESSIONAL TRAINING CENTER AND CENTRE FOR ADULT EDUCATION

No article applies to centers

Note: According to section 76 of the Education Act, the governing board is responsible for approving the rules of conduct and the safety measures proposed by the principal.

Directors of ADULT EDUCATION CENTERS AND PROFESSIONAL EDUCATION are not obliged, according to the Education Act, to have their plan for emergency measures approved by the governing board. Nevertheless it is recommended to submit the plan to the governing board.
3.2 Extract from the National Fire Prevention Code – Canada 2005

Section 2.8 Emergency Measures

Summary of Clauses Concerning Schools

2.8.1.2 Training of Supervision Personnel

1) It is important to give training to the supervision personnel in case of emergency

2.8.2 Fire Security Plan

2.8.2.1 Measures

1) This plan should be established in cooperation with the Fire Department and responsible authority. It shall contain:
   a) Measures to be taken in case of a fire:
      i. Sound the alarm signal;
      ii. Advise the Fire Department;
      iii. Inform all occupants of the rule of conduct;
      iv. Evacuate the occupants and take special care of people needing help;
      v. Confine, control and extinguish fire;
   b) Designate and train supervision personnel;
   c) Offer training to supervision personnel and all occupants in case of fire;
   d) Documents including drawings indicating the type, location and operating method of all fire prevention equipment in the building;
   e) Fire drill;
   f) Supervision of all fire hazards in the building;
   g) Inspection and maintenance of safety devices in the building.

2) The fire prevention plan should be revised once a year to ensure necessary changes in and around the building and other characteristics.

2.8.2.6 Distribution

1) A copy of the emergency plan shall be given to all personnel.

2.8.2.7 Posting

1) A copy of the emergency measures in case of fire should be posted on each floor.

2.8.3 Fire Drill

2.8.3.2 Frequency

b) In schools or centers, fire drills, with complete room evacuation, should be performed at least 3 times in spring and 3 times in fall.
3.3  Riverside School Board - Policy

Policy on Health and Safety on School Board Premises
Resolution B174-20070522

Preamble

Riverside School Board seeks to provide a healthy and safe environment that permits students and staff to achieve personal success.

Riverside School Board recognizes that to attain this objective, it must make the best use of its available financial, material and human resources in order to engage in planning activities relative to both health and safety and emergency situations in its buildings.

In this context, the School Board is adopting the current policy, which shares the roles and responsibilities in this regard amongst the various parties involved.

Principles

a) Safety is everyone’s responsibility. All occupants must be aware of and understand the emergency measures in place and their personal responsibility in case of an emergency such as a fire, an intruder alert or any other situation.

b) Emergency procedures are established taking into account real and potential risks, the probability of occurrence, the number of people potentially at risk, and the potential loss factors of the emergency.

c) Emergency procedures must be prepared in advance to protect students, staff, visitors, property and the environment.

Objectives

Riverside School Board targets each facility to put in place and maintain a yearly health and safety program including an emergency response program. Minimally, such a program must include:

a) Establishing a local Health and Safety Committee per building;

b) Conducting a biannual risk assessment;

c) Identifying potential emergencies;

d) Developing a comprehensive emergency preparedness and response program;

e) Developing a post incident recovery plan;

f) Designing and conducting emergency drills and exercises;

g) Documenting and following-up on incidents;

h) Providing a report to the designated board-level authority following any event resulting in the application of an emergency procedure;

i) Providing a biannual report of C.S.S.T. log entries;

j) Providing a school year-end report to the designated board level authority evaluating the effectiveness of the emergency measures program.
Definitions

Emergency:
There are three types of emergencies:
• Natural emergencies including floods, earthquakes, tornadoes, wind storms, snow storms, etc.;
• Technological emergencies including fire, explosion, building collapse, radiation, toxic
  substance spill, loss of power, water, communication, etc.;
• Human emergencies including intruder alert, civil demonstration, aggression, etc.

Emergency Situation:
An emergency situation is any situation or occurrence of a serious nature, developing suddenly and
unexpectedly, which demands immediate action.

Emergency Plan:
An emergency plan is an integrated set of policies and procedures that allow one to prepare for,
respond to and recover from emergency situations.

Emergency Procedure:
An emergency procedure is a set of steps designed to control the event and minimize the
consequences. It must be specific to the type of incident, and flexible to allow for a changing
scenario. It must identify the critical resources needed to face the situation, and provide the
information required to deal with the situation at hand.

Prevention:
Prevention is a set of steps to ensure that the risk of occurrence of emergencies is either eliminated
or minimized. It includes: risk assessment to control, reduce or eliminate hazards; employee training
and education; regular inspections of the workplace; and approved maintenance practices.

Recovery:
Recovery is the process that allows the organization to recover and return to normal operation with
as little disruption as possible.

Assignment of Responsibilities

Board Administration
Riverside School Board administration must:
a) Develop a policy statement that provides a framework for developing a safe and healthy
  environment on school board property.
b) Establish and maintain a board level Health and Safety Committee.
c) Establish general emergency procedures.
d) Maintain school buildings, furniture and equipment.
e) Assign responsibilities to school/center administration.
f) Monitor application of the policy, and provide recommendations where warranted.
g) Investigate, through the board level Health and Safety Committee, incidents of unsafe
  conditions and violence.
h) Develop corrective action plans in response to situations that have arisen throughout the year.
i) Furnish MELS with required information about schools in its jurisdiction as required.
School/Center Administration

The school/center administration must:

a) Plan and ensure the management of operations in case of an emergency situation on its grounds or in its building.
b) Adapt emergency procedures to the local reality of their individual building.
c) Take the necessary preventive measures to minimize or eliminate dangerous situations.
d) In collaboration with the local fire and police department and other municipal organizations, establish the necessary lines of communication.
e) Apply all policies in place pertaining to health, safety and emergency measures.
f) Establish and maintain a local Health and Safety Committee.
g) Establish a list of names and telephone numbers of persons to be contacted in an emergency.
h) Ensure that the Emergency Procedures binder is up to date, and that the staff is familiar with its contents.
i) Ensure that staff members have all the pertinent information relating to evacuation and emergency measures, including any change to the policy or the procedures.
j) Implement emergency procedures and ensure that staff and students understand and follow them.
k) Plan biannual inspections, one at the beginning of the school year and the other in the winter months, relating to risk assessment and emergency measures.
l) Ensure that the required inspections be made according to the rules and regulations in effect.
m) Ensure that an adequate communication system is in place in order to control the process of the evacuation plan.
n) Collaborate with emergency services for evacuation and lockdown drills and modify, if necessary, the established procedures.
o) Inform the appropriate Board administrator about the application of this policy with respect to all health and safety related incidents.
p) Complete a school year-end report regarding the two inspections. It must be submitted to the designated school board level authority.

School Staff

Members of school staff must:

a) Ensure representation on local Health and Safety Committee.
b) Assist in planning, organizing, and executing emergency drills.
c) Provide adequate supervision of the students in collaboration with school administrator.
d) Inform students about safe practices and emergency procedures.
e) Supervise students in an emergency situation.
f) Know and apply current safety practices while conducting classes, science labs and extracurricular activities.
**List of Emergency Procedures**

As part of its responsibility in this regard, the School Board has provided emergency procedures for the following situations. The Emergency Procedures binder is available in each building.

a) Evacuation/Fire  
b) Unauthorized Individual(s)  
c) Threat/Violence (lockdown)  
d) Structural Damage - Earthquake Weather Alert  
e) Medical Emergencies (Including Epipen Procedures)  
f) Bomb Threat/Suspicious Parcel  
g) Internal Release of Hazardous Substances  
h) External Release of Hazardous Substances  
i) Shelter in Place  
j) Natural Phenomena (Weather Alert)  
k) Incident Involving School Transportation

The School Board may, when deemed beneficial, modify current procedures or develop new ones to be added to the list.
4.0 Planning of Emergency Measures at Riverside School Board

Emergency measures planning is a process undertaken to ensure that the School Board and its establishments are able to react adequately and responsibly, before, during, and after an emergency situation. This process is at times the responsibility of the Director General and School Board Services, and at times the responsibility of the school principal. It is divided into three phases: prevention, management of an emergency situation, and recovery.

**Prevention** is essentially preventing dangerous situations, lessening the negative effects, and planning necessary interventions when an emergency situation occurs. **Management of a situation** is the deployment of the necessary resources to ensure the security and protection of occupants and safekeeping of goods. **Recovery** is essentially the process to resume normal activities.

4.1 Activities under the responsibility of the Office of the Director General, the school administrator or the local coordinator for each phase.

4.2 Prevention

4.2.1 Director General’s Office

Sets up the Emergency Measures Central Planning Committee. The duties of this committee are:

A) Prepare the School Board’s plan for emergency measures;
B) Revise procedures already in place, and upgrade its contents in order to provide the best tools to be used by the establishments;
C) Develop a generic recovery plan after an emergency situation.

Sets up the prevention program for assessed risks;

Assists the schools in the establishment of the Emergency Measures Local Committee;

Facilitates all procedures between internal and external services (Municipalities, Civil Security, Public Health Department, etc.) and develops the necessary agreement templates;

Elaborates a program to inform and train people on emergency measures;

Elaborates an internal and external communication plan;

Sets up a procedure for the rendering of accounts in emergency measures;

Evaluates the performance of emergency measures for continued improvement;
Develops the required documents to update plans for emergency measures in schools and centers;

Sets up a procedure for management of personnel in an emergency situation;

Maintains a post-traumatic intervention team;

Puts in place measures to ensure that schools and centers have established their Emergency Measures Local Committee and their emergency plan.

4.2.2 School Administrator or Local Coordinator

Ensures the planning of the school’s emergency measures plan;

Ensures the training of personnel;

Negotiates agreements with local authorities;

Develops a recovery program with appropriate authorities depending on the complexity of the event;

Prepares an annual report on activities and interventions.
4.3 Emergency Measures Management

This aspect was developed in consideration of the School Board organizational chart and existing levels i.e. schools and centers, central administration and the Office of the Director General. The emergency measures procedures are established with two levels.

- Operational management (on the school premises);
- Strategic management (School Board).

**Operational management** is under the responsibility of the school administrator or the local coordinator and refers to the local activities. Emergency situations are generally taken care of and controlled, in and around the establishment. The operational management is done by the members of the emergency measures local committee.

**Strategic management** is implemented by the Office of the Director General depending on the situation. Coordination between services and resources will take place to support the operational management.

An emergency situation could require decisions at different levels depending on the complexity of the situation:

In the case where:

- The resources of the school are sufficient and adequate to deal with the situation, the local plan is sufficient to manage the situation and the situation is only affecting the school. The situation is managed by the school administration.

- The emergency situation requires additional resources considering the impact on the personnel and the students. The Office of the Director General will oversee the strategic management. The Emergency Measures Central Committee under the direction of the Director General will assist the school. The school administrator or the coordinator will continue the operational management.
4.3.1  Office of the Director General

4.3.1.1  Office of the Director General

Mobilize the Emergency Measures Central Coordination Committee.

Keep School Board activities ongoing, as much as possible.

Inform the Secretary General.

4.3.1.2  The EMCCC

Establish the chain of command (who does what, when, how);

Ensure the full deployment of emergency measures;

Receive information and treat it appropriately;

Anticipate the overall needs of the school and take the necessary actions to resume activities;

Coordinate and support all resources (Human, Material, Financial and Technology). Control communications.

Select the method of internal and external communication as well as the nature of the message.

Activate internal and external communication plan.

Evaluate the needs and recommend the best course of action in order to resume normal activities.

4.3.2  School Administration - Local Coordinator

Once the school administration is informed of the event:

Start the application of the local emergency measures including the decision to contact (or not) external authorities (911 – Police Department, etc.)

Deploy the local committee and ensure that a committee member is available to assist the persons involved in the situation.

Greet any external resources and describe the event.

Inform the person in charge of emergency measures;

Ensure that the situation is under control and follow up with personnel and students.
4.4 Recovery

4.4.1 Office of the Director General

Coordinate administrative services in order to resume activities.

Collect incoming information from the school or center and evaluate the pertinence of setting up a post-traumatic intervention team.

4.4.2 School Administrator - Local Coordinator

Ensure that normal activities are resumed after the emergency, in cooperation with all resources concerned.

Offer feedback 24 hours after the event (post-traumatic team of interventions).

If necessary, ask for support from administrative services to restore the situation.
Actions under the Responsibility of the Office of the Director General
5.0 Emergency Measures Central Planning Committee and Central Coordination Committee

5.1 Members of the Emergency Measures Central Planning Committee:

- Director General
- Assistant Director General
- Director of Human Resources
- Secretary General
- Director of Elementary Schools
- Director of Secondary Schools
- Director of Complementary Services
- Manager of Transportation Services

5.2 Emergency Measures Central Coordination Committee:

Main location: Riverside School Board
299 Sir-Wilfrid-Laurier Blvd.
St. Lambert, QC J4R 2V7

Alternative location: Heritage Regional High School
7445 Chemin Chambly
St. Hubert, QC J3Y 3S3

Equipment:

- 1 generator (in case of power failure)
- 2 computers
- 1 printer
- 2 telephones
- 1 camera
- 4 tables 30" x 60"
- 8 chairs
- 1 blackboard
- 1 emergency kit
5.3 Names, Phone Numbers and Responsibilities of the Members of the Emergency Measures Central Coordination Committee.

**EMCCC RESPONSIBILITIES PRIOR TO AN EMERGENCY SITUATION:**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Telephone</th>
<th>Cellular</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DIRECTOR GENERAL</strong></td>
<td>Stephen Lessard</td>
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<tr>
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<td></td>
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</tr>
<tr>
<td><strong>DIRECTOR OF HUMAN RESOURCES</strong></td>
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<td></td>
<td>Wendy Bernier (interim)</td>
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<tr>
<td><strong>SECRETARY GENERAL</strong></td>
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<td><strong>SUBSTITUTE</strong></td>
<td>Jane Dunant</td>
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<td>514-839-6639</td>
</tr>
</tbody>
</table>

- Sets up the Emergency Measures Central Planning Committee.
- Ensures that the prevention program for assessed risks for the School Board is in place.
- Sets up reporting tools for rendition of accounts in emergency measures.
- Ensures the development of required documents in order to update school plans for emergency measures.
- Evaluates the performance of continued improvement in emergency measures situations.
- Ensures that schools and centers have set up an emergency measures local committee and a plan for emergency measures.
- Replaces the Director General in his absence.

- Develops an information and training program for the Emergency Measures Local Committee Coordinators.
- Revises Human Resources documents required for the updating of the schools' emergency measures.
- Sets up procedures for management of personnel in crisis situations.
- Replaces the Director of Human Resources in his absence.

- Develops an internal and external communication plan.
- Replaces the Secretary General in her absence.
<table>
<thead>
<tr>
<th>POSITION</th>
<th>NAME</th>
<th>TELEPHONE</th>
<th>CELLULAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIRECTOR OF MATERIAL RESOURCES</td>
<td>Pierre Farmer</td>
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<td>514-622-5275</td>
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<tr>
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</tr>
<tr>
<td>DIRECTOR OF COMPLEMENTARY SERVICES</td>
<td>Gail Somerville</td>
<td>450-672-4010, #5246</td>
<td>514-217-5283</td>
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<tr>
<td>SUBSTITUTE</td>
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<td>514-229-0330</td>
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</tr>
<tr>
<td>MANAGER OF TRANSPORTATION</td>
<td>Julie Paquette</td>
<td>450-672-4010, #5280</td>
<td>514-592-8611</td>
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<tr>
<td></td>
<td>Franklin Jones (Interim)</td>
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<td>514-434-3315</td>
</tr>
<tr>
<td>SUBSTITUTE</td>
<td>Michel Bergeron</td>
<td>450-672-4010, #5260</td>
<td>514-347-7917</td>
</tr>
</tbody>
</table>

- Develops maintenance programs to keep all buildings and equipment in good condition.
- Supports the schools/centers in the development of the Emergency Measures Emergency Plan.
- Develops a fire prevention plan.
- Revises Material Resources documents for the updating of schools’ emergency measures.
- Replaces the Director of Material Resources in his absence.
- Sets up a post-traumatic intervention team to assist and support schools in serious situations.
- Develops a training program for the post-traumatic intervention team.
- Replaces the Director of Complementary Services in her absence.
- Develops procedures and agreements to enable transportation services in case of emergency.
- Replaces the Manager of Transportation in her absence.
EMCCC RESPONSIBILITIES DURING AN EMERGENCY SITUATION:

<table>
<thead>
<tr>
<th>DIRECTOR GENERAL</th>
<th>EMCCC</th>
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<tbody>
<tr>
<td>Mobilizes the EMCCC members according to the identification of the situation.</td>
<td>Ensures the complete deployment of the emergency measures.</td>
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<tr>
<td></td>
<td>Receives the information and processes it appropriately.</td>
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<tr>
<td></td>
<td>Foresees the overall needs of the school(s), and takes necessary actions to resume normal activities.</td>
</tr>
<tr>
<td></td>
<td>Coordinates and supports all resources required during the emergency.</td>
</tr>
<tr>
<td></td>
<td>Sets in motion internal and external communication plans.</td>
</tr>
<tr>
<td></td>
<td>Decides means of communications, and the nature of the messages.</td>
</tr>
<tr>
<td></td>
<td>Evaluates needs and recommends appropriate actions to resume activities.</td>
</tr>
</tbody>
</table>

EMCCC RESPONSIBILITIES AFTER AN EMERGENCY SITUATION:

<table>
<thead>
<tr>
<th>DIRECTOR GENERAL</th>
<th>EMCCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinates support to the administrative services for the purpose of resuming activities after the emergency.</td>
<td>Analyzes the causes of the emergency situation.</td>
</tr>
<tr>
<td>Collates the information received from the school(s) and evaluates the pertinence of deploying the post-traumatic intervention team.</td>
<td>Writes an evaluation report.</td>
</tr>
<tr>
<td></td>
<td>Identifies the areas in need of improvement.</td>
</tr>
<tr>
<td></td>
<td>Formulates corrections to improve the intervention of the committee.</td>
</tr>
<tr>
<td></td>
<td>Sends a copy of changes in procedures to Emergency Measures Local Committee Coordinators.</td>
</tr>
</tbody>
</table>
6.0 EMERGENCY MEASURES CENTRAL COORDINATION COMMITTEE

ASSESSMENT OF RISKS

- Evacuation / Fire
- Unauthorized Individual(s)
- Threat / Violence (Lockdown)
- Structural Damage / Earthquake (Weather Alert)
- Medical Emergencies (Including Epipen Procedure)
- Bomb Threat / Suspicious Parcel
- Internal Releases of Hazardous Substances
- External Releases of Hazardous Substances
- Shelter in Place
- Natural Phenomena (Weather Alert)
- Incident Involving School Transportation

School principals must include and adapt a procedure for each type of risk chosen by the Central Committee in the Emergency Measures Plan. Schools can use these procedures as developed or adjust them to their local needs.

7.0 FOLLOW-UP, UPDATE AND RENDITION OF ACCOUNTS

7.1 The annual statutory meeting of the Emergency Measures Central Planning Committee will take place, at the latest, during the third week of August at a date to be determined by the Director General.

7.2 The annual meeting of all emergency measures local coordinators will take place, at the latest, during the fourth week of August at a date to be determined by the Director General.

7.3 Local coordinators must send the first building visual inspection form to Material Resources before the fourth week of September, and the second form before the fourth week of January (Chapter 10, document No. 10.3).

7.4 Local coordinators must send the annual revision of the plan for emergency measures to Human Resources, during the fourth week of September (Chapter 10, document No. 10.4).

7.5 Local coordinators must send the annual health and safety report to the Director General, on June the 30th at the latest, (Chapter 10, document No. 10.6).
Actions under the Responsibility of the School Principal
8.0 Development of the Emergency Measures Local Plan

Chapters 8, 9 and 10 have been prepared in order to facilitate the development of the Emergency Measures Local plan and the completion of reports and forms.

An electronic copy of the documents may be obtained from Material Resources.
8.1 Names, Telephone Numbers and Responsibilities of the Members of the Emergency Measures Local Planning Committee

Complete the document by listing the name and the telephone number of each member of your Emergency Measures Local Planning Committee.

The Emergency Measures Local Planning Committee should be polyvalent. It is generally composed of the school principal, school secretary, one or more teachers, professionals or technicians and a maintenance employee. It is also possible to integrate auxiliary services personnel (nurse, social worker, etc.).

**EMLPC RESPONSIBILITIES:**

<table>
<thead>
<tr>
<th>COORDINATOR</th>
<th>RESPONSIBILITIES PRIOR TO AN EMERGENCY SITUATION :</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME:</td>
<td>§ Sets up the Emergency Measures Local Planning Committee.</td>
</tr>
<tr>
<td></td>
<td>§ Develops an emergency plan for the establishment.</td>
</tr>
<tr>
<td>TELEPHONE:</td>
<td>§ Ensures the training of members.</td>
</tr>
<tr>
<td>CELLULAR:</td>
<td>§ Develops an internal and external communication plan.</td>
</tr>
<tr>
<td></td>
<td>§ Develops agreements with local authorities (police / fire department).</td>
</tr>
<tr>
<td></td>
<td>§ Foresees the conditions and procedures necessary to resume activities after an incident.</td>
</tr>
<tr>
<td></td>
<td>§ Prepares and submits the annual report on activities and interventions.</td>
</tr>
</tbody>
</table>

**RESPONSIBILITIES DURING AN EMERGENCY SITUATION :**

- Decides means of communication, and the nature of the messages.
- Applies the emergency measures local plan.
- Ensures that procedures are followed by the occupants.
- Greets the local authorities and gives relevant information on the emergency.
- Ensures that the situation is under control and follows up with the personnel and students.

**RESPONSIBILITIES AFTER AN EMERGENCY SITUATION:**

- Ensures that proper actions are taken to resume activities.
- Asks, if necessary, for assistance from Administrative Services to resume activities.
- Completes an incident report.

<table>
<thead>
<tr>
<th>COORDINATOR SUBSTITUTE</th>
<th>RESPONSIBILITIES DURING AN EMERGENCY SITUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME:</td>
<td>§ Replaces the Coordinator in his absence.</td>
</tr>
<tr>
<td></td>
<td>§ Cooperates with the Coordinator.</td>
</tr>
<tr>
<td>TELEPHONE:</td>
<td></td>
</tr>
<tr>
<td>CELLULAR:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMMUNICATIONS COORDINATOR</th>
<th>RESPONSIBILITIES DURING AN EMERGENCY SITUATION :</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME:</td>
<td>§ Applies the communication plan.</td>
</tr>
<tr>
<td>TELEPHONE:</td>
<td>§ Receives the information and treats it appropriately.</td>
</tr>
<tr>
<td>CELLULAR:</td>
<td>§ Coordinates personnel if the emergency requires calling all parents.</td>
</tr>
<tr>
<td>COMMUNICATIONS SUBSTITUTE</td>
<td>RESPONSIBILITIES DURING AN EMERGENCY SITUATION</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>NAME:</td>
<td>Replaces the communications Coordinator in his absence.</td>
</tr>
<tr>
<td>TELEPHONE:</td>
<td>Cooperates with the Coordinator.</td>
</tr>
<tr>
<td>CELLULAR:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HEALTH &amp; SAFETY COORDINATOR</th>
<th>RESPONSIBILITIES DURING AN EMERGENCY SITUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME:</td>
<td>Ensures, if needed, coordination of first-aid to personnel and students.</td>
</tr>
<tr>
<td>TELEPHONE:</td>
<td>Initiates the relocation plan of personnel and students to the area agreed upon in the Emergency Relocation Agreements.</td>
</tr>
<tr>
<td>CELLULAR:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HEALTH &amp; SAFETY SUBSTITUTE</th>
<th>RESPONSIBILITIES DURING AN EMERGENCY SITUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME:</td>
<td>Replaces the Health and Safety Coordinator in his absence.</td>
</tr>
<tr>
<td>TELEPHONE:</td>
<td>Cooperates with the Coordinator.</td>
</tr>
<tr>
<td>CELLULAR:</td>
<td></td>
</tr>
</tbody>
</table>
8.2 **School Plans**

Insert the plan of each floor level indicating clearly all items below:

- Exits
- Alarm panel
- Alarm pull stations
- Fire extinguishers
- Gas entrance
- Water entrance
- Electrical entrance

Notes:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
8.3 Emergency Kit

This kit contains the lists and materials which are essential for the health and safety of the staff and students, and must be brought out of the school during an emergency situation.

The quantity of each item is left to the discretion of the administration.

Contents:

- Nylon work gloves
- Latex gloves
- Nitrite gloves (in case of presence of oil in the school)
- Safety glasses
- Personal protection masks
- Special blankets (thin blanket to keep an injured person warm)
- Battery operated radio
- Flash lights (with explosion-proof batteries)
- Spare batteries
- Whistle
- Duct tape (grey)
- First-aid kit (CSST)
- Emergency measures local plan (binder)
- Sturdy bag big enough to carry all of the material listed above
- Cellular phone or walkie-talkie
8.4 Class Lists

Insert class lists, in alphabetical order, along with the address and telephone numbers in case of emergency.

You can generate the lists through GPI. Make sure to update these lists whenever there is an addition, a deletion, or a modification concerning a student.

8.5 Staff List

Insert the staff list, in alphabetical order, along with the address and telephone numbers in case of emergency.

You can generate the list through GPI. Make sure to update these lists whenever there is an addition, a deletion, or a modification concerning a member of your personnel.
8.6 Emergency Measures Local Committee Communication Plan

Please complete the following form by indicating the name and telephone numbers of each person or organization.

If you wish, you may modify this document to better meet the needs of your establishment.

Establishment: __________________________________________________

Address: _______________________________________ Postal Code: __________

Cross Street: ______________________________

Telephone Numbers:

**Director General**
Stephen Lessard
Tel.: 450-672-4010, #5040
Cel.: 514-232-3080

**Substitute**
Pierre Farmer
Tel.: 450-672-4010, #5275
Cel.: 514-622-5275

**Director of Human Resources**
Michel La Rue
Tel.: 450-672-4010, #5250
Cel.: 514-793-8166

Wendy Bernier (interim director)
Tel.: 450-672-4010, #5350
Cel.: 514-775-5700

**Substitute**
Hélène Coupal
Tel.: 450-672-4010, #5350
Cel.: 514-707-2245

**Secretary General**
Denise Paulson
Tel.: 450-672-4010, #5242
Cel.: 514-346-3396

**Substitute**
Jane Dunant
Tel.: 450-672-4010, #5040
Cel.: 514-839-6639

**Director of Material Resources**
Pierre Farmer
Tel.: 450-672-4010, #5275
Cel.: 514-622-5275

**Substitute**
Antonio Cicchino
Tel.: 450-672-4010, #5375
Cel.: 438-882-8975

**Director of Complementary Services**
Gail Somerville
Tel.: 450-672-4010, #5246
Cel.: 514-217-5283

**Substitute**
Valérie Bergeron
Tel.: 450-672-4010, #6074
Cel.: 514-229-0330

**Manager of Transportation**
Julie Paquette
Tel.: 450-672-4010, #5280
Cel.: 514-592-8611

**Substitute**
Michel Bergeron
Tel.: 450-672-4010, #5260
Cel.: 514-347-7917
Telephone Numbers:

Coordinator
Name: ______________________________

Coordinator Substitute
Name: ______________________________

Communications Coordinator
Name: ______________________________

Communications Substitute
Name: ______________________________

Health & Safety Coordinator
Name: ______________________________

Health & Safety Substitute
Name: ______________________________

Police Department
(9-1-1)
450 ____ - _____  Community Officer  Name: ______________________________
450 ____ - _____  Police Department
450 ____ - _____  Non-urgent call (theft, fraud, etc.)

Fire Department
(9-1-1)
450 ____ - _____  Non-urgent call

CSSS
« Centre de santé et de services sociaux » in your community: (450) ____________

Poison Centre: 1 (800) 463-5060 (24 hrs./day, 7 days/week)

INFO-SANTÉ: 8-1-1 (24 hrs./day, 7 days/week)

Information regarding shelter in case of relocation:

Name: ________________________________________________________________
Address:  ________________________________________________________________
Contact:  ________________________________________________________________
Telephone:  _______________________________
Cellular:  _______________________________
8.7 Agreement for Relocation in Case of Emergency:

RIVERSIDE SCHOOL BOARD

Public corporation, duly constituted by virtue of the Quebec Education Act (L.R.Q. ch. I-13.3), with administrative center at 299, boulevard Sir Wilfrid-Laurier in St. Lambert, J4R 2V7, herein represented by the director of the establishment duly authorized to the present agreement.

(Hereafter called « RIVERSIDE SCHOOL BOARD » for the sake of the establishment)

AND

(Hereafter called « The owner »)

PREAMBLE:

Whereas: A School Board Establishment, ________________, hereafter called the Establishment, has adopted a relocation plan in case of emergency, included in the global plan for emergency measures.

Whereas: The owner has space to accommodate the occupants in case of emergency situation and relocation.

Whereas: In the matter of Evacuation and Relocation Plan it is pertinent that the parties enter into an agreement in order to foresee modalities of temporary shelter in case of emergency.
THE PARTIES AGREE ON THE FOLLOWING:

1- The preamble is part of the agreement;

OWNER’S OBLIGATIONS:

In case of an emergency requiring evacuation or relocation of the occupants, the owner will:

2- Greet and shelter the occupants of the establishment at the following address:

(Address and list of available spaces)

3- Greet and shelter the occupants of the establishment for the necessary period of management and resolution of the emergency situation;

4- Keep the installations in good operating conditions and give access to the establishment, if necessary;

5- Update and provide the list of persons to contact at the establishment, and have a designated person available to take charge of this agreement if necessary;

6- Apply the modalities of this agreement according to the plan for emergency measures of the establishment;
SCHOOL BOARD OBLIGATION:

In case of emergency, Riverside School Board agrees to:

7- Assume any reasonable additional costs related to the usage of the premises in consideration of the services provided by the Owner, in particular additional energy consumption;

8- Take charge of the occupation, the security, and oversee the activities by School Board staff and volunteers;

9- Follow special instructions and modalities, as follow:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

GENERAL DISPOSITIONS:

10- Each party declares that it has a civil liability insurance policy that will be kept active through the period of this agreement;

11- Each party will present a proof of insurance within 10 days following the signature of the agreement;

12- Each party agrees to compensate the other for any damages resulting from its fault or negligence, as well as those of the employees and persons under its authority;

13- This agreement may be re-evaluated from time to time to bring necessary adjustments. Such adjustments must take the form of a written document, signed by both parties and annexed to the present agreement.
VALIDITY AND TERMINATION:

14- The present agreement is valid for a period of one (1) year, automatically renewable at the anniversary date of the signature;

15- The party wishing to terminate this agreement must submit a written notice thirty (30) days prior to the anniversary date of signature.

PARTIES REPRESENTATIVES:

16- Riverside School Board hereby designates the following person as representative of the establishment:

______________________________________________________________________

17- The owner hereby designates the following person as representative of the owner:

______________________________________________________________________

IN WITNESS THEREOF THE PARTIES SIGN:

AT __________________________________________

RIVERSIDE SCHOOL BOARD: THE OWNER:

_________________________________________  ___________________________

_________________________________________  ___________________________

Date                                      Date
8.8 Necessary Information To Resume Activities

Once the emergency situation is under control, if the local coordinator’s team is sufficient and adequate he will manage the recovery in cooperation with the EMCCC.

If, after a serious event, the internal resources are insufficient or unable to resolve the situation, the coordinator will call on the EMCCC to provide help from the post traumatic team and assume the operational management of the local situation.

8.9 Annual Meeting of the EMLC to Revise the Emergency Measures Local Plan

In order to have sufficient time to revise the local plan, the annual meeting should be held preferably before school starts or before the third week of September.

Items to be revised should be part of the report to be submitted to the Director of Human Resources (see chapter 10 (10.4)).

8.10 Training of School Personnel

The local coordinator is the best person to evaluate the necessary level of training needed by his personnel in accordance with the emergency measures plan. All items are important but two aspects are fundamental:

1) All staff should know and understand the information included in the plan;
2) All persons taking part in the application of the plan should be able to remain calm in spite of the stress generated by the emergency.

If after any information meetings or exercises, the coordinator finds problems that he cannot resolve alone, he should call on the Emergency Measures Central Coordination Committee (EMCCC) to seek help.

The information meeting involving all personnel should take place before the third week of September.

8.11 Location of Risks Around the Buildings

The location of risks around the buildings is not available yet.

When the plan submitted by civil protection is made available, we will forward them to your school to be part of your plan.
Intervention Procedures
9.0 Emergency Procedures

9.1 Evacuation / Fire
9.2 Unauthorized Individual(s)
9.3 Threat / Violence
9.4 Structural Damage / Earthquake (Weather Alert)
9.5 Medical Emergencies (Including Epipen Procedure)
9.6 Bomb Threat / Suspicious Parcel
9.7 Internal Release of Hazardous Substances
9.8 External Release of Hazardous Substances
9.9 Shelter in Place
9.10 Natural Phenomena (Weather Alert)
9.11 Incident involving School Transportation
9.12 Summary of General Instructions for Students and Personnel

Procedures for each of the situations should be included in the school emergency measure plan.

The Emergency Measures Central Coordination Committee has developed such procedures shown in the following pages. You can adopt these procedures or adapt them to your proper needs.
9.1 Evacuation / Fire

Preliminary Notes

1) The coordinator and the substitute should never be absent at the same time.

2) Never needlessly put yourself in danger.

3) Considering the lack of sufficient staff to assign a substitute for each of the specified positions in the evacuation procedure, the coordinator or the substitute should ensure that the absent person’s tasks are performed by someone else.

4) Teachers should always know where their students are. If one or several students leave the classroom to meet a professional or for any other activity, the adult taking charge of the students should advise the student’s teacher.

5) Teachers should always have the list of students under their immediate responsibility when they are outside the classroom (gym, library, computer lab, etc).

6) When establishing the evacuation procedures organizational chart, it is recommended that a responsible person be assigned to a floor or section to ensure that no one is left behind after an evacuation.

7) Never use the elevators.

8) Before using a staircase, make sure there is no smoke. If so, use the closest alternate staircase available.

9) During an Evacuation Drill:

   ▪ Students should always assemble at the same location, as far as possible from the building. The horizontal distance should be at least the same as the height of the building.

   ▪ Students out of their classroom should be accompanied by the adult present with them at the moment of the evacuation. This adult should help them reach their own group in order to ensure that the student is accounted for on the attendance list.
10) Handicapped Persons:

Establishing a general rule to meet the needs of each handicapped person is not easy.

- Considering the different layouts of each school;
- Considering the various number of handicapped persons in each school;
- Considering the location of handicapped persons in each school (1st, 2nd floor, etc.);
- Considering the different level of handicaps, whether temporary or permanent.

The Coordinator, in collaboration with the teacher or attendant responsible for the handicapped student, should establish a plan for a safe evacuation without interfering with the general evacuation.

11) Daycare Services:

The evacuation procedures should be similar to the general school evacuation plan.

Responsibilities and tasks should be distributed amongst the daycare personnel with minor modifications if needed.

Evacuation Procedures for Schools and Centers

**Coordinator’s Responsibilities (Principal)**

- Designate a person to be responsible during the Principal’s absence and ensure his training.
- Establish and distribute the evacuation procedures.
- Ensure the proper training of all permanent and temporary personnel.
- Determine the designated gathering areas outside the school.
- Plan the evacuation drills.
- Determine dates for an evacuation drill with the Fire Department.
- Evaluate the process and results of the evacuation drills.
- Advise the Fire Department of any evening or night activities involving sleepovers.

**Coordinator’s Tasks**

**When the alarm signal rings:**

- Get the school plans.
- Make sure that « 9-1-1 » is called.
- Identify the problematic zone.
- Proceed to the front door and take charge of the operation according to procedures.
- Control access to the building.
- Greet the Fire Department officer and point out the problematic area on the school plan.
After the emergency period:
- After the authorization from the Fire Department officer, organize the re-entry of the building.
- Fill out the fire drill report.
- Keep reports together.
- Submit the fire drill report in the annual report to the Director General.

Secretary’s Tasks
When the alarm signal rings:
- Dial « 9-1-1 » and give the school address.
- Advise the School Board of the situation.
- Evacuate the school with the absenteeism list and the non-teaching personnel list.
- Take presence of non-teaching personnel.
- Get the students’ presence lists from the teachers.
- Cooperate with the Coordinator (Principal).

Caretaker’s Tasks
When the alarm signal rings:
- Go immediately to the fire alarm panel to identify the problematic zone.
- Go to the identified problematic zone. If there is fire, use the appropriate extinguisher.
- Help any person in distress.
- Go to the front door with the school keys and describe the situation to the coordinator.

During the evening, when the alarm signal rings:
- Dial « 9-1-1 ».
- Proceed with the complete evacuation of the school.
- Wait for the firemen at the front door with the school plans.
- Cooperate with the firemen.

Floor/Section Tasks for Designated Staff Member
When the alarm signal rings:
- Take a tour of all areas under his responsibility (labs, offices, washrooms, library, etc.) to ensure that all occupants are outside.
- Help the evacuation of handicapped persons.
- Report on the situation to the Coordinator.
- Bring assistance to the Coordinator.

Teachers’ Tasks
In September, inform all the students under his responsibility of the procedures to be followed in case of fire.

Exits to be taken by students are shown on evacuation plans posted throughout the school and their location must be known by all.
When the alarm signal rings:

- Get the class list.
- Ask the designated and trained student in charge to begin the evacuation.
- Take charge of the handicapped persons according to the established plan.
- Be the last one to leave the classroom after checking for any potentially dangerous equipment still in operation, and close the door.
- No one should return to the classroom to retrieve personal belongings.
- Once outside, teachers and students should gather at their designated area.
- Take attendance.
- Once the group is complete, give the class list to the secretary and supervise the group.
- If a student is missing, the neighbouring teacher should take charge of the group while the teacher rapidly signals the situation to the Coordinator and attempts to locate the missing student.
- When this student is found, the teacher will give the class list to the secretary.
- Wait for authorization to enter the building.

Non-teaching Professionals’ Tasks

When the alarm signal rings:

- Stop all activities.
- Evacuate through the designated exit.
- Never leave a student by himself.
- Close the door.
- Never return to the room to retrieve personal belongings.
- Professionals with students under their responsibility should accompany and help them reach their regular group for the roll call.
- Advise the secretary of his presence outside.
- All professionals should gather at their designated area.
- Remain available to help the Coordinator.
- Wait for authorization to enter the building.

Students’ Tasks

When the alarm signal rings:

- Stop all activities, remain silent and carefully listen to the teacher’s instruction.
- The designated and trained student in charge goes immediately to the door and indicates the proper exit.
- Exit in single file, calmly and silently.
- Walk normally through the corridor and hold on to the ramp in the staircase.
- No one should return to the classroom or locker to retrieve personal belongings.
- The first student to reach the exit door should hold it until the last one of the group is outside and then join the group.
- Students should remain at their designated area.
- Students under the care of a professional should join their group as soon as possible.
- Wait for authorization to enter the building.
9.2 Unauthorized Individual

Schools are high traffic areas where an unauthorized individual could blend in and try to gain access to the school premises. All individuals should be monitored and follow a sign-in procedure.

Circumstances
These events can involve parents, adults or children.

General Instructions
- Never needlessly put yourself in danger.
- All individuals should be monitored and submitted to a sign-in procedure.
- All accesses to the school should be locked to outside entry and monitored.
- Unauthorized individuals should be approached and asked to identify themselves and state the nature of their business in the school or on school property.

Member(s) of Staff Noticing an Unauthorized Individual
- The individual should be approached by at least two people;
- If the individual refuses to leave, warn him that police will be called and, if necessary, call the police;
- Avoid physical confrontation, but keep the individual under surveillance until the police arrive – Contact with the principal’s office is essential.

Principal’s Office
Upon reception of a call reporting an unauthorized individual:
- If necessary, call « 9-1-1 »;
- The individual should be approached by at least two people and kept under surveillance;
- If the individual refuses to leave, warn him that police will be called and, if necessary, call police;
- If necessary, initiate the appropriate safety procedures (lockdown);
- Avoid physical confrontation, but keep the individual under surveillance until the police arrive;
- Log the report for future reference should the same individual return at another time;
- Inform the School Board.

Responsible Adult
- Is responsible for the safety of their class;
- Close and lock the classroom door from the inside;
- Place the students in the classroom so that they are not visible from outside the class;
- Use the intercom or any other means of communication available to inform the principal’s office of the situation.
9.3 Threat / Violence (Lockdown)

Threats of violence may come from visitors as well as from the regular school population. A threat is an expression of intent to do harm or act out violently against someone or something. A threat can be spoken, written, or symbolic.

Circumstances

These situations can occur between occupants and visitors as well as between occupants.

General Instructions

- Never needlessly put yourself in danger.
- If a potential threat from a student or adult is revealed to another adult or student in the school, it must be immediately brought to the attention of the principal.
- All individuals should be monitored and submitted to a sign-in procedure.
- All accesses to the school should be locked to outside entry and monitored.
- Do not try to disarm an aggressor.
- Limit the aggressor’s means of communication / isolate the aggressor as much as possible.
- Don’t make yourself a target.

Victim of a Threat

√ Avoid provocation and confrontation with the aggressor;
√ Avoid finding yourself in a place without an exit;
√ If possible, inform the principal’s office.

Witness (or the Person who Notices an Aggression)

√ Call « 9-1-1 »;
√ Inform the principal’s office, identify yourself and relay the relevant information.

Principal’s Office

Upon reception of a call reporting a case of aggression:
√ If necessary, call « 9-1-1 »;
√ Inform school personnel to take appropriate safety procedures (lockdown);
√ Direct the police towards the area where the aggression is occurring;
√ Inform the School Board;
√ Log the report for future reference should the same individual(s) return at another time.

Responsible Adult

√ Is responsible for the safety of their class;
√ Use the intercom or any other means of communication available to inform the principal’s office of the situation.
**Lockdown**

- Close and lock the classroom door from the inside;
- Place the students in the classroom so that they are not visible from outside the class.

**In Class Situation**

- See to the safety of the other students;
- Inform the principal’s office of the situation.
## 9.4 Structural Damage / Earthquake (Weather Alert)

All phenomena which cause damage to the structure of a building directly or indirectly.

### Circumstances

Many phenomena can cause structural damage: earthquake, major building or road work, explosions, tornadoes, road accidents, violent thunderstorms, etc.

### Indications of Damages to the Structure

- √ Cracks in the walls, ceilings and floors
- √ Wall swelling
- √ Separation of the floors from the walls
- √ Leaky pipes
- √ Cracked or broken windows
- √ Doors or windows difficult to open (in conjunction with other indications)

### General Instructions

- Never needlessly put yourself in danger.
- Never go to the affected sector alone (a minimum of two persons).

### Witness

- √ Immediately inform the principal’s office of any indication that there is damage to the structure of the building.

### Principal’s Office

- √ Ensure surveillance;
- √ Assess the situation and the extent of the damages;
- √ Advise maintenance crews to check on utility mains;
- √ Apply the necessary emergency procedure (interior sheltering or evacuation);
- √ See that all attendance sheets are collected from each teacher and member of the non-teaching staff;
- √ Immediately inform the emergency services of any missing person;
- √ Request the necessary assistance (police/fire departments);
- √ Apply every necessary safety measure;
- √ Inform the School Board.
**Responsible Adult**

√ Have your attendance book with you at all times;
√ Make sure every student under your responsibility is present;
√ Immediately inform the principal’s office of any missing person;
√ Make sure all equipment is turned off;
√ Make sure your classroom is empty if an evacuation is necessary;
√ Make sure your classroom windows and doors are shut;
√ Coordinate your students’ evacuation if necessary;
√ Direct students towards the gathering area.

**Maintenance Crew**

√ Report to the principal’s office;
√ Check on utility mains and turn off if necessary (water, electricity, gas…);
√ Check on essential systems (heating, boiler room, ventilation, air conditioning, telecommunications…).

**Students and Visitors**

√ Follow instructions from the responsible adult or the school staff;
√ Stay with their group.

**All Occupants**

If it is impossible to evacuate the building and if there is a risk of imminent collapse, all should:

√ Not attempt to exit the building;
√ Move away from doors, windows and bookcases;
√ Squat under a piece of furniture or in a small room without windows and protect your head with your arms;
√ Once the incident is over, ensure your safety, and then assist others;
√ Follow instructions from the responsible adult or the school staff.
9.5 Medical Emergencies (Including Epipen Procedure)

Major medical emergencies include sudden injuries, diseases, cases of food poisoning or food allergies occurring inside the establishment. Emergency medical services may have to be called immediately depending on the seriousness of the situation.

In case of minor injuries or discomfort, the first-aiders can take the necessary actions.

Circumstances

Medical emergencies can occur as isolated incidents or can be associated with larger scale events where many occupants could possibly be injured.

General Instructions

- Never needlessly put yourself in danger.

Witness (or the Person who Witnesses a Medical Emergency)

- Do not move the person, reassure the victim and inform him or her that help is on the way;
- If necessary, call « 9-1-1 »;
- Inform the principal’s office, indicate the location and the nature of the injury;
- Stay with the victim until a first-aider arrives.

Principal’s Office

- Request an ambulance through « 9-1-1 » services, if not already done;
- Inform first-aiders;
- Support the first-aider and responders;
- Gather any information that could help the medical emergency services;
- Meet the medical emergency services;
- Assign a person to guide the medical emergency services to the victim;
- Inform the victim’s emergency contacts;
- Inform the School Board.
- If a student needs to go to the hospital, ensure that he is accompanied.

First-Aiders

- Immediately go to the scene of the emergency;
- Make sure a safety perimeter is established;
- Perform first aid.
Non-teaching Staff or Teachers who are not Supervising Students

√ Be available to lend assistance during the emergency operations.

Important Numbers

Emergency: « 9-1-1 »
Poison Control Centre: 1-800-463-5060

Epipen Procedure

Circumstances

Severe reaction to food, bee or wasp stings by a person with allergies.

Symptoms:

- Sudden breathing difficulties and/or
- Difficulty swallowing, nausea, vomiting, diarrhoea, severe stomach cramps and/or
- Change or loss of voice and/or
- State of shock and/or
- Loss of consciousness and/or
- Generalized skin inflammation, irritation and/or
- Swelling of lips, tongue or face.

General Instructions

√ Have someone call « 9-1-1 »;
√ Pull off the grey safety cap;
√ Jab black tip into outer thigh until unit activates;
√ Hold unit in place several seconds then discard;
√ Make sure victim is transported to hospital.
9.6 Bomb Threat / Suspicious Parcel

Bomb threats are means used by some to destabilize a school. The discovery of a suspicious parcel, of a manifesto or reception of a phone call indicating a bomb has been placed in the school should be taken seriously. A thorough analysis of the situation must be undertaken using all available sources of information. The final decision rests with the school’s principal. Bomb threats should not automatically imply a general evacuation.

Circumstances

A bomb scare procedure can be launched for the following reasons:

✓ Reception of a bomb threat call;
✓ Discovery of a suspicious parcel or of a manifesto.

Until proven otherwise, every bomb threat should be taken seriously and one should react accordingly in order to protect everyone in the building.

Note:

During a bomb threat, the responsibility of the search of the building falls to the occupants. The police officers are responsible for establishing the safety perimeter, controlling access on the site and inspecting the outside of the building. Upon discovery of a suspicious parcel, the police will take control of the operation and are responsible for recovering and disposing of the parcel.

General Instructions

• Never needlessly put yourself in danger.
• The principal and his substitute are the only persons that can order a general evacuation.
• It is important to document the incident.
• Never manipulate a suspicious parcel.

Witness (The Person who receives a Bomb Threat Call)

✓ Fill out the bomb threat checklist;
✓ Inform the principal’s office and provide as much information as possible;
✓ Remain available to answer questions from the police.

Witness (The Person who Discovers the Suspicious Parcel)

✓ Do not touch the parcel;
✓ Ask surrounding people to move away from parcel;
✓ Open the doors to the room in which the parcel was discovered;
✓ Leave the area;
✓ Inform the principal’s office, identify yourself and indicate where the parcel was found and give other relevant details.
**Principal’s Office**

- Alert the police « 9-1-1 »;
- Control access to the building;
- Inform the staff;
- Inform the School Board or ensure that someone else does;
- If necessary, have the premises searched by the volunteers identified beforehand. They should not use cellular phones or other devices emitting electromagnetic waves;
- If a suspicious parcel is discovered, isolate the area, leave doors open and evacuate building;
- Meet with the police upon their arrival and direct them to the suspicious parcel (if necessary).

**Students and Visitors**

- Follow instructions from the teacher or the school staff;
- Stay with their group.
9.7 Internal Releases of Hazardous Substances

Hazardous substances may be released due to a leak or spill. They can result from the rupture of a container, the mishandling of a substance or from an unfortunate reaction between various products. The released substances can be in a liquid, solid or gaseous phase. Exposure to a hazardous substance can result in serious injuries and even death.

Circumstances

The release of hazardous substance can occur inside or outside of a building.

General Instructions

- Never needlessly put yourself in danger.
- Never enter the area alone (a minimum of two persons).
- Proceed with a verbal alert.
- Inside the dangerous zone:
  - Never activate the fire alarm.
  - Never turn on/off an electrical, mechanical, hydraulic or any other device including battery powered equipment.
  - If you suspect that there has been a flammable gas release, never use mechanical, electrical or electronic equipment capable of creating a heat source, sparks, static or electromagnetic waves (e.g. lighting and ventilation systems, fire alarm, intercom, pagers, cellular or regular phones).
  - Any loss of confinement of a hazardous substance should be considered a high risk.

Witness (Person who Discovers the Release of Hazardous Substance)

- Try identifying the products involved;
- Make sure that the principal’s office is verbally alerted and given the relevant information;
- Make sure that surrounding occupants are verbally alerted and given the necessary information (get assistance if necessary);
- Isolate any person in danger in the surrounding area without putting your own life or safety at risk (get assistance if necessary);
- Close the doors of the rooms or areas involved;
- Leave the area at risk as soon as possible while respecting the evacuation procedure.
**Principal**

- Move away from the dangerous zone;
- If necessary, call « 9-1-1 »;
- Mobilize the laboratory and/or maintenance crew;
- If necessary, proceed with the evacuation by starting with the area at risk and the floor involved, the floors above, the floors below and establish a safety perimeter;
- Try to obtain the material safety data sheet of the substance involved;
- Inform the School Board;
- Ask the maintenance crew to take the necessary measures in order to contain the product and prevent its propagation in the sewers or the ventilation system.

**Responsible Adult**

- Have your attendance book with you at all times;
- Make sure every student under your responsibility is present;
- Immediately inform the principal’s office of any missing person;
- Make sure your classroom is empty and safe;
- Make sure all fire doors are closed;
- Direct students towards the gathering area.

**Maintenance and/or Laboratory Crew**

- Analyze the situation;
- When necessary, shut the gas supply:
  - Gas main
  - Upstream of the leak
  - Downstream of the leak
- Take the necessary measures to prevent the propagation of the hazardous material through the ventilation system and the sewers;
- Rapidly and correctly communicate all relevant information (material safety data sheet);
- Work with the Fire Department.

**Students and Visitors**

As soon as an evacuation is announced, the occupants:

- Follow the instructions of their teacher or the school staff;
- Stay with their group.
9.8  External Releases of Hazardous Substances

Hazardous substances may be released due to a leak or spill. They can result from the rupture of a container, the mishandling of a substance or from an unfortunate reaction between various products. The released substances can be in a liquid, solid or gaseous phase. The exposure of a person to a hazardous substance can result in serious injuries and even death.

Circumstances

The release of hazardous substance can occur inside or outside of a building.

General Instructions

- Never needlessly put yourself in danger.
- Proceed to a verbal alert.
- Inside the dangerous zone:
  - Never activate the fire alarm.
  - Never turn on/off an electrical, mechanical, hydraulic or any other device, including battery powered equipment.
  - Never use communication systems (e.g. phone, intercom and computers) in the risk area or any other device capable of creating static.
  - Any loss of confinement of a hazardous substance should be considered a high risk.

Witness (Person who Notices the Release of Hazardous Substance)

✓ Close the windows in the room;
✓ Verbally alert the principal’s office as well as other occupants and give the relevant information;
✓ Isolate any person in danger in the surrounding area without putting your own life or safety at risk;
✓ Close the doors of the rooms or areas involved;
✓ Leave the area at risk as soon as possible while respecting the evacuation procedure.

Principal

✓ Move away from the dangerous zone and call « 9-1-1 »;
✓ Depending on the situation :
  - Organize interior sheltering and make sure the school’s air intakes and outtakes are shut
  - or
  - Immediately proceed with the evacuation of the school by starting with the exposed area and establish a safety perimeter;
✓ Inform the School Board.
**Responsible Adult**

- Have your attendance book with you at all times;
- Make sure every student under your responsibility is present;
- Immediately inform the principal’s office of any missing person;
- Make sure your classroom is empty and safe;
- Make sure all fire doors are closed;
- Direct students towards the gathering area.

**Maintenance and/or Laboratory Crew**

- Take the measures necessary in order to prevent the hazardous substance’s propagation in the ventilation system and/or in the sewers.

**Students and Visitors**

- Follow the instructions of their teacher or the school staff;
- Stay with their group.
9.9 Shelter in Place

Interior sheltering consists of closing the building in the most sealed manner possible in order to allow the occupants to temporarily remain inside the building and use the volume of uncontaminated air within.

Circumstances

Many situations may require the implementation of interior sheltering measures. When an external release of hazardous substances and natural threats occur, interior sheltering measures may be the best option.

In many cases, an evacuation can be of greater danger for the occupants.

General Instructions

- Never needlessly put yourself in danger.
- Never use elevators.
- Follow the evacuation plan directives when moving about the building.
- Only the emergency services commanding officer, his substitute or the principal can order an interior sheltering operation.
- The best places for interior sheltering can be isolated easily and offer access to essential services (water, telephone, electricity);

Principal’s Office

✓ Identify the nature of the threat;
✓ Call « 9-1-1 »;
✓ Coordinate interior sheltering operations;
✓ Make sure the gathering place inside the building is safe;
✓ Inform all occupants of the decision to proceed with an interior sheltering operation and where they should gather;
✓ Ask that all doors and windows be closed and accesses to the building be controlled;
✓ Ask that all ventilation, air conditioning and heating systems be shut off (air intakes and outtakes);
✓ Ask that all activities be ceased;
✓ Inform the School Board;
✓ Carry the emergency kit;
✓ See that all attendance sheets and reports on the interior sheltering operation are collected from each teacher and member of the non-teaching staff;
✓ Immediately inform the emergency services of any missing person;
✓ Maintain communications with municipal services.
**Responsible Adult**

- Have your attendance book with you at all times;
- Make sure every student under your responsibility is present;
- Immediately inform the principal’s office of any missing person;
- Make sure all equipment is turned off;
- Make sure your classroom is empty and safe;
- Make sure all fire doors are closed;
- Direct students towards the gathering area.

**Non-Teaching Staff and Teachers who are not Supervising Students**

- Make yourself available to assist the principal’s office during operations;
- Direct occupants towards the gathering area.

**Students and Visitors**

As soon as an interior sheltering operation is announced, the occupants should:

- Follow instructions from their teacher or the school staff;
- Stay with their group;
- Go to the gathering area.
9.10 Natural Phenomena (Weather Alert)

Natural phenomena include many types of events such as sudden and abundant rain, violent winds, hail, tornadoes, floods, ice storms, deep freezes, earthquakes and landslides.

Circumstances
Natural phenomena generate risks such as floods, sewer back ups, landslides, mud slides, road accidents, essential infrastructure failures (electricity, communications, gas…).

General Instructions
• Never needlessly put yourself in danger.

Earthquakes
✓ Do not exit the building;
✓ Move away from doors, windows, light wells and bookshelves;
✓ Squat under a heavy piece of furniture or go in a small room without a window and protect your head with your arms;
✓ Once the impact is over, evaluate the situation and assist others;
✓ Follow instructions given by the school staff.

Tornadoes
✓ Do not exit the building;
✓ Move away from doors, windows, light wells and bookshelves;
✓ Go down to the basement, go in a stairwell or to a room located close to the middle of the building;
✓ If you are not able to go anywhere, grab on to a heavy piece of furniture;
✓ Avoid large rooms because the roof could collapse.

Violent Electric Thunderstorm
✓ Do not exit the building;
✓ Move away from:
  - Doors;
  - Windows;
  - Electric baseboards;
  - Electrical household equipment;
  - Metallic piping;
  - Sinks;
  - Any other electrically conductive device.

Floods
✓ Close heating devices as well as the gas and electrical mains;
✓ If the floor is wet next to the electrical panel, make a bridge with a small dry board and shut off electricity with a dry wooden stick;
✓ Never cross a flooded passageway; you could be carried away by strong currents.
9.11 Incident Involving School Transportation

Nowadays, more and more students depend on the school bus system for commuting from their place of residence to the school. Furthermore, the school makes frequent use of school buses for visits or other activities.

Circumstances

Many incidents can lead to an emergency: road accident or injury caused by the school bus or while commuting with the school bus, etc.

General Instructions

- Never needlessly put yourself in danger.

Principal

√ Request the necessary assistance;
√ Inform the School Board of the situation;
√ Set up a system to inform the parents;
√ Set up a system to allow the reception of incoming calls from the parents;
√ According to the gravity of the situation, inform the personnel of the school.

Driver

√ Communicate with the transport company so that it contacts « 9-1-1 »;
√ Is responsible for the safety of the occupants of the bus;
√ Apply any necessary safety procedures.

Responsible Adult

√ Have your attendance book with you at all times;
√ Make sure every student or volunteer under your responsibility is present;
√ Support the driver in the application of safety procedures.

Students

√ Follow instructions from the responsible adult and from the driver;
√ Stay with their group.

When Evacuating the School Bus

√ If the situation allows it, the driver must bring the first-aid kit and the fire extinguisher;
√ In case of a minor fire, the driver or the responsible adult should try to extinguish the fire without putting themselves in danger;
√ When evacuating the school bus, it is recommended that the passengers exit the bus by using the back door exit whenever possible.
√ The responsible adult(s) assists the driver.
Summary of Security Actions for Personnel and Students

General Rules

- Never needlessly put yourself in danger;
- Never try to access a risk zone;
- All School Board policies and procedures apply even out of school premises;
- Treat any alarm seriously;
- Walk quickly and silently;
- Wait silently while the responsible person takes attendance;
- Never leave your group;
- Do not open locked doors for an individual who is not part of the staff;
- Follow orders from the responsible adult or the bus driver.

In front of an aggressor:

- Avoid any provocation or confrontation;
- Avoid getting in a space without an exit;
- As much as possible try to inform the administrator of the situation;
- Do not make a target of yourself. Stay away from a risk zone.

Should it be impossible to evacuate the building in imminent risk of collapse:

- Do not try to exit the building;
- Move away from windows, doors and shelves;
- Crawl under a piece of furniture or in a small room without windows, and protect your head with your hands;
- Once the impact is over, evaluate the situation and help neighbouring persons;
- Follow the orders from the responsible adult.
Forms and Reports
10.0 **Forms and Reports**

10.1 Form for the Evacuation Drill Report to be completed after each drill and kept in the same place. (Document No. 10.1)

10.2 Bomb Threat Checklist to be kept at school to be analysed with the persons involved. (Document No. 10.2)

10.3 School Building Visual Inspection Report to be sent in September and in January to the Director of Material Resources. (Document No. 10.3)

10.4 Checklist for the annual revision of the Local Plan for emergency measures to be sent to the Director of Human Resources at the latest during the fourth week of September. (Document No. 10.4)

10.5 Procedure and form for the Accident/Incident Report. (Document No. 10.5)

10.6 Summary of the elements to include in the Annual Report relating to the Health and Safety Policy. (Document No. 10.6)
Evacuation Drill Report

Name of school _________________________________________________________________

Coordinator _________________________________________________________________

Date of drill _________________________________________________________________

Time alarm was triggered _________________________________________________________

Duration time for evacuation ______________________________________________________________

Target population:

- Students
- Lunch-time staff
- Daycare
- Room rental

Number of persons evacuated: _____________________________________________________

Comments: ___________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

__________________________________________________  ____________________
Coordinator’s Signature                             Date
**Document No. 10.2**

**Bomb Threat Checklist**

**Instructions**

Stay calm, be polite, listen attentively, and do not interrupt the person speaking.

<table>
<thead>
<tr>
<th>Name of the person taking the call</th>
<th>Time</th>
<th>Date</th>
</tr>
</thead>
</table>

**Identity of the person that is threatening**

| Sex: Masculine | Feminine |

**Approximate Age:**

| Adult | Adolescent |

**Behaviour**

<table>
<thead>
<tr>
<th>Calm</th>
<th>Angry</th>
<th>Laughing</th>
<th>Logical</th>
<th>Unsound</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Very emotive</th>
<th>Coherent</th>
<th>Confused</th>
<th>Decisive</th>
<th>Intoxicated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

**Voice Characteristics**

<table>
<thead>
<tr>
<th>Strong</th>
<th>Soft</th>
<th>High pitched</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Low pitched</th>
<th>Hoarse</th>
<th>Pleasant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

**Self Expression**

<table>
<thead>
<tr>
<th>Fast</th>
<th>Slow</th>
<th>Clear</th>
<th>Unclear</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Stuttering</th>
<th>Nasal</th>
<th>Distorted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Origin of Call**

<table>
<thead>
<tr>
<th>Local</th>
<th>Long distance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone booth</th>
<th>Internal from same building</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Background Noises during the Call

- From industry □
- From mixed noises □
- From train □
- From plane □
- From party □
- From street □
- From animals □
- From music □
- From office □
- From voices □
- No noise □

Pretend it is quite hard to hear him, make that person talk. If you feel that he is ready to say more, ask him the following questions:

- When will the bomb explode? (exact time)
- How much time is left?
- Where is it located?
- What kind of bomb?
- How come you know so much about this bomb?
- If there are people in the building, advise the caller that the bomb might injure and kill several people.
- As he is giving you the description of the location of the bomb, do you think that this person seems to know the building?

Write any other comments
This form should be completed by the school/centre based on input from all the staff. It will be reviewed by the Material Resources Department to identify health and safety concerns as well as all repair/maintenance and project requirements for follow up action. Health and safety concerns are to be noted in “Comments”. It is understood this form is not being completed by a professional building inspector, you are asked for your input as to what work is needed. It will remain the responsibility of the Material Resources Department to do detailed follow up inspections on these initial observations.

<table>
<thead>
<tr>
<th>Building Element</th>
<th>Resp.</th>
<th>Condition</th>
<th>Comments / Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Acceptable</td>
<td>Needs Attention</td>
</tr>
<tr>
<td>OUTSIDE GROUNDS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parking lot</td>
<td>M.R.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sidewalk</td>
<td>City</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School yard</td>
<td>School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playground</td>
<td>School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playground equipment</td>
<td>School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exterior stairs</td>
<td>M.R.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUILDING STRUCTURE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundations</td>
<td>M.R.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROOF</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roof surface</td>
<td>M.R.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OUTSIDE VENEER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exterior cladding</td>
<td>M.R.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masonry (joints)</td>
<td>M.R.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metal siding</td>
<td>M.R.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OPENINGS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Windows</td>
<td>M.R.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blinds / Curtains</td>
<td>School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doors</td>
<td>M.R.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weather stripping</td>
<td>M.R.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTERIOR ARCHITECTURE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interior walls</td>
<td>M.R.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interior paint</td>
<td>School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flooring</td>
<td>M.R.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ceilings</td>
<td>M.R.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washroom partitions</td>
<td>M.R.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stairwells</td>
<td>M.R.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chalk / Bulletin boards</td>
<td>School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gym dividers</td>
<td>M.R.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab furniture &amp; accessories</td>
<td>School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cafeteria furniture &amp;</td>
<td>School</td>
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<td>accessories</td>
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<td>Drainage</td>
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<td>M.R.</td>
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<td>M.R.</td>
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<td>Pumps</td>
<td>M.R.</td>
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<td>Controls</td>
<td>M.R.</td>
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<td>M.R.</td>
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<td>Washroom fans</td>
<td>M.R.</td>
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<td>M.R.</td>
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<td>School</td>
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<td>M.R.</td>
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<td>Fire alarm panel</td>
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<td>School</td>
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<td>Exterior lighting</td>
<td>M.R.</td>
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<td>Electrical wiring and receptacles</td>
<td>M.R.</td>
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<td>AUXILIARY EQUIPMENT</td>
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<td>Intercom systems</td>
<td>M.R.</td>
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<td>Telephone system</td>
<td>School</td>
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<tr>
<td>COMPLEMENTARY NOTES</td>
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Completed by: ____________________________
Signature: ____________________________

66
### Report on the Annual Revision of the Local Plan for Emergency Measures

**Name of Establishment:** ___________________________________________

| The names, phone numbers and responsibilities of the members of the LEMC (Local Emergency Measures Committee) have been determined. | ✔️ |
| The school plans have been verified and are posted at key location of the establishment. | |
| The emergency kit has been verified and its location is known by all staff involved. | |
| The student lists, by group and alphabetic order, have been updated. | |
| The staff list, by alphabetic order, has been updated. | |
| The communication plan of the Local Emergency Measures Committee has been updated. | |
| The relocation agreement and the name of the responsible person of the site have been confirmed. | |
| If applicable, the evacuation procedure for disabled persons has been revised. | |
| The LEMC members have been introduced to the staff. | |
| During a training session, the staff members were given the information concerning the LEMP. | |
| The different emergency procedures have been explained to the staff. | |
| The students were given the procedures and instructions that they must respect. | |
| The plan for emergency measures has been approved by the governing board. | |

________________________   __________________
Principal’s Signature                                                               Date
ADMINISTRATIVE PROCEDURE
TO DEAL WITH ACCIDENTS / INCIDENTS
IN SCHOOLS THAT INVOLVE
SCHOOL BOARD INTERVENTION

Accident/Incident
When an incident occurs in a school that has serious consequences on the safety and security of students and/or staff or interrupts regular school operations, and once the initial emergency response has been made, the Principal shall immediately contact the Director of Schools. If unavailable, the Principal shall contact the Director General directly.

Assessment
The Director of Schools shall contact the Director General to discuss the situation and the manner in which it will be addressed. The Director General shall involve senior management of the appropriate service(s) and the principal of the school to assess the situation and decide on the appropriate course of action.

Communication Plan
The Principal, in collaboration with the Director of Schools and the Director General, will implement a communication plan with the school community. The Director General will advise the Chairman of the Board of the incident and together will decide on the communications that will take place with the Council of Commissioners and the media.

Analysis of Incident
Depending on the nature of the incident, the Director General will assign a Director of Service to ensure that an analysis of the incident is made, that the required corrective action is taken and that an incident report is completed. The analysis of the incident should consider: evaluation of the scene, gathering of physical evidence, gathering of facts, interviewing of witnesses, determining the cause, etc.

Debriefing
After the required corrective action has been taken to resolve the situation and normal school operations have resumed, a debriefing session to evaluate the effectiveness of the corrective action will occur involving the Director General, the Director of Schools, the Principal and the Director of Service(s) involved and a written report will be made which will be shared with the Chairman of the Board and the Safe and Caring Committee.
ACCIDENT REPORT FORM

LOCATION :

DATE :
TIME:
REPORTED BY:

LOCATION OF THE ACCIDENT:

TASKS BEING PERFORMED WHEN ACCIDENT OCCURRED:
INJURIES

NAMES OF PERSONS AFFECTED:

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

NATURE OF INJURY:

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

CAUSE OF INJURY:

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
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________________________________________________________________________________
PROPERTY, EQUIPMENT DAMAGE

DAMAGED ITEMS

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
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________________________________________________________________________________

WORK BEING DONE WHEN ACCIDENT OCCURRED:

DESCRIPTION OF WORK

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

NAMES OF PERSONS INVOLVED

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
In order to help us understand how the accident occurred, please do a drawing indicating all the pertinent information.
Additional Information

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ACCIDENT INVESTIGATION

INVESTIGATOR’S ASSESSMENT

HOW DID THE ACCIDENT OCCUR?

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
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ROOT CAUSE OF OCCURRENCE

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CONCLUSION

CAUSE OF ACCIDENT

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________________________________________________________________________________

PROBABILITY OF RECURRENTCE

________________________________________________________________________________
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________________________________________________________________________________
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________________________________________________________________________________

RECOMMENDATIONS TO PREVENT RECURRENTCE:

ACTION
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Elements to Include in the Annual Report Relative to the Health and Safety Policy:

- Health and Safety Committee meeting notes (usually 3 to 4 minimum per year). *Note: The list of meeting dates if the notes have already been sent to Lorraine Bouchard in Human Resources.*

- The September and January Visual Inspection reports. *Note: A general assessment of the state of the building is sufficient if both reports have already been sent to Ginette Laurin in Material Resources.*

- Evacuation drill reports (minimum of 3 in the fall and 3 in the spring).

- Lockdown drill report if practiced.

- Incident/accident inquest reports that occurred through the school year.

- A copy of the CSST booklet. *Note: A list of the dates is sufficient if copies have been sent to Lorraine Bouchard in Human Resources.*

- A one-page free form report containing the evaluation of the efficiency measures used throughout the year and recommendations on modifications to be made on both the human and the material aspects of the school.