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## Emergency Plan and Guide

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# For Whistler Waldorf School

7324 Kirkpatrick Way, Whistler, BC V8E 0E8



We are grateful for the support of:



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Approved August 2018  
Reviewed August 2021  
To be reviewed August 2022



## Table of Contents

WWS Emergency Plan and Guide .....	<b>7</b>
a. Introduction .....	7
b. Executive Overview .....	8
<b>2. Emergency Phone Numbers .....</b>	<b>10</b>
<b>3. WHERE TO GO FOR INFORMATION:.....</b>	<b>11</b>
<b>4. School Resource Numbers .....</b>	<b>11</b>
<b>5. Building Emergency Information .....</b>	<b>7</b>
i. Emergency Equipment .....	7
ii. Employees Trained in First Aid the Use of Emergency Equipment .....	7
<i>The following employees have received emergency equipment training:.....</i>	<i>7</i>
<b>7. Emergency Food .....</b>	<b>9</b>
<i>Tell the Dispatcher: .....</i>	<i>10</i>
<i>School Address: 7324 Kirkpatrick Way, Whistler, BC V8E OE8.....</i>	<i>10</i>
WWS Personnel Roles and Responsibilities .....	<b>12</b>
1. The Head of School is:.....	12
2. The Director of Business and Finance is:.....	12
The Director of Education and Director of Business and Finance must:.....	12
3. ....	12
4. Teachers, Support Staff and Students must:.....	13

[Type here]

Approved August 2018  
Reviewed August 2021  
To be reviewed August 2022



Response.....	13
Safety Trumps Privacy.....	13
<b>Planning for Emergency.....</b>	<b>14</b>
1. Faculty/Staff (Employee) Obligations.....	14
2. Orientation.....	14
3. Preparation regarding persons with special needs.....	14
4. Provincial Emergency Management Program and the RMOW's Emergency Plan Information.....	14
5. Critical Facilities.....	15
6. Physical School Site.....	15
7. Emergency Equipment and Storage.....	16
8. Emergency Student Release Plan.....	17
9. Communication.....	18
<b>Drills.....</b>	<b>19</b>
The Whistler Waldorf School follows the following procedures:.....	19
1. Fire Drills:.....	19
2. Earthquake Drills:.....	19
3. Lockdown Drills:.....	20
4. Administrative Fire Drill Procedures.....	20
<b>Emergency Response Procedures.....</b>	<b>21</b>
<i>In case of Emergency.....</i>	<i>21</i>
<b>In the Event of an Earthquake or an Explosion.....</b>	<b>22</b>
1. Inside the School Building.....	22
2. Outside the School Building.....	23
<b>In the Event of a Fire.....</b>	<b>23</b>
1. If you discover a fire.....	23
2. If a fire alarm sounds.....	23
<b>In the Event of a Lock Down / Lock Out /Shelter in Place.....</b>	<b>24</b>
1. Lockdown.....	24
[Type here]	

Approved August 2018  
Reviewed August 2021  
To be reviewed August 2022



2. All Clear .....	25
3. Lockout Hold & Secure.....	25
4. Shelter in Place .....	26
<b>Post Disaster Recovery, First 24 hours .....</b>	<b>27</b>
1. Basic Organization of School and Staff.....	27
2. Food and Water .....	27
<b>Risk Assessment.....</b>	<b>29</b>
1. SSC Risk/Hazard Assessment and Analysis.....	29
<b>Crisis Prevention: Ten Tips .....</b>	<b>11</b>
<b>Accident Investigation .....</b>	<b>12</b>
1. Procedure for Accident Investigation .....	12
<b>A. Immediate Investigation .....</b>	<b>12</b>
<b>B. Implement Remedial Actions .....</b>	<b>12</b>
<b>C. Discuss the Investigation Results.....</b>	<b>12</b>
<b>Reporting Procedures for Workers Compensation Act .....</b>	<b>13</b>
1. Required Procedures: .....	13
2. Procedures:.....	13
<b>Child Abuse Reporting / Attempted Suicide.....</b>	<b>14</b>
1. Procedures for Reporting Child Abuse and/or Neglect by a Parent/Guardian or Other Person: 14	
<b>Includes details about the circumstances and the reporter’s reasons for making the report.....</b>	<b>14</b>
<b>Cleaning up Body Fluid Spills – Standard Precautions.....</b>	<b>15</b>
<b>Concussion .....</b>	<b>15</b>
• <i>Is vomiting repeatedly.....</i>	<i>15</i>
<b>Death and Serious Illness .....</b>	<b>16</b>

[Type here]

Approved August 2018  
 Reviewed August 2021  
 To be reviewed August 2022



Disposal of Sharps .....	<b>16</b>
Emergency School Closure .....	<b>17</b>
1. Closure Before School Day Begins: .....	17
2. Closure During School Day / Early Dismissal: .....	17
Hazardous Material Spill / Explosion .....	<b>1</b>
3. Hazardous Materials Policy: .....	1
3. Hazardous Material Spill / Explosion Procedures .....	1
<i>Procedures (if spill is large or the chemical poses a health risk to students/staff): .....</i>	<i>1</i>
4. WHMIS Symbols .....	2
Hostile Individuals / Intruders .....	<b>3</b>
Intruders .....	<b>4</b>
1. Intruder Alert Procedures: .....	4
Medical Emergencies, Communicable Diseases, and Mental Health .....	<b>5</b>
1. Medical Emergencies .....	5
2. Communicable Diseases .....	5
3. Mental Health .....	6
4. Removal of a Student from School for Health Reasons .....	5
Missing Student .....	<b>7</b>
Power Outage .....	8
Social Media Safety – Students .....	<b>8</b>
➤ <i>Use privacy settings. ....</i>	<i>8</i>
Violent Incidents / Weapons .....	<b>9</b>
1. Prevention of Violent Incidents: .....	9
2. If a Violent Incident Occurs: .....	9
3. If Weapons are Involved: .....	9
Bomb Threat .....	<b>10</b>

[Type here]

Approved August 2018  
Reviewed August 2021  
To be reviewed August 2022



**CAUTION: Do not use radios, cellular phones or pagers, as they may trigger an electronic detonator. Do not touch a suspicious device or assume that there is just one device. ....10**

1. Procedure for Assessing Threat ..... 10

c. *Assess the caller. Is the caller:* .....10

d. *After the call:* .....10

2. Evacuation Procedures ..... 10

*Bomb in known location:* .....10

*Bomb in unknown location:* .....10

Appendices: To be updated Annually

1. Overall Site Plan
2. Floor Plans for Spruce Grove Building – Administrative building that faces the parking lot
3. Floor Plans for Upper Level of Spruce Grove Building
4. Floor Plans for Red Roof Building -
5. Floor Plans for Portables Buildings – 2013- 2016 visible from the parking lot, looking east.
6. Floor Plans for Early Childhood, Kindergarten, Grades 1 & 2
7. Location of Alternate Facility – Meadow Park Sports Centre
8. Map of Muster Point
9. Checklist of Emergency Food Items

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Approved August 2018  
 Reviewed August 2021  
 To be reviewed August 2022



## WWS Emergency Plan and Guide

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### a. Introduction

The preparation and maintenance of the school's Emergency Response Plan is a requirement for all British Columbia Independent schools. It is imperative that the school has a written Emergency Response Policy that aligns with the provincial Emergency Management Guide as indicated on the following Ministry of Education website:

<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/emergency-management-guide.pdf>

The Ministry of Education is responsible for producing, revising and updating this Guide. The primary point of contact for any questions and comments, as well as any requests for further resources not included in this Guide, is [EDUC.SafeSchool.Division@gov.bc.ca](mailto:EDUC.SafeSchool.Division@gov.bc.ca)

The **Whistler Waldorf School Emergency Response Plan** is intended as an emergency preparedness resource to lead faculty and staff members with instructions for activities that are to be completed in an emergency situation. If a crisis occurs, school personnel need to take immediate action to prevent and/or reduce the possibility of further accidents or tragedies. The school is not immune to any type of serious incident, whether natural or intentional, but the school can take preventative steps to minimize both immediate confusion and ultimate consequences of the incident. Staff that are well-trained in crisis management can help a school return to a normal routine as soon as possible in the event of a crisis.

It is extremely important that staff members consider their personal safety first and not approach any situation that would endanger their own safety or the safety of a student. School personnel should become familiar with the personal safety considerations outlined in this guide.

### Acknowledgements

1. BC MoE. *Emergency Management Planning Guide for Schools, Districts, and Authorities*. 2015.
2. Axis Insurance Managers Inc. *Risk Management Materials for FISA BC (Associate Member Group)*.
3. British Columbia Public School Employers' Association (BCPSEA).
4. BC Principals and Vice Principals Association (BCPVPA).
5. British Columbia School Safety Association, Vancouver School Board, Burnaby Board of Education, Langley School District. *OH&S Principles for Principals*. Flip Productions Ltd., Nanaimo, and Infoflip Medien GmbH, Germany.
6. Mennonite Educational Institute. *Critical Incident Quick Reference*.
7. Resort Municipality of Whistler, Erin Marriner, Emergency Program Coordinator, Protective Services (2018)

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To be reviewed August 2022



b. Executive Overview

In this section, we are including relevant information at a high level:

1. Emergency Action Checklist
2. Emergency Phone Numbers
3. “Where to Go for Information” when an Emergency Strikes
4. In School Resource Numbers
5. Building Emergency Information
  - i. Emergency Equipment Available on Site
  - ii. Employees Trained in First Aid
  - iii. Building Services – Our Primary Contact During School Hours & Outside of Regular School Hours (Evenings, Weekends, School Holidays)
6. Utilities – Our primary utility service providers (electrical, gas, water, heating, ventilations, sewage)
7. Emergency Food Locations
8. Resort Municipality of Whistler (RMOW) Hazards, Risks, Vulnerability Assessment, *Table of Hazards Taken from RMOW Hazard, Risk, Vulnerability Analysis, 2012*
9. List of Hazards on Site
10. School Profile and Demographics with Students, Teachers, Staff

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Reviewed August 2021  
To be reviewed August 2022





## 1. Emergency Action Checklist - Here's What We Do:

Emergency Action Checklist – Roles and Responsibilities	
Potential Task	Assigned To:
<b>Confirm that an emergency has occurred</b> – Fire bells are going off, or there is a Safety alert.	<b>Teachers/Staff</b>
<b>Contact the (Head of School) or Director of Business and Finance</b> if you notice a Safety Alert.	<b>Teachers/Staff</b>
<b>Assess the situation</b> – scale, severity, resources needed, etc.	<b>Head of School &amp; Director of Business and Finance</b>
<b>Establish Command</b> - Site Incident Commander takes control	<b>Head of School &amp; Director of Business and Finance</b>
<b>Determine and activate appropriate emergency response</b>	<b>Head of School &amp; Director of Business and Finance</b>
<b>Activate school/site team</b> – pre-assigned Response Team Functions	<b>Head of School &amp; Director of Business and Finance</b>
- <b>Ensure students are accounted for</b> – teachers to carry with them attendance sheets, emergency contact sheets (including medical alerts along with special requirements for students)	<b>Teachers</b>
- <b>Determine if parents need to be called</b>	<b>Head of School &amp; Director of Business and Finance</b>
- <b>Determine if school is safe to occupy.</b> Alternate shelter is Meadow Park Sports Centre, 10 min. walk north along Highway 99	<b>Head of School &amp; Director of Business and Finance</b>
- <b>Manage controlled release of students according to emergency contacts.</b>	<b>Teachers</b>
<b>Review</b> – review critical incident response and consider what worked and what could be improved	<b>Head of School &amp; Director of Business and Finance</b>

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## 2. Emergency Phone Numbers

### EMERGENCY PHONE NUMBERS

<b>Police, Fire, Ambulance</b>	<b>911</b>	
BC Hydro – Emergency Reporting	1-888-769-3766	
Poison Control	604-682-5050	
Wildfire Reporting	1-800-663-5555	
Conservation Officer	1-800-663-9453	
Police Non-Emergency	604-932-3044	4315 Blackcomb Way
Fire Non-Emergency	604-935-8260	4315 Blackcomb Way
Ambulance Non-Emergency	604-932-5894	7192 Lorimer Rd.
Whistler Health Care Centre Non-Emergency	604-932-4911	4380 Lorimer Rd.
<b>RMOW Municipal Hall (Public Information Line)</b>	<b>604-932-5535</b>	<b>4325 Blackcomb Way</b>
BC Ambulance Service	604-932-5894	7192 Lorimer Rd.
Whistler Health Care Centre	604-932-4911	4380 Lorimer Rd.
Municipal Public Works Yard	604-932-5535	8020        ters Rd

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### 3. WHERE TO GO FOR INFORMATION:

- i. WHISTLER WALDORF SCHOOL WEBSITE

<https://whistlerwaldorf.com/>

- ii. MOUNTAIN FM RADIO

<https://www.mountainfm.com/>

102.1-FM - News Department: 877-450-6397 / news@mountainfm.com

- iii. Resort Municipality of Whistler website [www.whistler.ca](http://www.whistler.ca)

RMOW Twitter @rmwhistler

RMOW Facebook rmowhistler

Name	Position	Work Phone	Cell Phone	Email
Erin Marriner	Alternate Emergency Program Coordinator	604-935-8473	604-967-2153	<a href="mailto:emarriner@whistler.ca">emarriner@whistler.ca</a>
Ryan Donohue	Alternate Emergency Program Coordinator	604-935-8473	604-698-6380	<a href="mailto:rdonohue@whistler.ca">rdonohue@whistler.ca</a>

### 4. School Resource Numbers

Name	Position	Work Phone	Cell Phone
Rubeena Sandhu	Head of School	604-932-1885 ext. 103	250-351-4287
Brian Gohlke	Director of Business Finance	604-932-1885 ext. 102	604-446-3177
Ali Blancher	High School Chair	604-932-1885 ext. 105	604-902-3399
Jayson Currie	Facilities Manager	604-932-1885	604-203-1746
Sea to Sky IT	<a href="mailto:help@seatoskyit.com">help@seatoskyit.com</a>	604-902-3087	604-902-3087

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## 5. Building Emergency Information

### i. Emergency Equipment

<b>First Aid Kits:</b>	Available in all classrooms
<b>Fire alarm(s):</b>	The main Fire Alarm System is in the Administration building (Spruce Grove) inside the main entrance. The second Fire Alarm System is in the Early Childhood building to the left as you walk from the parking lot. There is no Fire Alarm System in the back portables or the Red Roof building.
<b>Fire extinguisher(s):</b>	ABC multi-purpose dry chemical fire extinguishers are located in general locations throughout the Administration building (Spruce Grove) and each classroom including Red Roof and the portables.
<b>Emergency Lighting:</b>	In case of power failure, battery powered emergency lightning are used in the Administrative building (Spruce Grove) and on the exterior of the back portables and KG. All emergency exits are lit.

**Automated External Defibrillators:** No.

#### **Emergency communication equipment:**

Key staff such as Head of School and Director of Business and Finance have cell phones to use in an emergency. There is a Public Address (P.A.) system but only works with electricity (Grade 1, 2, 4 and Little Cedars (Playschool) and Briar Rose (Kindergarten). It is not connected to the fire alarm system.

**Emergency Generator:** Yes/No - No

**Location:** n/a

**Emergency Generator Hook-Ups (for a portable municipal generator):** No

**Location:** N/A

**Other:** N/A

### ii. Employees Trained in First Aid the Use of Emergency Equipment

**The following employees have received emergency equipment training:**

1. Olivia Hanna (Standard First Aid Level A 9/28/22)
2. Karina Pena (Emergency Child Care First Aid & CPR Level B 23/08/22)
3. Charlotte Jacklein (Wilderness First Aid Responder)
4. Akiko Matsunaga (Emergency Child Care First Aid & CPR Level B 26/10/21)
5. Jennifer Dodds (Emergency Child Care First Aid & CPR Level B 12/08/21)
6. Wes Feagan (Standard First Aid with CPR C 18/07/21)
7. MC Dionne (Emergency Child Care First Aid & CPR Level B 12/08/21)
8. Nina Moore ((Emergency Child Care First Aid & CPR Level B 17/01/23)

iii. **Building Services**

**Our Primary building services contact:**  
**Spruce Grove Building (Owned by the RMOW)**  
**Name:** Wayne Coughlin  
**Phone No:** 604-935-8313  
**Cell No.**  
**Email:** wcoughlin@whistler.ca

**Red Roof Build (Owned by the Whistler Arts Centre)**  
**Name:** Maureen Douglas, Executive Director  
**Phone No. 604-935-8410**

**6. Utilities – Shutoffs**

Utility	Building	Shutoff Location	Employee Responsible for Shut-off
Electrical	Spruce Grove	Main Floor of Spruce Grove on the left wall next to kitchen exit	Director of Business and Finance Facilities Manager
Gas	Spruce Grove	Location of Gas Shut-Off	Director of Business and Finance and Facilities
Water	Spruce Grove	Sprinkler Room, Main Floor Spruce Grove Building across from Kitchen	Director of Business and Finance or Facilities Manager
Heating, ventilating and	Spruce Grove	Location of HVAC	Director of Business and Finance or Facilities Manager
Electrical	Redroof	N.W. Room	Director of Business and Finance or Facilities Manager
Water	Redroof	In spruce Grove	Director of Business and Finance or Facilities Manager
Electrical	School House	Electrical Panel in Grade 5	Director of Business and Finance or Facilities Manager
Water	School House	Under the building	Director of Business and Finance or Facilities Manager
Electrical	HS Portables	In southeast corner classroom in boot-room	Director of Business and Finance or Facilities Manager

## 7. Emergency Food

Emergency Food Kits for KG to Grade 12 are currently stored in the Grade 5 classroom and the Grade 7 classroom. A new food order was placed on October 30, 2018. \*See attached Appendicies.

## 8. Resort Municipality of Whistler (RMOW) – Hazards for town of Whistler

Hazard	Risk Rating			
	Low	Medium	High	Very High
Debris Flow/Debris Flood		X		
Earthquake			X	
Epidemic/Pandemic		X		
Flood		X		
Hazardous Materials Accident		X		
Heat wave		X		
Ice Storm		X		
Interface Fire			X	
Interruption to Water Supply			X	
Power Outage		X		
Snowstorm (Major)		X		
Structure Fire		X		
Terrorism		X		
Volcano			X	
Volcanic Ash Fallout		X		
Windstorm	X			

*Taken from RMOW Hazard, Risk, Vulnerability Analysis, 2012*

## 9. List of Hazards on Site

Item	Location
Propane Tank #1	Behind Lower School Building
Propane Tank #2	To The East of Upper school Building
Sewer Access	In front of the Whistler Arts Council Building
HS Chemicals	Science room in back right of portables

**School Hours:** 8:30 – 3:15 pm (Monday through Thursday), 8:30 to 1:30 pm (Friday)

**Aftercare Program:** 3:30 – 5:30 Monday through Thursday; Friday closed).

**Months of Operation:** September 4<sup>th</sup> through June 30<sup>th</sup>. Administrative staff are often working in July & August and during school holidays.

**Number of students:**

- Playschool: 25 (1 daycare)
- Kindergarten: 13 (1 class)
- Grade 1 – 7: 107 (7 classes)
- Grade 8 – 12: 47 (5 classes)

192 at opening day-

**Number of Faculty/Staff:**

- Full-Time: 28
- Part-Time: 17

45

Special Needs: 1 identified student – Soskay Matsunaga (Grade 2)

### 10. Transportation Plan

Transportation Plan if the school cannot be occupied and it is not safe to stand outside. If it is not safe for staff and students to remain at the school and parents are not able to pick them up, the Director of Business and Finance will contact the **RMOW Emergency Operations Centre at 604-932-5535** and request transit buses to transport the children to Meadow Park Sports Facility. If no transit buses are available, staff and students will walk via the valley trail (or other safe route) to Meadow Park Sports Facility.



### Tell the Dispatcher:

**WHEN:** is the incident in progress, or did it happen in the past, and at what time?

**WHERE:** school name, exact school address, your name and date of birth, specific location of the emergency (i.e. hallway, classroom, gym, cafeteria, etc.). If outside, bordering street information and direction (north, south, east, west) is very helpful.

**WHAT:** nature of the incident: fight, drugs, unwanted suspicious person, threat, etc. Is the threat/suspect still present? Are there injuries? If so, extent of injuries?

**WEAPONS:** if weapons are involved, give specifics on the type and quantity.

**WHO:** name of suspects if known, and victims. Full descriptions of each suspect.

**School Address:** 7324 Kirkpatrick Way, Whistler, BC V8E OE8



## **“All Hazards” Approach**

*Safety Alerts refers to five basic all-hazard approaches that may be adapted as an appropriate response to most emergencies, disasters, or critical incidents. These are:*

**Drop/cover/hold on**

**Evacuate**

**Lockdown**

**Lockout**

**Shelter in place**

Safety Alerts are be used in response to a life-threatening emergency to ensure the safety of students, staff, and volunteers. Use the correct applicable term when announcing the Safety Alert.



## WWS Personnel Roles and Responsibilities

### 1. The Head of School is:

- the **Site Emergency Commander** during an emergency and has appointed the **Director of Business and Finance as the School Emergency Coordinator**.

#### Before an Emergency:

- must be fully conversant with the school emergency plan;

#### During an Emergency

- Assumes the role of Site Emergency Commander for the buildings and students and works closely with the Site Emergency Coordinator.

### 2. The Director of Business and Finance is:

- the **School Emergency Coordinator** as defined above and both work together in an emergency situation.

#### Before an emergency:

- must be fully conversant with the school emergency plan;
- ensures that supplies for the classroom and floor first aid kits and school trauma kit(s) are maintained;
- regularly checks the condition and stocking of supplies in the Emergency cupboard. coordinates emergency operations, including:
  - arranging for training of selected staff as necessary; and
  - adjusting the school Emergency Plan as necessary to improve its functionality.
- should provide information about emergency plans, supplies and procedures for faculty, staff and parent volunteers, and delegate responsibilities to staff with regard to their special abilities and normal functions; and accordance with the Director of Education.
- should inform parents about the school emergency plan through parent meetings and newsletters in accordance with the Director of Education.

#### During an emergency:

- assumes the role of Fire Safety Coordinator for the building;

### 3. The Head of School and Director of Business and Finance **must**:

#### Before an emergency:

- develop and implement emergency preparedness policies and standards;
- conduct regular drills annually:
  - Six fire drills (BC Fire Code requirement)
  - Three earthquake drills (BC Earthquake Alliance recommendation)
  - Two lockdown drills (RCMP recommendation)
- practice drills with local First Responders and include them in debriefing sessions

### During an Emergency

- take control and maintain order in an emergency, and work with community agencies;
- ensure that students return safely to parents or guardians as soon as possible
- report emergencies, disasters, and critical incidents to the Ministry promptly.

#### 4. Teachers, Support Staff and Students must:

##### Before an Emergency:

- be familiar with the emergency management plan
- understand their particular role in carrying it out
- students must also follow instructions given by their teachers

##### During an Emergency

- take control and maintain order in an emergency;
- ensure that students return safely to parents or guardians as soon as possible

## Response

When an emergency occurs, it is too late to look up what should be done. Action must be taken immediately, and effects of the emergency will be mitigated most effectively if staff and students are well-trained to take the appropriate actions. Such a response can only occur if extensive preparation has taken place.

### Duty of Care: *in loco parentis*

The legal concept of “in loco parentis” stipulates that educators are expected to use the same standard of care towards their students – both within the school and on school-sponsored field trips – as a prudent or careful parent would in the same circumstances.

In addition, teachers are expected to exercise special skills, abilities, or experience during certain school activities, even though the ordinary, careful parent might not be in a position to do so. Examples of the special standard of care expected of teachers occur during classes in a science lab, workshop, gymnasium, or “outdoor school.”

In an emergency, educators must ensure that students are cared for until they can be safely reunited with their parents or transferred to an appropriate medical or protective facility.

### Safety Trumps Privacy

Because teachers are in a unique position of responsibility towards their students, BC’s privacy laws allow disclosure to next of kin, school officials, and health care providers of information that would normally be protected if it affects the health or safety of a student or students. Teachers and school administrators are allowed the flexibility needed to deal with discipline problems in school, and to perform searches and seizures of prohibited items such as drugs or firearms if deemed necessary. As with all legal matters, legal advice should be sought.

## Planning for Emergency

### 1. Faculty/Staff (Employee) Obligations

1. Whistler Waldorf School employees must safeguard **the students under their care until the parents or emergency contacts have picked up their children**. Therefore, should a disaster occur during school hours, no employee should leave his/her assignment under any circumstances until officially released by the Director of Education or staff designate.

### 2. Orientation

- The **Head of School along with the Director of Business and Finance** should hold an orientation/refresher meeting(s) for all new and existing staff, at the beginning of each school year to:
  - introduce the school's Emergency Plan;
  - advise them the current preparedness status of the school
  - and on occasion, should arrange for a mock drill with police, fire, ambulance, etc, and a practice scenario where staff implement the drill as a refresher, especially if not done before, or at least once every three years.

### 3. Preparation regarding persons with special needs

- In planning for emergency responses, the school must identify any students or staff (**listed at reception**) who may have need for:
  - specialized feeding devices; personalized management of toileting and any specialized care required (colostomy etc.); administration of medications (e.g. Insulin); stocking medical supplies such as syringes or colostomy bags.

### 4. Provincial Emergency Management Program and the RMOW's Emergency Plan Information

- **Emergency Management British Columbia (South West Region)**

Tel: 604-586-4390

Web: <http://www2.gov.bc.ca/gov/content/safety/emergency-preparedness-response-recovery>

- **RMOW Emergency Program Coordinator, Erin Marriner**

Tel. - 604-935-8473 / Cell – 604-967-2153

Email [emarriner@whistler.ca](mailto:emarriner@whistler.ca)

Web:

[https://www.whistler.ca/sites/default/files/related/comprehensive\\_emergency\\_management\\_plan\\_digital.pdf](https://www.whistler.ca/sites/default/files/related/comprehensive_emergency_management_plan_digital.pdf)

## 5. Critical Facilities

The primary critical facility for coordination of non-routine emergencies is the Municipality's Emergency Operations Centre (EOC) located in the Public Safety Building. In addition to the EOC, first response facilities are of critical importance to carrying out emergency response activities. These include EOC – Public Safety building/RCMP, BC Ambulance Service, and Whistler Health Care Centre:

<b>1. EOC – Public Safety Building/RCMP</b>	4315 Blackcomb Way <b>RMOW Emergency Program Coordinator, Erin Marriner</b> <b>Tel. - 604-935-8473 / Cell – 604-967-2153</b>
<b>2. BC Ambulance Service</b>	7192 Lorimer Rd. <b>604-932-5894</b>
<b>3. Whistler Health Care Centre</b>	4380 Lorimer Rd. <b>604-932-4911</b>

## 6. Physical School Site

The Whistler Waldorf School has an adequate number of staff members trained in First Aid and CPR, based on the size of the school (one per 100 students and staff). They are listed at Reception. The school Emergency Plan Binder must incorporate site-specific information containing, but not limited to, the following:

- **Evacuation floor plan showing exit routes, exits, fire extinguishers, and fire alarm pull-stations;**
- **Up-to-date class lists for the current school year;**
- **Completed checklists and inventory lists:**
  - School Earthquake Hazard Assessment
  - Simple Building Damage Assessment
  - Emergency Cupboard
  - Persons Requiring Assistance Information Sheet
- **Map of school and grounds showing location of:**
  - emergency administration area
  - marshalling area(s) for classes

- first aid shelter and sanitation areas
- **Floor plan of facility showing location of:**
  - shut-off valves for gas & water
  - main breaker for electrical shut-off
  - medical kits and their contents
  - emergency equipment
  - student emergency release data
  - emergency supplies of water in the school
  - any other possible hazards (i.e. chemicals, kilns, large windows);
- **Maps of surrounding area (downloaded from Google Maps or other).**
- **Locate the School's Emergency Plan Binder in a readily accessible area in the school office.**
- **The school should have directory maps posted at various locations within the school showing your location and the nearest exit routes.**
- **In case of evacuation (planned or unplanned), each classroom should be equipped:**
  - first aid kit;
  - up-to-date class list; and
- **An Emergency Cupboard** is located in the Grade 5 and 7 classrooms. The cupboard contains emergency food supplies to support students who may need to remain at the school for a period of time after an emergency as well as a first aid kit.
- **First Aid Supplies and Storage**
  - The main first aid supplies are kept at the reception desk in the field house. The receptionist is assigned to ensure that these kits are removed as the building is evacuated.
  - The Classroom grab and go kits, school floor first aid kits should be checked by school staff a minimum of three times per year:
    - in August or September before the students begin classes;
    - following Winter Break; and
    - at the end of the school year.
  - They should also be checked if the school is going to be used for summer school.

## 7. Emergency Equipment and Storage

- The following should be stored on site, preferably in the Emergency Container:
  - A list of stores is to be maintained and storage locations are to be identified in the school's Emergency Plan Binder and on maps.
  - Communication equipment, such as SOS banners, flags, signage, etc.
- The Equipment/Supplies in the Emergency Cupboard in the Grade 4 Classroom and the Emergency Cupboard in Spruce Grove should be checked by the Facilities Maintenance Manager a minimum of three times per year:

- in August or September before the students begin classes;
- following Winter Break; and
- at the end of the school year.

## 8. Emergency Student Release Plan

- In the event of an earthquake or other serious emergency, the school may implement a controlled release of students to ensure their safety and well-being. Students may be released to emergency contacts provided by parents at the time of registration **as well as through regular reminders to update emergency contacts communicated through notices by the Registrar/Reception**. A list of student name(s), parent, guardian contact information and well as an emergency contacts will be kept in several locations at the school.
  - #1/4 – Main Reception in the Spruce Grove Building
  - #2/4 - Grade 1 Classroom in the old portables (often referred to as the “School House”)
  - #3/4 - Grade 4 Classroom in the new portables (often referred to as the “High School Portables”)
  - #4/4 – Red Roof Building
- Information regarding a student’s medical condition including any life-threatening medical conditions, medications and severe allergies, will be attached to such lists.
- The school is prepared to care for students in the event of an emergency until the parent or an authorized alternate are able to pick him or her up. We have been advised to plan on being self-sufficient for 72 hours following a major emergency. Our school holds regular emergency drills and we encourage parents to discuss how they expect their child to behave and respond during an emergency or disaster situation.
  - The school will call parents in an emergency with clear instructions regarding Plan A, B or C.
    - **Plan A** – This is an emergency and we want you to pick up your child (ren) from the school, if you are not able then please use Plan B.
    - **Plan B** – Since your child (ren) cannot be picked up, we will use “shelter in space” at the school.
    - **Plan C** - This is an emergency and we will need you to pick your child (ren) up from our previously stated alternate facility at Meadow Park Sports Centre
  - We ask Parents to NOT immediately drive to the school. The roads may be in disrepair and must be kept clear for emergency vehicles.
  - We ask Parent to familiarize themselves with the school’s emergency preparedness plans and procedures available on the school’s website
- Students will be released only to their parents or a person designated as an emergency contact. The release station will be the office reception, or if unusable, at the front of the school or other designated area. Parents will be asked to please report there.
- Upon release of students, a record shall be kept of the name of the authorized person, the time released and expected destination.

## 9. Communication

- The School must be prepared to maintain communications at two levels:
  - **Level One Communications**  
For Level One communications, staff cell phones will be used to communicate within the evacuation assembly area.
  - **For Level Two communications:**  
The RMOW Emergency Program Office, in conjunction with the Whistler Emergency Radio Team provides alternate emergency communications to the RMOW. It is intended that, in the event of telephone, or cellular phone systems failure, schools will send a designated “runner” to the Emergency Operations Centre (EOC) at the Public Safety Building @ 4315 Blackcomb Way, as a means of sending a situation report from the Principal/Director of Education to the EOC.

# Drills

The Whistler Waldorf School follows the following procedures:

## 1. Fire Drills:

- The school follows the BC Fire Code 1998, Section 2.8.3:
  - in schools attended by children, total evacuation drills shall be held at least six times in each of the fall and spring school terms
- See Fire Alarm Procedure. These procedures should be given to each teacher to implement in the classroom.

## 2. Earthquake Drills:

- Earthquake drills are conducted at least **three** times each year:
  - once in October as part of the Great BC Shakeout (“Drop, Cover, Hold” drill, with evacuation);
  - once in January (“Drop, Cover, Hold” drill, no evacuation); and
  - during Emergency Preparedness week in May, (complete drill, including evacuation).
- These drills are preceded by classroom discussions as to why they are needed and what the purpose of the drills is.
- Director of Business and Finance will Ring the Bell and shout drop, cover, hold and teachers will do in classroom
- All staff will count 60 seconds out loud.
- Classrooms are evacuated using Buddy System and teachers to bring emergency contact list and First Aid Bag.
- Follow evacuation rules of Don’t Push, Don’t Talk, Don’t Run, Don’t Turn Back!
- Where a potential hazard is discovered, during the course of the drill, the Director of Business and Finance should take immediate action to have the matter remedied.
- Standard classroom response actions are to be reviewed each September. It is important to debrief each drill, discussing possible problems such as aftershocks, paths blocked by debris or injuries. i.e in case of aftershock shout “Drop, Cover, and Hold on” and have children crouch not go down on one knee.
- See Earthquake Procedures. These procedures should be given to each teacher to implement in the classroom.
- Once a year review with staff what happens after evacuation and the various scenarios that could happen.



### 3. Lockdown Drills:

- Lockdown drills are to be held at least once annually, preferably **twice**.
- See Lockdown Procedure.

The Annual Earthquake/Fire/Lockdown Drill Log is to be maintained by the Director of Business and Finance following each drill.

### 4. Administrative Fire Drill Procedures

#### 1. Grades K-12:

- a. Fire Drills are to be conducted six (6) times during the course of the school year.

Licensed Programs: (At WWS this is the Little Cedar's Playschool)

- b. Fire Drills (with or without grades K-12) are to be conducted at least once (1) a month each month over the course of the school year.

#### 2. Prior to fire drill, the Director of Business in Finance with the Facilities Manager (or designate) will:

#### 3. Notify the Monitoring Station **Kristen McCaffery** FCM CLERK Facility Construction Management RMOW TEL: 604-935-8339 E-MAIL: [kmccaffery@whistler.ca](mailto:kmccaffery@whistler.ca) to confirm drill.

- a. Call local fire station to notify scheduled date and time. 604 935-8260 (fire@whistler.ca)
- b. Call Sea to Sky Security (Security for portables) to confirm we are having a fire drill @ 604-306-6485

#### 4. Commence evacuation following the [Fire Alarm Procedures](#) (see below).

#### 5. Once all students are accounted for, the Director of Business and Finance, Facilities Manager or designate will let Sea to Sky Security know to unarm.

#### 6. Notify the Monitoring Station **Kristen McCaffery** FCM CLERK Facility Construction Management RMOW TEL: 604-935-8339 E-MAIL: [kmccaffery@whistler.ca](mailto:kmccaffery@whistler.ca) to confirm completion of drill.

#### 7. Update the Fire/Emergency Drill log sheet and keep in convenient location for viewing by Fire Inspector.

If fire alarm rings and it is not a drill, the Director of Business and Finance (or designate) will:

- Ensure evacuation proceeds, following the [Fire Alarm Procedures](#).
- Go to the fire alarm panel and ascertain from where the alarm was initiated and by what means (alarm pull or smoke detector).

- Send a designated staff member to the indicated location to determine if there is a fire or if it is a false alarm, and report back to the office.
- Notify results to the Monitoring Station and the Fire Department.
- Wait for the Fire Department to arrive if it is a fire, or reset the system following steps above if it was a false alarm.

## Emergency Response Procedures

Safety Alerts are used in response to a life-threatening emergency to ensure the safety of students, staff, and volunteers. Please refer to the five All-Hazard Emergency Responses (page 18 above). Use the correct applicable term when announcing the Safety Alert.

### In case of Emergency

- will issue or delegate issue of Safety Alert verbally: ***“This is a (Drop-Cover-Hold On, Evacuate, Lockdown, Lockout, or Shelter in Place) Safety Alert. Secure the area.”***

When an emergency occurs, it is too late to refer to this manual. Everyone should know their role and set the plan into motion. Response involves implementation of the school’s/site’s Emergency Plan, and includes the following actions:

- Assess the situation - scale, severity, resources needed, etc.
- Establish command - Site Incident Commander [the school’s Principal) takes control
- Determine and activate appropriate emergency response - consider the 5 key responses and the nature of the situation.
- Activate school/site team - pre-assigned Response Function Teams functions.
- Execute the emergency Plan - put the plan into action; liaise with the first responders.
- Manage the incident - focus on student and staff safety/comfort, deploy human and other resources, manage student release, etc.
- Review - review critical incident response and consider what worked and what could be improved.

It is important to note that some of these actions may occur simultaneously and may take place in a different order. These actions serve as a guide for initiating an emergency response.

## In the Event of an Earthquake or an Explosion

### 1. Inside the School Building

- At the first indication of an earthquake, explosion or other event that causes the building to shake, take immediate action.
  - **The teacher shall issue the DROP, COVER AND HOLD command to students.**
- Students and teacher shall immediately face away from windows and
  - DROP - drop to ground to lower a person's centre of gravity
  - COVER - take cover under a sturdy desk, table or counter.
  - HOLD - brace yourself and hold onto a table leg and cover back of neck and head area with one arm until the shaking has stopped. During the drill, count aloud as it is calming.
- Students, teachers and/or staff separated from their class (i.e. in hallways, stairwells, washrooms or other areas where no cover is available) should SQUAT AND COVER - move to an interior wall, turn away from windows, kneel alongside the wall, bend over into a "crash" position and bring head close to knees, cover sides of head with elbows and clasp hands firmly behind neck.
- Teachers must immediately take steps to protect themselves and prevent personal injury during an earthquake as they play an extremely important role in comforting and assisting students through the post disaster stages. If the teacher is injured, two student monitors should have designated authority to give instructions.
- After the shaking has stopped, start counting aloud again to sixty (60).
- Check self for injuries by running your hands over your head, limbs, etc. then check other people around you and ask if they are okay. Apply lifesaving first aid only – do not delay the evacuation of uninjured occupants. The seriously injured must be left for the school's Search and Rescue Team to extract.
- If the building or area of the building becomes unsafe, evacuation may be called for. Proceed to next steps.
- Collect classroom emergency supplies (including Classroom First Aid Kits, any Comfort/ Survival Kits, teacher vest, emergency student release forms) and if possible, gather coats.
- Evacuate building in a CALM quiet orderly manner, single file WEARING SHOES, following instructions by teachers or monitors to designated **assembly point**.
- Follow predetermined evacuation routes. Be prepared to use alternate evacuation exits or routes if planned routes or exits are blocked.
- If there is a requirement to evacuate the school, the school should not be re- occupied until instructed by the Director of Education or designate.

## 2. Outside the School Building

- If outside the building but on the school grounds when an earthquake occurs, proceed immediately to the nearest designated **EVACUATION ASSEMBLY AREA** and wait for further instructions.
- After the earthquake, if on the way to school, continue to school. If on the way home, continue home.

## In the Event of a Fire

### 1. If you discover a fire

- ACTIVATE a fire alarm pull station.
- CLOSE doors.
- PHONE 9-1-1 if possible; give your name, location and nature of fire or emergency.
- EVACUATE the building via the nearest safe exit. DO NOT use the elevator in Spruce Grove.
- ASSIST persons requiring assistance.
- PROCEED to the main entrance (outside) and REPORT to the Fire Department.

### 2. If a fire alarm sounds

- All instruction and activity shall cease, machinery should be shut down, gas/oil- burning apparatus and appliances other than those used for heating the building should be shut off, lights turned off and the pupils should remain still to await further orders.
- The LS teacher will take the emergency student release forms and HS teachers will take the emergency student release forms and records of attendance as may be available.
- The receptionist will take all emergency student release forms and keep possession of them until the end of the alarm.
- The teacher will open the classroom door, determine the evacuation route to be taken and lead the class out of the building in a quiet, orderly manner to the EMERGENCY EVACUATION AREA.
- Staff and students outside the classroom and still in the building shall go to the nearest corridor, leave the building and report to their class outside the building.
- Staff will check to see if washrooms or other rooms are unoccupied.
  - Director or Enrollment and the communications manager will check kitchen and field behind kitchen
  - Director of Business and Finance and Finance Manger will check girls, boys and handicap washroom
  - Head of School and or Lower School Chair, HS Chair will check student support, staff room, and Spruce Grove
  - Registrar and will check back classroom

- Once assembled at the EMERGENCY EVACUATION AREA, the teacher shall check the names and the number of students. The Director of Education should be advised of the names of missing students.
- Teachers, Teaching Assistants and other adults not enrolling classes should report directly to the Director of Business and Finance.
- Students will remain at their location until dismissed by the Director of Education or person-in-charge.
- No person shall enter the school until the Director of Education or designate has given an all clear.

## In the Event of a Lock Down / Lock Out /Shelter in Place

Lockdown / lock out is used to prevent intruders from entering occupied areas of a building or when it is necessary to isolate students and staff from a danger outside or within the building. Situations include active shooters or dangerous intruders. Staff and students are restricted in their movements to a specific area which is then protected through locking of exterior and classroom doors and covering windows.

### 1. Lockdown

This procedure is used when there is an **immediate and imminent threat to the school building population**. School staff and students are secured in the rooms they are currently in and no one is allowed to leave until the situation has been safely resolved or evacuated safely. Most commonly implemented when building has an intruder. Steps to implement a lockdown after a threat has been identified:

- Lockdown signal is given by blowing Air Horn in 3 long blasts.
- Office staff call 911.
- All person's report to nearest securable room.
- Teachers refer to classroom maps with secure areas highlighted.
- Teachers/Staff check hallways for students and follow pre-set instructions to
  - Secure and barricade doors
  - Turn out lights
  - Cover windows
  - Pull shades
  - Move students out of line of sight of door and windows
  - Hide in areas designated by map
  - No Talking!
- Teachers/Staff are not allowed to open doors for **ANYONE** under **ANY** circumstances.
- Teachers/Staff take attendance and record staff/students that are in the room, missing and extra students from the hall and await further instructions.
- All activities cease.
- **Ignore** Fire alarms unless first-hand knowledge of fire.
- If exiting, go to rally point – predetermined site or to where directed by police.
  - In the event of an Active Shooter/Homicide in Progress:
    - Follow instructions above. Stay secure/barricaded and hidden!

- Proximity = Jeopardy. In the presence of deadly threat, discretion to remain in lockdown, confront the intruder or to evacuate immediately leave by means other than hallways may have to be exercised.
- Go to the rally point.

## 2. All Clear

- “All Clear” (repeated 3 times) will be announced verbally. Called only after building is secured and most have been evacuated by police. Only open/come out for identified police officer.

## 3. Lockout Hold & Secure

This is a procedure, which allows the school to continue with the normal school day but forbids outside activity and unnecessary room to room transit. No unauthorized personnel are to enter the building. Most commonly used when incident is occurring outside school building, on or off school property, and there is no immediate or active threat.

- Steps to implement a Code Yellow lockdown after a possible threat has been identified:
  - Lockout signal is given - “This is a lockout – hold and secure announcement...” (repeated 3 times).
  - Office staff may call 911.
  - Staff/Students return to home classrooms. Have students who are outside immediately return to school building by bell tone or bullhorn signal.
  - Administrators and/or assigned staff - check that all exterior doors and entrances are locked and secure. Non-enrolling teachers/staff report back to the nearest classroom.
  - Teachers/Staff secure classrooms, cover exterior windows, take attendance and record staff/students that are in the room, missing and extra students from the hall and await further instructions.
  - Students do quiet seatwork. Do not open doors (no bathroom/drinks). Ignore fire alarms unless first-hand knowledge of fire.
  - Monitor main entrance and allow only AUTHORIZED personnel into building through this point.
  - Lockout may move to a lockdown should threat become immediate and active.

## 4. Shelter in Place

A shelter in place order is used when personal safety is considered to be in danger if anyone leaves the school. It is usually associated with an environmental hazard where hazardous materials are released into the atmosphere. For example, a chemical spill or gas leak in the immediate vicinity of the school. Shelter in place might also be used in the case of a wild animal in the vicinity of the school (e.g. bear).

In the case of environmental hazards, steps may need to be taken to ensure the school is airtight – turning off furnaces, air conditioning, closing fume hoods and exhaust systems, covering and taping windows – and that the air is safe to breath.

## Post Disaster Recovery, First 24 hours

### 1. Basic Organization of School and Staff

Staff should immediately establish a Command Centre and begin performing pre-assigned team roles. These include: calming and reassuring frightened persons and providing first aid to injured persons; checking and accounting for all those who were in the building and organizing search and rescue teams to locate missing or seriously injured persons; assessing structural damage; extinguishing small fires and checking damage to utilities:

- If necessary, shut off main power, gas and water. In general, natural gas should not be shut off unless made necessary by the smell of leaking gas in the building. Similarly, the water and electricity should be shut off only if leaving it on causes endangerment or damage to people or property.
- The Director of Business and Finance should establish a place to locate a wrench and keys to the gas enclosure, and the electrical vault, and should determine where the water shut off is located in the building.
- Since the electrical vault is a life-threatening environment; extreme care must be used in turning off the power. Do not stand directly in front of the main fuse box when shutting off or turning on the power.
- Sealing off areas where hazardous materials have been spilled.
- Establishing first aid centre, search & rescue, food & water, shelter and sanitation areas.

#### Teachers need to:

- Immediately account for all students and report to the Command Centre noting possible whereabouts of any missing student, i.e. washroom etc.
- Assess the condition of all adults and students in their charge and report status to the Command Centre.
- Record the name of any student released to first aid centre. If a child has been released to the first aid centre without identification, the teacher should see that this is done as soon as possible after accounting for other class members.
- Distribute comfort kits and see that each student wears identification. Have each student put on rain gear (orange garbage bag) if weather dictates.
- Record the release of any student whose parent or authorized designate has arrived to pick-up the child, or in the case of secondary school students, recording the names of those who have requested a release to go home or to retrieve younger siblings.

### 2. Food and Water

The emergency storage in two locations (the Grade 4 Classroom and the Grade 7 classroom) have sufficient food rations to feed staff and students expected to be on site for the first seventy-two



hours. Portions are 3 food rations per adult/teen per day and 3 food rations per 2 children per day. The emergency container should have sufficient water rations for staff and students expected to be on site for the first seventy-two hours. Portions are 3 water rations per person per day. A good rule of thumb is to allow for 25% of the student population and 50% of the staff population. Expiry dates need to be checked annually, with expired water rations replaced.

## Risk Assessment

The Director of Business and Finance establishes a School Safety Committee (SSC) and clearly outlining its duties constitutes a conscientious effort to fulfill this obligation. On this committee are the Director of Business and Finance, the Facilities Manager and the Receptionist / First Responder, and the Faculty Chairs.

### 1. SSC Risk/Hazard Assessment and Analysis

- The Facilities Manager and the Director of Business and Finance conduct workplace inspections and identify risks/hazards
- Facilities Manager makes an inventory of hazardous materials kept on the premises and their location.
- The Director of Business and Finance establishes and updates procedures for a variety of emergency situations and inform staff of appropriate actions to be taken in each type of emergency.
- The Director of Business and Finance develops and updates safety plans, responses, and reporting of incidents.
- The Director of Business and Finance, along with members of the School Safety Committee provide orientation for staff members, including:
  - Emergency procedures, including alarm announcements, communication strategies, exits and meeting points, off-site meeting points, fire alarm and extinguisher locations, earthquake kits, and lock down procedures
  - Procedures for emergencies involving hazardous materials
  - Procedures for reporting an accident, violent incident, or injury
  - Procedures for cleaning up blood and other bodily fluids
- The names of First Aid Attendant(s) and location of medical room and supplies are posted at reception.

## Crisis Prevention: Ten Tips

1. **Be empathic.** Avoid judging or dismissing the feelings of the person in crisis.
2. **Clarify messages.** Ask questions to encourage clear communication. Use both silence and restatements of the statements made by the person in crisis strategically to create a calm environment in which to deal with the emergency.
3. **Respect personal space.** Stand at least 1.5-3.0 feet from a person who is acting out. Invading personal space may increase anxiety or aggressiveness.
4. **Be aware of your body position.** Standing eye-to-eye and toe-to-toe sends a challenging message. Stand one leg-length away and at an angle to the side.
5. **Ignore challenging questions.** When challenged by a person under your authority, redirect his/her attention to the issue at hand. Avoid power struggles.
6. **Permit verbal venting when possible.** Releasing energy by venting verbally may avert escalation to physical altercation. If suitable, state reasonable limits during lulls in the venting process, always in a calm and level tone of voice.
7. **Set and enforce reasonable limits.** State limits and directives clearly and concisely. Offer choices and enforceable consequences to the acting-out individual.
8. **Keep your nonverbal cues nonthreatening.** The more the individual loses control, the less s/he listens to your actual words. More attention is paid to your nonverbal communication. Keep gestures, facial expressions, movements, and tone of voice relaxed and calm.
9. **Avoid overreacting.** Remain calm, rational, and professional. Your response will affect the acting-out person's behaviour.
10. **Use physical techniques only as a last resort, and only if the individual or others are in danger.** Use the least restrictive method of intervention possible. Physical interventions should be used only by competent/trained staff, as they may be dangerous.

## Accident Investigation

All serious accidents, accidents resulting in medical attention, and close-call incidents are investigated immediately after occurrence by the Head of School or the Director of Business and Finance in coordination of the School Safety Committee.

Other employees may be involved and this can include:

- A person knowledgeable of the activity being performed at the time of the accident,
- A member of the SSC

The purpose of the accident investigation is to *find the causes* rather than to establish fault.

### 1. Procedure for Accident Investigation

#### A. Immediate Investigation

The Head of School or designated administrator can immediately initiate the investigation of any incident by:

- Summoning the employee most suitable to assist with the investigation
- Using the WorkSafeBC form found at <http://www.worksafebc.com/forms/assets/PDF/52E40.pdf>
- Inspecting the scene of the accident and taking notes of all equipment, materials, weather and environmental conditions, etc., that were being used or may have contributed to the occurrence
- Interviewing eyewitnesses
- If the incident was serious, obtaining written statements from witnesses and other people who may have been involved in the incident
- Taking pictures, if appropriate
- Completing the *Incident Investigation Report* and forwarding it to the Health and Safety Officer or Administrator.

#### B. Implement Remedial Actions

The Head of School or designated administrator ensures that the implementation of all necessary measures to prevent further consequences or similar future occurrences.

#### C. Discuss the Investigation Results

The designated administrator must provide a report of the findings of the investigation to the SSC.

## Reporting Procedures for Workers Compensation Act

The Workers Compensation Act makes the school responsible for reporting accidents within set time frames, as follows:

### 1. Required Procedures:

#### A. Serious Incidents

- Must be reported immediately via phone call to WCB at: **604-935-5350** (1055 Millar Creek Road, Whistler).
- Include serious injuries or sudden health changes that may result in death or severe incapacities, such as heart attacks, strokes, explosions, collapse of structures, etc.

#### B. Accidents Requiring Medical Attention

- Must be reported within three days via WCB Form 7 or Employer Connect, *Employer's Report of Injury* form.
- First Aid Attendants must record in first aid log and assist in filling of Form 7.

#### C. Pressure Vessels Incidents

- Must be reported immediately to the government's Boilers and Pressure Vessels Branch
- Include boiler explosions or serious malfunctions

#### D. Chemical Spills and Discharges

- Must be reported immediately to the Fire Department fire hall closest to your school at phone number at [\(604\) 932-5535](tel:6049325535) or 911.

#### E. Communicable Diseases causing illness in 10% or more of the student population

- Must be reported to the Regional Health Authority phone number at **604-932-4911** (Whistler Health Care Centre)

### 2. Procedures:

- Injured Employee must report incident immediately to The Head of School or The Director of Business and Finance or designated administrator via WCB Form 6A *Worker's Report of Injury or Industrial Disease to Employer* or school approved form. If the employee sought medical attention, s/he must report doctor visit to administrator and first aid attendant as soon as possible.
- First Aid Attendant must report to the administrator all first aid treatment cases.
- The Head of School or The Director of Business and Finance or designated administrator must report to the SSC all incidents within 24 hours, by faxing or sending an electronic copy of *Interim Incident Report Form* and WCB Form 7. Form 7 should also include First Aid information.
- SSC must report to WCB all incidents reported by administrators and supervisors within the set time period.

## Child Abuse Reporting / Attempted Suicide

*\*Refer to FISA BC Child Abuse and Neglect Policy Template for Detailed Information*

### 1. Procedures for Reporting Child Abuse and/or Neglect by a Parent/Guardian or Other Person:

- If any employee of Whistler Waldorf School has reason to believe<sup>1</sup> that a student is in need of protection<sup>2</sup>, this employee must promptly report<sup>3</sup> by phone the matter to the local child protection office where the child has residence (see phone numbers listed in the Emergency Numbers section of this document). It is the responsibility of the child protection worker to assess and, if needed, investigate, not the responsibility of the person doing the reporting.
- When making the report, inform the Head of School in a timely fashion.
- Document the report and maintain confidentiality of the report.
- Do not contact the alleged person involved in the abuse.

<sup>1</sup>The belief need not be certain and is based on information the employee has received or has witnessed.

<sup>2</sup>A student needs protection in any of the following circumstances: if the student has been, or is likely to be, physically harmed, sexually abused, neglected or exploited, physically or emotionally harmed by the child's parent and/or parent's conduct. The matter must also be reported when harm may be coming from another person and the child's parent is unwilling or unable to protect his or her child.

<sup>3</sup>Before reporting, make sure you have relevant information about the child and the child's family. This

**includes details about the circumstances and the reporter's reasons for making the report.**

## Cleaning up Body Fluid Spills – Standard Precautions

1. Spills of body fluids such as blood, feces, nasal and eye discharges, saliva and vomit must be cleaned up immediately.
2. Wear disposable gloves. Be careful not to get any of the spilled fluid in your eyes, nose, mouth, or open sores.
3. Clean and disinfect any surfaces on which body fluids have been spilled. An effective disinfectant solution is Virox AHP.
4. Discard fluid-contaminated material in a plastic bag along with the disposable gloves. The bag must be securely sealed and disposed of according to local guidance.
5. Non-disposable mop heads and contaminated clothing should be laundered at a minimum of 60 degrees C in water and detergent.

## Concussion

A concussion is an injury to the brain caused by a blow or jolt to the head, face or neck. A concussion causes disruption of normal brain functioning. An individual does not have to lose consciousness to sustain a concussion.

Concussions can occur in sports, as a result of a motor vehicle crash, from an assault or in a fall. If the victim exhibits any of the following symptoms, call 911 immediately:

- Is vomiting repeatedly
- Has unequal pupils
- Is confused or agitated
- Has weakness on one side of the body
- Passes out or is unconscious
- Is very drowsy or unable to wake up
- Has neck pain after a fall
- Has slurred speech
- Has a seizure

Further information regarding symptoms and strategies for recovery can be found at:  
[http://www.bced.gov.bc.ca/specialed/docs/concussion\\_brochure.pdf](http://www.bced.gov.bc.ca/specialed/docs/concussion_brochure.pdf)

## Death and Serious Illness

- ❖ Confirm details.
- ❖ Call 911.
- ❖ Notify the Head of School immediately.
- ❖ Where death or serious injury occurs to a non-employee in connection with a school activity, contact the Head of School to appoint an insurance investigator.
- ❖ Activate the SSC.
- ❖ Create a communication plan for staff, students, parents, and media.
- ❖ Media communications are coordinated by the Head of School.
- ❖ Meet with staff.
- ❖ Prepare a statement for staff to read to students (do not use PA system).
- ❖ Prepare a letter to be sent home to parents/guardians.
- ❖ Encourage students to stay in school unless they are released to parents; emphasize the process of caring and grieving, which can be facilitated best in school.
- ❖ Make sure that students sign out before they are released to go home.
- ❖ Ensure students are supervised until they are picked up or released.
- ❖ Circulate among students and staff as they change classes, eat lunch, etc.
- ❖ Set aside specific rooms and identify staff to provide support to other students/staff.
- ❖ Obtain assistance of community agencies as required.
- ❖ Re-establish routine as quickly as is reasonably possible.
- ❖ Complete an accident report if incident occurred at school or en route to or from school.

## Disposal of Sharps

1. Never place loose needles and other sharps (those that are not placed in a sharps disposal container) in the household or public trash cans or recycling bins, and never flush them down the toilet.
2. Place all needles and other sharps in a sharps disposal container immediately after they have been used and follow FDA guidelines to dispose of sharps containers.  
<http://www.fda.gov/MedicalDevices/ProductsandMedicalProcedures/HomeHealthandConsumer/ConsumerProducts/Sharps/ucm263240.htm>



## Emergency School Closure

### 1. Closure Before School Day Begins:

Consult with the Head of School and obtain recommendations.

- ◆ In the event the S/H/P is unavailable, contact the **Director of Business and Finance** or designate.
- ◆ Contact **BC Hydro – 1-888-769-3766** in the event of a power outage, if necessary.
- ◆ The Head of School to contact local radio and TV stations to request school closure Announcement
  - UPDATE WHISTLER WALDORF SCHOOL WEBSITE (Via Communications Manager)
    - <https://whistlerwaldorf.com/>
  - MOUNTAIN FM RADIO – 102.1 FM
    - <https://www.mountainfm.com/>
  - Contact BC Transit **Tel: 604-932-5535** with information about closure.
- ◆ Contact **TOCs** to inform them of school closure
- ◆ Teachers **and staff** may not be required to attend when the school has been declared closed, based on school policy **regarding safety**.
- ◆ **Support staff should consult with their supervisor.**

### 2. Closure During School Day / Early Dismissal:

Contact the Head of School (Rubeena Sandhu) and obtain recommendations.

- ◆ In the event the Head of School is unavailable, contact the Director of Business and Finance or designate.
- ◆ Call 911/BC Hydro in the event of a power outage, if necessary.
- ◆ In a power outage, ensure all students and staff remain in or return to assigned classroom and wait for instructions from administration about closure.
- ◆ Ensure that there are no risks to students from damaged trees or building before issuing the “All Clear.”
- ◆ Elementary, Middle School, and special needs students are to be supervised until arrangements are made with parents/guardians for students to return home.
- ◆ Secondary students may leave the school as directed by the Administration.

## Hazardous Material Spill / Explosion

### 3. Hazardous Materials Policy:

Critical areas for possible hazardous materials may be custodial storage areas, scientific laboratories, shop classes, photographic dark rooms, and art classes. Some of these materials have special disposal considerations. Principals should ensure that personnel involved with these materials are aware of regulations and procedures regarding their safe deployment. Information should be handy in the office regarding the location, purpose, and significance of any hazardous materials kept in the workplace.

Workplace Hazardous Materials Information System (WHMIS) regulations require that Material Safety Data Sheets (MSDS) be readily available to employees handling or exposed to any products that could affect their well-being.

[http://www.worksafebc.com/publications/health\\_and\\_safety/by\\_topic/assets/pdf/laboratory\\_handbook.pdf](http://www.worksafebc.com/publications/health_and_safety/by_topic/assets/pdf/laboratory_handbook.pdf)

Materials in Science Labs: <http://www.bced.gov.bc.ca/irp/resdocs/scisafe/moescisaf.pdf>

Arts and Crafts Materials: <http://www.hc-sc.gc.ca/hi-vs/iyh-vsv/prod/arts-eng.php>

### 3. Hazardous Material Spill / Explosion Procedures

#### Procedures (if spill is large or the chemical poses a health risk to students/staff):

- a. Notify the Head of School and Director of Business and Finance immediately.
- b. Seal off room by closing doors/windows.
- c. Use verbal announcement and bell system to announce to all students and staff that a chemical spill has occurred, and give instructions regarding evacuation or remaining in classroom.
- d. Call 911 and tell dispatcher this is a HAZMAT incident.
- e. Notify Head of School and the Director of Business and Finance. Please refer to *In School Resources* under *Section 1 – Executive Overview* of this report.
- f. If necessary, evacuate school building by activating fire alarm system.
- g. Ensure that students and staff do not assemble downwind from the escaping fumes.
- h. If evacuation is necessary, do not allow anyone to re-enter, even to render first aid, until material has been identified.
- i. Determine nature, type of material involved, location and size of spill/explosion/accident.
- j. Check for adverse medical symptoms (loss of breath, fainting, etc.) and request immediate medical attention.
- k. Indicate location on a site plan for responding crews.
- l. Provide name of First Aid Attendant and location of medical room and supplies.
- m. Make available the person or persons with firsthand knowledge of products used.

- n. DO NOT clean up spill unless familiar with health risks and clean up protocol.
- o. Do not release students/staff or re-enter until “All Clear” is issued by Fire Department.

**AFTER HOURS:** Call\_Director of Business and Finance at 604-446-3177

#### 4. WHMIS Symbols



## Hostile Individuals / Intruders

Responding to an incident involving a hostile individual cause all of us concern. Hostile people are usually unpredictable, and we are often uncertain how best to respond to their aggressive behaviour. While each incident is unique and will require modifications as the level of hostility increases, there are general safety considerations that will make such interventions easier.

- **Model control, don't demand it.** Maintain a calm, professional demeanor. By demonstrating self-control, you may avoid increasing anger and anxiety in others.
- **Assess as you approach.** Approach overtly. Disperse any crowd of onlookers. When possible, assign tasks. E.g. "Go to the office and ask for another teacher to come here."
- **Watch the periphery of the area.** Any weapons involved will often be passed to individuals on the periphery. Watch for weapons and other problem individuals.
- **Work in pairs.** Person 1 makes contact and gives direction. Person 2 monitors incident while standing approximately 3 meters from Person 1.
- **Ensure you have a clear exit.** Prior to entering the area, ensure you can leave easily. Never stand with your back to a door as it blocks the exit for the intruder.
- **Allow the intruder a clear exit.** Always ensure there is an exit available to the aggressor. If the aggressor chooses to leave, allow him/her to go.
- **Keep your hands free.** Avoid carrying anything in your hand. It is difficult to appear in control when your hands are not free.
- **Identify yourself by name and/or position.** Don't assume this will bring about immediate compliance. However, it is less likely to trigger a comment such as, "Who do you think you are?" from the aggressor.
- **Listen, listen, listen.** Let them talk. If an angry individual is willing to talk, let him/her talk, regardless of whether or not you agree with him/her. It is a great way to "let off steam."
- **Maintain casual eye contact.** While the issue of eye contact has many variables (gender, culture, etc.) it is important to maintain at least casual eye contact.
- **Keep a barrier between yourself and the individual when possible.** This will allow you to keep a safe distance away and discourage direct and possibly physically violent contact.
- **If you approach a vehicle.** Note the license plate number and description of the vehicle. DO NOT stand in front of or behind the vehicle. DO NOT stand beside the doors. DO NOT lean into the vehicle.

## Intruders

- Determine the location, description and any other information about the intruder. Initiate Intruder Alert Procedures (below) if there is potential risk to staff and students.
- Advise the main office of the incident and where you are going.
- Do not approach the intruder alone.
- Approach in a non-confrontational manner and assess the situation/intruder.
- Maintain a safe distance.
- Identify yourself and ask why the intruder is there.
- Ensure that you do not block the intruder's exit, and identify an exit for yourself.
- Ask the intruder to accompany you to the main office, explaining the safety concerns.
- If the intruder refuses to cooperate, direct the intruder to leave the school site.
- If the intruder refuses to leave, instruct staff to call 911 for police immediately.
- Avoid further confrontation by observing the intruder from a distance.
- Initiate Intruder Alert Procedures (below) if situation escalates and poses a risk to students/staff.

### 1. Intruder Alert Procedures:

- Notify Head of School
- Instruct main office staff to announce over the verbally where possible. ***"This is a Lockdown Safety Alert – All staff and students report to the nearest classroom. All staff and students must remain in their classroom with the doors secured until further notice."***
- Instruct staff to call 911 immediately for police assistance, providing location, description of intruder, and seriousness of the situation.
- When authorities arrive, be available to direct them.
- Ensure contact with all PE, music, and technology classes.
- When the situation is safe, announce ***"All Clear."***
- Activate SSC as necessary.

## Medical Emergencies, Communicable Diseases, and Mental Health

### 1. Medical Emergencies

- Don't move the individual unless there is immediate danger and don't leave him/her alone.
- Evaluate first aid needs and send for assistance.
- Call 911 as necessary.
- Identify witnesses.
- Check the health record of the individual to identify any pre-existing medical conditions or allergies to medication.
- Notify the parents/guardians.
- If the individual is taken to hospital a staff member should accompany him/her.
- Send pertinent personal and medical information to hospital with the individual.
- Contact Superintendent/Headmaster/Principal.

### 2. Communicable Diseases

- The Head of School who will report to Whistler Health Care Centre @ 604-932-4911, 4380 Lorimer Road, all students with a suspected communicable disease (i.e. whooping cough, measles, etc.).
- Communicate any unusual clusters of illness such as a diarrhea outbreak, rash-like illnesses, or suspected communicable disease (i.e. whooping cough, measles, etc.) to the Director of Education
- The Head of School will contact Vancouver Coast Health Authorities any outbreak that is affecting a large number (10%) of your school population (e.g. influenza, chicken pox, etc.).
- The Head of School in coordination with the Whistler Health Unit is responsible for all communications and for providing information to parents and staff during a communicable disease outbreak, and will inform school families of the situation and control measures.
- The school will follow Vancouver Coastal Health's advice on control measures and further investigate the situation as required.
- Proper exclusion is one of the most important measures in controlling an outbreak. If a student is suffering from a communicable disease that would endanger the health or welfare of the other students, the Head of School must report the matter to the school medical officer and may exclude the student from school until a certificate is obtained for the student from the school medical officer or from a private medical practitioner, permitting the student to return to school per the BC School Act.

### 3. Removal of a Student from School for Health Reasons

The BC *School Act* makes the following provision for the removal of a student from school, and the same provision may apply to an independent school:

- 91 (4) If a teacher, principal, vice-principal suspects a student is suffering from a communicable disease or other physical, mental, or emotional condition that would endanger the health or welfare of the other students, the teacher, principal, vice-principal must report the matter to the school medical officer and to the Head of School, and may exclude the student from school until a certificate is obtained for the student from the school medical officer or from a private medical practitioner, permitting the student to return to school.
- The school must continue to make available an educational program for any student removed or excluded from school for health or safety reasons.

#### **4. Mental Health**

- If immediate physical threat, call police.
- Don't argue with the individual.
- If possible, decrease contributing stimuli.
- Consider moving the individual to a quiet room in the building with someone.
- Individuals (12-18 yrs) in an acute crisis state with mental health indicators are to be referred to Adolescent Crisis Response Program.
- All other individuals should be referred to Mental Health.
- Check health card for pre-existing conditions and medications.
- Ask individual if they have a current mental health therapist and contact if possible.
- Contact school-based counselor to determine related history if possible.
- Notify parent/guardian.
- Notify Head of School.

## Missing Student

- Notify the Head of School
- Check the attendance to determine if a student is out on a school activity or for medical reasons.
- Check school records to determine who has legal custody of missing student.
- Contact parents/guardians to determine whereabouts of child.
- If student is in the care of Ministry of Children & Families, report to The Early Years Licensing Officer.
- Organize a thorough search of the school.
- Obtain the following information, if possible:
  - Where/when the student was last seen
  - What the student was wearing
  - Names of student's siblings and close friends
  - Names of witnesses (if abduction is feared )
  - Student's route and means of transportation to/from school
- Call 911 for police assistance.
- Activate School Safety Team as necessary.
- If student returns, re-notify all parties involved.



## Power Outage

Ensure all students and staff remain in/return to assigned classroom and wait for instructions from administration about closure.

- Contact Director of Business and Finance
- Call BC Hydro **1-888-769-3766** to determine reason for power outage, and how long it might last.
- Contact Facilities Manager – See *School Resource Numbers* in the *Executive Summary Section* of this report.
- See procedures for “School Closures.”
- Ensure that there are no risks to students from damaged trees or buildings before issuing the “All Clear.”

## Social Media Safety – Students

- **Be careful what you post on the Web.** Once it’s on there, it’s public property and impossible to remove.
- **Use privacy settings.**
- **Don’t accept a “Friend” request** unless you know the person.
- **Create a nickname** for your Facebook, Instagram, Twitter, and other social media accounts. Do not use your real name online, or give out any personal information.
- **Clean up your profile.** Photos of illegal or drunken cavortings can hurt your future education or career possibilities.
- **Avoid a sexy or provocative identity online.** It attracts predators.
- **DO NOT SEXT.** You can’t take it back, your enemies can use it against you, or you may even be charged with a crime. Only post pictures you would want your parents, teachers, or employers to see.
- **Report** any nude or inappropriate picture you receive on your cell phone to an adult that you trust. Do not delete it; get an adult involved immediately.
- **Be careful what you look at.** Once you see it, it’s with you forever and may have a permanently negative effect on your mind, your life, and your future.
- **Do not go alone to meet someone in person that you met on the internet.** They may not be who they pretended to be online. However, if you do, take another person along and meet in a public place. Take your cell phone along and have an exit plan.

## Violent Incidents / Weapons

### 1. Prevention of Violent Incidents:

- Report all concerns or threats to The Head of School. Enact VTRA procedures.
- *Perform risk assessment.* If there is sufficient indication that uttered threats present a risk, contact the Head of School
- Safety Plan includes:
  - Description of behaviour
  - Potential triggers for behaviour
  - Calm down and self-talk strategies
  - Non-physical interventions to prevent behaviour
  - Identification of staff member or team who will intervene
  - Identification of intervention techniques that will be used
  - 911 calling guidelines
  - Communication procedures during and after an incident

### 2. If a Violent Incident Occurs:

- Call 911 for police assistance and send for extra staff assistance.
- Assess your ability to intervene safely.
- Walk to the scene with another staff member – do not intervene alone.
- Disperse crowd on approach; give simple, loud, verbal commands – “STOP!”
- Use combatants’ names, if possible.
- Watch for weapons and proceed accordingly (see below).
- Obtain medical assistance, as necessary.
- Assign staff to stay with any injured parties and accompany to hospital if necessary.
- If a crime has been committed, try to screen off the scene to protect evidence.
- Designate staff persons to obtain names of witnesses (keep witnesses separate if the police are attending the scene).
- Contact the Head of School.
- Notify parents as necessary.
- Complete documentation as required (if staff involvement, complete WCB form).

### 3. If Weapons are Involved:

- Keep distance (7 meters minimum).
- Do NOT attempt to take the weapon(s) away.
- Ask the individual to put the weapon down and walk away from it.
- Do not confront the individual in front of others.
- With the assistance of another staff member, escort the individual to the office.
- Immediately secure all weapons with minimum handling.

## Bomb Threat

**CAUTION:** Do not use radios, cellular phones or pagers, as they may trigger an electronic detonator. Do not touch a suspicious device or assume that there is just one device.

### 1. Procedure for Assessing Threat

- a. **Note the time of the call.**
- b. **Ask the following questions:**
  - What time is the bomb set to explode?
  - Where is the bomb located?
  - Is it in the open? Disguised?
  - What kind of bomb is it?
  - What does it look like?
  - Why was it placed in the school?
  - How did it get into the school?
- c. **Assess the caller. Is the caller:**
  - Male or female?
  - Calm or frightened?
  - Young, middle-aged or old?
  - Any background noise?
- d. **After the call:**
  - Call 911
  - \*57 – call trace
  - \*69 – caller ID
  - Assess threat (nature, time, location, suspect) and perform a quick check of location
  - Consult with Superintendent/Headmaster/Principal.
  - If immediate evacuation is necessary, proceed to **Evacuation Procedures** (below)

### 2. Evacuation Procedures

#### **Bomb in known location:**

- Evacuate students and staff from the area nearest the threat and then in stages evacuate the surrounding areas of the school.
- Do not use the Fire Alarm.

#### **Bomb in unknown location:**

- Use Fire Alarm and relevant evacuation procedures to evacuate all students and staff.
- Police will lead a comprehensive search of the school site.
- Do not re-enter building until an “All Clear” is given by police or the authority.