



**SQUAMISH  
WALDORF  
SCHOOL**

**EMERGENCY PLAN**

**Last updated: September 21, 2026**

**38265 Westway Avenue,  
Squamish, BC V8B 0Y5**

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## SWS Emergency Plan

### I. PROGRAM ASSESSMENT & PREVENTION/MITIGATION

| Task                                                                                                                                                           | Status                               | Assigned To                                               | Date Complete     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-----------------------------------------------------------|-------------------|
| Site Hazard Assessment- Daily Maintenance Check                                                                                                                | Checked Daily                        | Classroom teachers                                        | See Binder        |
| Assess Non-Structural Hazards                                                                                                                                  | In process                           | Classroom teachers                                        | Sept 22, 2026     |
| Assess Structural Hazards                                                                                                                                      | Complete                             | Harriet Haines                                            | Sept 20, 2026     |
| Emergency Plan                                                                                                                                                 | Reviewed                             | Harriet Haines                                            | Sept 21, 2026     |
| Roles & Responsibilities                                                                                                                                       | Complete                             | Harriet Haines                                            | Sept 21, 2026     |
| Emergency Communications Directory                                                                                                                             | Complete                             | Harriet Haines                                            | Sept 21, 2026     |
| First Aid Kits                                                                                                                                                 | Complete                             | Harriet Haines                                            | Sept 21, 2026     |
| Facility Maps                                                                                                                                                  | Reviewed                             | Harriet Haines                                            | Sept 21, 2026     |
| Response Procedures                                                                                                                                            | Reviewed                             | Harriet Haines                                            | Sept 21, 2026     |
| List of Emergency Supplies                                                                                                                                     | Complete                             | Harriet Haines                                            | Sept 20, 2026     |
| Training & Exercise                                                                                                                                            |                                      |                                                           |                   |
| Provide plan orientation session to staff                                                                                                                      | Complete                             | Christine                                                 | Aug 2026<br>Pro D |
| Provide personal preparedness education and/or training                                                                                                        | Every 2 years                        | all Staff/Faculty                                         | ongoing           |
| Conduct monthly drills, incorporate various procedures – sheltering & earthquake response                                                                      | Schedule set for 2026/27 school year | Harriet Haines, Ana Markevich, Andrea Tate & ECE teachers | ongoing           |
| First aid recertification - in-house training arranged (staff cover cost for themselves)                                                                       | Every 2 years                        | All class teachers                                        | ongoing           |
| <b>Date of Assessment: September 21, 2026</b><br><i>As a minimum complete a program assessment once a year, and following exercises and actual emergencies</i> |                                      |                                                           |                   |

## SWS Emergency Plan

### NON-STRUCTURAL HAZARDS FORM - EXAMPLE

Room: \_\_\_\_\_

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

| Non-structural Hazards                                                                                                                | Qty | Already secured (Qty) | To anchor                           | To refit                 | To relocate                         | To remove                | Be Aware                            | Updates Complete                                     |
|---------------------------------------------------------------------------------------------------------------------------------------|-----|-----------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|------------------------------------------------------|
| Heavy objects on high shelves                                                                                                         | 1   |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/><br>Date: 8/29/24 |
| Unsecured bookcases                                                                                                                   | 0   |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date:                    |
| Unsecured shelving                                                                                                                    | 0   |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date:                    |
| Free Standing cabinets                                                                                                                | 2   | 1                     | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/><br>Date: 8/28/24 |
| Unsecured light fixtures                                                                                                              | 0   |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date:                    |
| Hanging mirrors/picture frames...                                                                                                     | 0   |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date:                    |
| Unsecured televisions/computers...                                                                                                    | 0   |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date:                    |
| Unsecured equipment on wheels                                                                                                         | 0   |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date:                    |
| Cupboard doors                                                                                                                        | 2   | 2                     | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/><br>Date:                    |
| Large Plant                                                                                                                           | 1   |                       | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date:                    |
| <b>Date of Assessment:</b>                                                                                                            |     |                       |                                     |                          |                                     |                          |                                     |                                                      |
| <b>Completed by (Teacher):</b>                                                                                                        |     |                       |                                     |                          |                                     |                          |                                     |                                                      |
| <b>Definitions:</b><br>Anchor: Secure, fasten   Refit: Add or change for safety   Relocate: Move to safer spot   Remove: Fully remove |     |                       |                                     |                          |                                     |                          |                                     |                                                      |

*Adapted from the North Shore Emergency Management Office*

# SWS Emergency Plan

## NON-STRUCTURAL HAZARDS FORM

Room: Preschool

Teacher name :

KOEUN

| Non-structural Hazards                      | Qty | Already secured (Qty) | To anchor                           | To refit                 | To relocate                         | To remove                | Be Aware                            | Updates Complete                                                            |
|---------------------------------------------|-----|-----------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|-----------------------------------------------------------------------------|
| Heavy objects on high shelves               | 1   |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date:                                           |
| Unsecured bookcases (low empty shelf)       | 1   |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/><br>Date:                                           |
| Unsecured shelving (Toy shelf)              | 1   |                       | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> <sup>VD</sup><br>Date: <u>Nov 1, 24</u> |
| Free Standing cabinets                      | 0   |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date:                                           |
| Unsecured light fixtures                    | 0   |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date:                                           |
| Hanging mirrors/picture frames...           | 0   |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date:                                           |
| Unsecured televisions/computers...          | 0   |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date:                                           |
| Unsecured equipment on wheels (lunch carts) | 2   |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/><br>Date:                                           |
| Cupboard doors                              | 0   |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date:                                           |
| Large Plant                                 | 0   |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date:                                           |

Date of Assessment: Sept 26, 2024

Completed by (Teacher):

Definitions:

Anchor: Secure, fasten | Refit: Add or change for safety | Relocate: Move to safer spot | Remove: Fully remove

Adapted from the North Shore Emergency Management Office

# SWS Emergency Plan

## NON-STRUCTURAL HAZARDS FORM

Room: PRESCHOOL

Teacher name : ASTRID / SIBYLLE

| Non-structural Hazards             | Qty | Already secured (Qty) | To anchor                | To refit                 | To relocate              | To remove                | Be Aware                            | Updates Complete                  |
|------------------------------------|-----|-----------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|-----------------------------------|
| Heavy objects on high shelves      |     | 1                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/><br>Date: |
| Unsecured bookcases                |     | 1                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date: |
| Unsecured shelving                 |     | 1                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date: |
| Free Standing cabinets             |     | 1                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/><br>Date: |
| Unsecured light fixtures           |     |                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date: |
| Hanging mirrors/picture frames...  |     | 1                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/><br>Date: |
| Unsecured televisions/computers... |     |                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date: |
| Unsecured equipment on wheels      |     |                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date: |
| Cupboard doors                     |     |                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date: |
| Large Plant                        |     | 1                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/><br>Date: |

Date of Assessment: OCT / 1 / 2024

Completed by (Teacher): SIBYLLE WUETHRICH

### Definitions:

Anchor: Secure, fasten | Refit: Add or change for safety | Relocate: Move to safer spot | Remove: Fully remove

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# SWS Emergency Plan

## NON-STRUCTURAL HAZARDS FORM

Room: Kindergarten

Teacher name: Begonia Cid

| Non-structural Hazards             | Qty | Already secured (Qty) | To anchor                           | To refit                 | To relocate              | To remove                | Be Aware                            | Updates Complete                                       |
|------------------------------------|-----|-----------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------------------------------------|
| Heavy objects on high shelves      | 0   | 0                     | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> Date: N/A                     |
| Unsecured bookcases                | 1   |                       | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> VD Date: Nov 1, 24 |
| Unsecured shelving                 | 0   | 0                     | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> Date: N/A                     |
| Free Standing cabinets             | 1   | 1                     | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Date: N/A                     |
| Unsecured light fixtures           | 18  | 18                    | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> Date: N/A                     |
| Hanging mirrors/picture frames...  | 0   | 0                     | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> Date: N/A                     |
| Unsecured televisions/computers... | 0   | 0                     | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> Date: N/A                     |
| Unsecured equipment on wheels      | 1   | 1                     | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Date: N/A                     |
| Cupboard doors                     | 2   | 2                     | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Date: N/A                     |
| Large Plant                        | 0   | 0                     | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> Date: N/A                     |

Date of Assessment: Sept 25, 2024

Completed by (Teacher): Begonia Cid

### Definitions:

Anchor: Secure, fasten | Refit: Add or change for safety | Relocate: Move to safer spot | Remove: Fully remove

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**NON-STRUCTURAL HAZARDS FORM**Room: 1/2Teacher name : JULIA PITCHER

| Non-structural Hazards             | Qty | Already secured (Qty) | To anchor                           | To refit                 | To relocate              | To remove                | Be Aware                            | Updates Complete                                                        |
|------------------------------------|-----|-----------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------------------------------------------|
| Heavy objects on high shelves      |     |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date:                                       |
| Unsecured bookcases                | 1   | 1                     | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date:                                       |
| Unsecured shelving<br><i>Tall</i>  | 1   | 1                     | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> <i>NO</i><br>Date: <i>Nov 1, 24</i> |
| Free Standing cabinets             | 1   | 1                     | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/><br>Date:                                       |
| Unsecured light fixtures           |     |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date:                                       |
| Hanging mirrors/picture frames...  |     |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date:                                       |
| Unsecured televisions/computers... |     |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date:                                       |
| Unsecured equipment on wheels      |     |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date:                                       |
| Cupboard doors                     |     |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date:                                       |
| Large Plant                        |     |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date:                                       |

Date of Assessment: OCTOBER 1st, 2024Completed by (Teacher): JULIA PITCHER**Definitions:**

Anchor: Secure, fasten | Refit: Add or change for safety | Relocate: Move to safer spot | Remove: Fully remove

*Adapted from the North Shore Emergency Management Office*

# SWS Emergency Plan

## NON-STRUCTURAL HAZARDS FORM - EXAMPLE

Room: Extra / Gr 1

Teacher name : Georgia / Julia

| Non-structural Hazards             | Qty | Already secured (Qty) | To anchor                           | To refit                 | To relocate                         | To remove                | Be Aware                            | Updates Complete                        |
|------------------------------------|-----|-----------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|-----------------------------------------|
| Heavy objects on high shelves      | 0   |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date: _____ |
| Unsecured bookcases                | 0   |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date: _____ |
| Unsecured shelving                 | 1   |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/><br>Date: _____ |
| Free Standing cabinets             | 3   |                       | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/><br>Date: _____ |
| Unsecured light fixtures           | 0   |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date: _____ |
| Hanging mirrors/picture frames...  | 1   |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/><br>Date: _____ |
| Unsecured televisions/computers... | 0   |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date: _____ |
| Unsecured equipment on wheels      | 0   |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date: _____ |
| Cupboard doors                     | 2   | 2                     | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/><br>Date: _____ |
| Large Plant                        | 0   |                       | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date: _____ |

Date of Assessment: Oct 9, 2024

Completed by (Teacher): Vanessa Duong

### Definitions:

Anchor: Secure, fasten | Refit: Add or change for safety | Relocate: Move to safer spot | Remove: Fully remove

*Adapted from the North Shore Emergency Management Office*

# SWS Emergency Plan

## NON-STRUCTURAL HAZARDS FORM

Room: Gr 3+4

Teacher name : Christine Martin

| Non-structural Hazards                                     | Qty | Already secured (Qty) | To anchor                           | To refit                 | To relocate              | To remove                | Be Aware                 | Updates Complete                                          |
|------------------------------------------------------------|-----|-----------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------------------------------------|
| Heavy objects on high shelves                              |     |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/><br>Date:                         |
| Unsecured bookcases                                        |     | 1                     | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/><br>Date:                         |
| Unsecured shelving                                         | 1   |                       | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> VD<br>Date: Nov 1, 24 |
| Free Standing cabinets                                     |     |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/><br>Date:                         |
| Unsecured light fixtures                                   |     |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/><br>Date:                         |
| Hanging mirrors/picture frames...                          |     |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/><br>Date:                         |
| Unsecured televisions/computers<br><i>can take the off</i> |     |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/><br>Date:                         |
| Unsecured equipment on wheels                              |     |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/><br>Date:                         |
| Cupboard doors                                             |     |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/><br>Date:                         |
| Large Plant                                                |     |                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/><br>Date:                         |

Date of Assessment: Oct 3, 2024

Completed by (Teacher): Christine Martin

### Definitions:

Anchor: Secure, fasten | Refit: Add or change for safety | Relocate: Move to safer spot | Remove: Fully remove

*Adapted from the North Shore Emergency Management Office*

# SWS Emergency Plan

## NON-STRUCTURAL HAZARDS FORM

Room: 5/6

Teacher name : Alyssa

| Non-structural Hazards                                   | Qty        | Already secured (Qty) | To anchor                | To refit                                     | To relocate              | To remove                | Be Aware                            | Updates Complete                  |
|----------------------------------------------------------|------------|-----------------------|--------------------------|----------------------------------------------|--------------------------|--------------------------|-------------------------------------|-----------------------------------|
| Heavy objects on high shelves <u>behind teacher desk</u> | <u>2</u>   | <u>2</u>              | <input type="checkbox"/> | <input type="checkbox"/>                     | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/><br>Date: |
| Unsecured bookcases                                      | <u>N/A</u> | <u>1</u>              | <input type="checkbox"/> | <input type="checkbox"/>                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date: |
| Unsecured shelving                                       |            | <u>1</u>              | <input type="checkbox"/> | <input type="checkbox"/>                     | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/><br>Date: |
| Free Standing cabinets                                   | <u>N/A</u> | <u>N/A</u>            | <input type="checkbox"/> | <input type="checkbox"/>                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date: |
| Unsecured light fixtures                                 | <u>5</u>   | <u>11</u>             | <input type="checkbox"/> | <u>5</u> <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date: |
| Hanging mirrors/picture frames... <u>Clock</u>           | <u>1</u>   | <u>1</u>              | <input type="checkbox"/> | <input type="checkbox"/>                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date: |
| Unsecured televisions/computers...                       | <u>1</u>   | <u>1</u>              | <input type="checkbox"/> | <input type="checkbox"/>                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date: |
| Unsecured equipment on wheels                            | <u>N/A</u> | <u>N/A</u>            | <input type="checkbox"/> | <input type="checkbox"/>                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date: |
| Cupboard doors                                           | <u>N/A</u> | <u>N/A</u>            | <input type="checkbox"/> | <input type="checkbox"/>                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date: |
| Large Plant                                              | <u>N/A</u> | <u>N/A</u>            | <input type="checkbox"/> | <input type="checkbox"/>                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/><br>Date: |

Date of Assessment: Oct 17th, 2025

Completed by (Teacher): Alyssa d'Allemen

### Definitions:

Anchor: Secure, fasten | Refit: Add or change for safety | Relocate: Move to safer spot | Remove: Fully remove

*Adapted from the North Shore Emergency Management Office*

# SWS Emergency Plan

## NON-STRUCTURAL HAZARDS FORM

Room: \_\_\_\_\_

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

| Non-structural Hazards                                                                                                                                            | Qty | Already secured (Qty) | To anchor                | To refit                 | To relocate              | To remove                | Be Aware                 | Updates Complete                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------------|
| Heavy objects on high shelves                                                                                                                                     |     |                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/><br>Date: |
| Unsecured bookcases                                                                                                                                               |     |                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/><br>Date: |
| Unsecured shelving                                                                                                                                                |     |                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/><br>Date: |
| Free Standing cabinets                                                                                                                                            |     |                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/><br>Date: |
| Unsecured light fixtures                                                                                                                                          |     |                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/><br>Date: |
| Hanging mirrors/picture frames...                                                                                                                                 |     |                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/><br>Date: |
| Unsecured televisions/computers...                                                                                                                                |     |                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/><br>Date: |
| Unsecured equipment on wheels                                                                                                                                     |     |                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/><br>Date: |
| Cupboard doors                                                                                                                                                    |     |                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/><br>Date: |
| Large Plant                                                                                                                                                       |     |                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/><br>Date: |
| <b>Date of Assessment:</b>                                                                                                                                        |     |                       |                          |                          |                          |                          |                          |                                   |
| <b>Completed by (Teacher):</b>                                                                                                                                    |     |                       |                          |                          |                          |                          |                          |                                   |
| <b>Definitions:</b><br><b>Anchor:</b> Secure, fasten   <b>Refit:</b> Add or change for safety   <b>Relocate:</b> Move to safer spot   <b>Remove:</b> Fully remove |     |                       |                          |                          |                          |                          |                          |                                   |

*Adapted from the North Shore Emergency Management Office*

**STRUCTURAL/OTHER HAZARDS FORM**

Staff name: Harriet Haines

| Structural/Other hazards in common spaces | Qty | Already secured (Qty) | To Anchor                             | To Refit                 | To Relocate              | To Remove                | Be Aware                            | Updates complete |
|-------------------------------------------|-----|-----------------------|---------------------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|------------------|
| Large Plant                               | 2   | 1                     | <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |                  |
| Entrance/exits partially blocked          | 0   | N/A                   | <input type="checkbox"/>              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |                  |
| Windows/glass                             | 23  | 23                    | <input type="checkbox"/>              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |                  |
| Fireplace                                 | 0   | N/A                   | <input type="checkbox"/>              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |                  |
| Hot water tank                            | 1   | 1                     | <input type="checkbox"/>              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |                  |
| Gas appliances                            | 0   | N/A                   | <input type="checkbox"/>              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |                  |
| Power lines (outside)                     | 1   | 1                     | <input type="checkbox"/>              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |                  |
| High trees (outside)                      | 2   | N/A                   | <input type="checkbox"/>              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |                  |
| Masonry chimney (outside)                 | 0   | N/A                   | <input type="checkbox"/>              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |                  |
| Lighting system braced                    | N/A | N/A                   | <input type="checkbox"/>              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |                  |
| Play structure (outside)                  | 1   | 1                     | <input type="checkbox"/>              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |                  |

**Comments:**

To secure - plant on ledge outside office window

**Date of Assessment:** September 20, 2026**Completed by:** Harriet Haines**Anchor:** Secure, fasten**Refit:** Add or change for safety**Relocate:** Move to safer spot*Adapted from the North Shore Emergency Management Office*

## SWS Emergency Plan

### EMERGENCY SUPPLIES - *Checked annually* *Inventory and Maintenance Form*

| Location: Brown box under noticeboard to the right of the main entrance |                                                                 |              |                         |                            |
|-------------------------------------------------------------------------|-----------------------------------------------------------------|--------------|-------------------------|----------------------------|
| Qty                                                                     | Item                                                            | Inspected    | Comment                 | Date Replaced              |
| 1                                                                       | Solar/battery/dynamo powered radio                              | Sep 20, 2026 | Good                    | N/A                        |
| 2                                                                       | Packs of spare batteries (8x AAA; 6x AA)                        | Sep 20, 2026 | Good                    | N/A                        |
| 3                                                                       | 120 serving buckets of emergency entrees<br>(MFD: Dec 29, 2016) | Sep 20, 2026 | Expiry:<br>Dec 29, 2041 | 3/15/2017<br>(Exp: 25 yrs) |
| 2                                                                       | 120 servings breakfast (MFD: Dec 29, 2016)                      | Sep 20, 2026 | Expiry:<br>Dec 29, 2041 | 3/15/2017<br>(Exp: 25 yrs) |
| 1                                                                       | 60 servings gluten free entrees (MFD: Dec 29, 2016)             | Sep 20, 2026 | Expiry:<br>Dec 29, 2041 | 8/30/2018<br>(Exp: 25 yrs) |
| 3                                                                       | 12 litre water container                                        | Sep 20, 2026 | Good                    | N/A                        |
| 1                                                                       | Jar instant coffee                                              | Sep 20, 2026 | Expired                 | (Exp: )                    |
| 1                                                                       | Jar non-dairy creamer                                           | Sep 20, 2026 | Expired                 | (Exp: )                    |
| 2                                                                       | Whistle                                                         | Sep 20, 2026 | Good                    | N/A                        |
| 6                                                                       | Roll toilet paper                                               | Sep 20, 2026 | Good                    | N/A                        |
| 4                                                                       | Box facial tissue                                               | Sep 20, 2026 | Good                    | N/A                        |
| 10                                                                      | Emergency candles                                               | Sep 20, 2026 | Good<br>(Box of 20)     | N/A                        |
| 1                                                                       | Box of matches                                                  | Sep 20, 2026 | Good                    | N/A                        |
| 2                                                                       | Sanitary napkins                                                | Sep 20, 2026 | Good                    | N/A                        |
| 4                                                                       | Shovels - 2x big shovels, outside shed / 2x mini shovels        | Sep 20, 2026 | Good                    | N/A                        |
| 2                                                                       | Tarps                                                           | Sep 20, 2026 | Good                    | N/A                        |
| 4                                                                       | Gloves, pairs                                                   | Sep 20, 2026 | Good                    | N/A                        |
| 3                                                                       | Bottles of propane                                              | Sep 20, 2026 | 2.5<br>1 more needed    |                            |
| 1                                                                       | Camp stove                                                      | Sep 20, 2026 | Good                    | N/A                        |

### SWS Emergency Plan

|                                                       |                                         |                                     |                |     |
|-------------------------------------------------------|-----------------------------------------|-------------------------------------|----------------|-----|
| <b>2</b>                                              | <b>Cooking pots</b>                     | Sep 20, 2026                        | <b>Missing</b> |     |
| <b>1</b>                                              | Box matches                             | Sep 20, 2026                        | Good           | N/A |
| <b>First Aid Supplies</b>                             |                                         |                                     |                |     |
| <b>2</b>                                              | Emergency blankets                      | Sep 20, 2026                        | Good           | N/A |
| <b>1</b>                                              | First Aid Kit (see contents list below) | Sep 20, 2026                        | Good           | N/A |
| <b>1</b>                                              | Sanitation kit                          | Sep 20, 2026                        | Good           | N/A |
| <b>100</b>                                            | <b>Granola bars</b>                     | Sep 20, 2026                        | <b>Expired</b> |     |
|                                                       |                                         |                                     |                |     |
| <b>Date of Inspection: September 20, 2026</b>         |                                         | <b>Inspected by: Harriet Haines</b> |                |     |
| <b>Date Replacements Complete: September 21, 2026</b> |                                         | <b>Replaced by: Harriet Haines</b>  |                |     |

\* MFD = manufacture date

**FIRST AID KITS**

Inspected by Harriet Haines, Date: September 20, 2026

**The following should be kept in a closed container and stored in a manner that is not accessible to children:**

- ☐ Non-alcohol wound cleaning wipes
- ☐ Bandages – plastic – assorted sizes
- ☐ Telfa pads 3x5 inches
- ☐ Gauze pads 3x5 inches
- ☐ Gauze roll pads 2 inches
- ☐ Large dressing for pressure dressing (individually wrapped, unscented sanitary napkins make good pressure dressings).
- ☐ Small pressure dressings
- ☐ Wood splints (tongue depressors – magazines make good arm or lower leg splints for a small child.
- ☐ Sterile eye wash
- ☐ Triangular sling
- ☐ Adhesive tape ½ inch
- ☐ Cotton swabs
- ☐ Disposable cups – for mixing soap and water, eye baths, drinking water, water for washing cuts or wounds
- ☐ Disposable gloves
- ☐ Emergency first aid book

**INSTRUMENTS:**

- ☐ Tweezers – sliver removal, etc.
- ☐ Scissors – cutting bandages and gauze pads
- ☐ Safety pins – pinning together slings, etc.
- ☐ Thermometer – taking temperatures
- ☐ Pocket mask - performing CPR

**CHEMICALS / LOTIONS:**

- ☐ Liquid Soap – green or any non-alcohol based liquid soap – for cleaning cuts or minor wounds.
- ☐ Chemical ice pack – for use on field trips; for facility use, use crushed or cubed ice, or frozen peas will work.
- ☐ Sting Stop – commercial first aid product – or use roll-on antiperspirant with at least 20% aluminum chloride to take the sting away.
- ☐ Bleach – to clean up blood or body fluids
- ☐ Sunscreen – SPF 15 min, use with care
- ☐ Calamine Lotion – use with care

## **SWS Emergency Plan**

### **EMERGENCY MENU**

#### **Entrees**

Cheesy Lasagna (24 Servings)  
Creamy Pasta and Veg. Rotini (36 Servings)  
Savory Stroganoff (36 Servings)  
Cheesy Macaroni (24 Servings)  
Hearty Tortilla Soup (24 Servings)  
Potatoes and Chicken Flavored Pot Pie (24 Servings)  
Pasta Alfredo (24 Servings)  
Chili Macaroni (24 Servings)  
Teriyaki and Rice (12 Servings)  
Loaded Baked Potato Casserole (24 Servings)  
Tomato Basil Soup with Pasta (36 Servings)  
Chicken Flavored Noodle Soup (36 Servings)  
Southwest Rice and Beans (36 Servings)

#### **Gluten Free Entrees (60 servings)**

Enchilada Beans and Rice – 8 Servings  
Cheese & Broccoli Bake – 8 Servings  
Creamy a la King – 8 Servings  
Cheese & Broccoli Soup – 4 Servings  
Vegetable and Rice Soup – 8 Servings  
Creamy Potato Soup – 8 Servings  
Classic Chili – 8 Servings  
White Bean Chili – 8 Servings

**Read more:**

<http://totalprepare.ca/product/wise-120-serving-entree-package/#ixzz4bE9Cmnmu>

#### **Breakfasts**

Crunchy Granola (40 Servings)  
Apple Cinnamon Cereal (80 Servings)  
Strawberry Granola Crunch (40 Servings)  
Brown Sugar and Maple Multi-Grain Cereal (40 Servings)

**Read more:**

<http://totalprepare.ca/product/wise-120-serving-breakfast-only-package/#ixzz4bE9pDs3t>

#### **Granola Bars**

100 nut free bars

### I. EMERGENCY RESPONSE - ROLES & RESPONSIBILITIES

**Principal** - with support from Vice Principal, Harriet Haines, at this time whilst Christine Martin is also full time teaching the Grade 2/3 class.

- Create and maintain an emergency program and plan for SWS
- Develop and implement emergency preparedness policies and standards
- Develop a Violent Threat Risk Assessment (VTRA) protocol and team
- 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
- Follow procedures as outlined in this document as the designated lead for the following:
  - Facility Leader / Incident Commander
  - Communications
  - Parent Communications (in conj. w/ Principal)
  - Media (in conj. w/ Principal)
  - Lockdown Procedure

#### **Business Administrator**

- In conjunction with Administrative Coordinator, conduct lockdown drills twice per year, fire drills 6 times per year, and earthquake drills 3 times per year.
- Ensure that the annual and monthly fire safety regulations are met, including: preparing the building for annual fire inspections (fire alarms check, fire extinguisher and emergency light inspections).
- Follow procedures as outlined in this document as the designated lead for the following:
  - Structural/Other Hazards assessment
  - Utilities & Damage Assessment Team
  - Gas Leak Procedures
  - Power Outage co-lead (in conj. w/ Administrative Coordinator)
  - Sanitation Procedures

#### **Administrative Coordinator**

- In conjunction with Business Administrator, conduct lockdown drills twice per year, fire drills 6 times per year, and earthquake drills 3 times per year.
- Schedule and record all drills on the SWS Drill Record xls.
- Maintain records and documentation of emergency training, exercises and maintenance of supplies and equipment.
- Establish agreements with re-location sites and essential vendors/suppliers
- Follow procedures as outlined in this document as the designated lead for the following:
  - First Responders
  - Parent Communications (in conj. w/ Principal)
  - Evacuation relocation
  - Media (in conj. w/ Principal)
  - Power Outage co-lead (in conj. w/ Administrative Coordinator)

## **SWS Emergency Plan**

### **All Staff**

- Develop and maintain personal emergency plan and preparedness
- Participate, review and assist in the development of the SWS emergency plans and procedures
- Attend and participate in emergency training and exercises
- Ensure the supervision of children until they are released to parents or designated alternates
- All full time teachers will have up to date first aid training

### **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.

### **Parents**

- Review or be familiar with the SWS Emergency Plan and procedures
- Maintain child’s records, including the family out-of-area contact, emergency contacts and permissions and designated alternates for pick-up.

## STAFF ASSIGNMENTS

| <b>Facility Leader/Incident Commander</b>                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The leader is responsible for directing site emergency response activities, including oversight of the other disaster response teams. |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Team Leader                                                                                                                           | Christine Martin                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Alternate Leader                                                                                                                      | Harriet Haines                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Team Members                                                                                                                          | All teachers & program leaders on site                                                                                                                                                                                                                                                                                                                                                                                              |
| Assembly Point                                                                                                                        | Red/Black top                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Responsibilities                                                                                                                      | <p>Direct and coordinate emergency response activities</p> <p>Determine the need for and request outside assistance</p> <p>Interact with and assist first responders with requests for information and access to facility</p> <p>Collect, analyze and report information on facility damage, injuries and other response issues</p> <p>Responsible for the safety of staff and children</p> <p>Report incidents to the Ministry</p> |
| Supplies and Equipment                                                                                                                | <input type="checkbox"/> Cell phone<br><input type="checkbox"/> Copy of Emergency Plan<br><input type="checkbox"/> Facility keys                                                                                                                                                                                                                                                                                                    |
| Recommended Skills and Qualifications                                                                                                 | <p>Proven leadership and organizational skills</p> <p>Good communications skills</p>                                                                                                                                                                                                                                                                                                                                                |
| Forms                                                                                                                                 | <p>Children's Emergency Information, Paper copies.</p> <p>Each teacher has the emergency forms in hard copy in their first aid kits.</p>                                                                                                                                                                                                                                                                                            |
| Specific Training                                                                                                                     | <p>Needs to be thoroughly trained in the facility's emergency plan and procedures</p> <p>Knows the roles and responsibilities of all response teams</p>                                                                                                                                                                                                                                                                             |

## SWS Emergency Plan

| <b>Utilities &amp; Damage Assessment Team</b>                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| This team is responsible for surveying the building/site to determine the impact to utilities and the building. To ensure the safety of this team, staff should work in pairs. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Team Leader                                                                                                                                                                    | Ana Markevich                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Alternate Leader                                                                                                                                                               | Harriet Haines                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Team Members                                                                                                                                                                   | All teachers & program leaders on site                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Assembly Point                                                                                                                                                                 | Red/BlackTop                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Responsibilities                                                                                                                                                               | <ol style="list-style-type: none"> <li>1. Survey the building and site for damage.</li> <li>2. Inspect utilities to determine damage or need to turn off.</li> <li>3. Provide this information to the facility leader/incident commander</li> <li>4. Collect and report information on facility damage and issues with utilities to facility leader/incident commander</li> <li>5. Set up sanitation facilities as required.</li> <li>6. Secure the facility to prevent re-entry where damage has occurred or if re-locating.</li> <li>7. Has key to emergency supplies trunk</li> </ol> |
| Supplies and Equipment                                                                                                                                                         | <ul style="list-style-type: none"> <li><input type="checkbox"/> Shovel and gloves and tarps</li> <li><input type="checkbox"/> Facility keys</li> <li><input type="checkbox"/> Cell phones</li> <li><input type="checkbox"/> Copy of Emergency Plan</li> </ul>                                                                                                                                                                                                                                                                                                                            |
| Recommended Skills and Qualifications                                                                                                                                          | Knowledge of the facility and how to manage utilities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Forms                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Specific Training                                                                                                                                                              | <p>Needs to be thoroughly trained in the facility's emergency plan and procedures</p> <p>Utilities operations and building damage assessment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                        |

**SWS Emergency Plan**  
**COMMUNICATIONS PLAN**

| Role                                                                                   | Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communications Lead</b><br>Christine Martin<br>Alternate: Harriet Haines            | Ensure communications plan is carried out:<br>Prioritize and direct communications with first responders (fire, ambulance, police)<br>Direct communication to the parents: when, what, how<br>Consult authorities on legal matters<br>Personally report any major incidents to government authorities<br>Contact Board of directors<br>Work with Marketing Communications Lead to establish external communications plan for media enquiries |
| <b>First responders designate</b><br>Harriet Haines                                    | Communicate with first responders until transfer of command takes place                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Parent Communication designate</b><br>Christine Martin, Harriet Haines, Andrea Tate | Direct SMS, email and voicemail communications to parents, SWS facebook page, initiate parent phone trees                                                                                                                                                                                                                                                                                                                                    |
| <b>Evacuation locations designate</b><br>Harriet Haines                                | Contact evacuation locations in the event of evacuation.                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Media Designate</b><br>Christine Martin, Harriet Haines, Andrea Tate                | Develop media response: What and when to release information<br>Respond to media enquiries                                                                                                                                                                                                                                                                                                                                                   |

**EMERGENCY COMMUNICATIONS DIRECTORY**

| Agency                                                                                                                  | Phone                                                       | Email                       |
|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------|
| Fire, Police, Ambulance                                                                                                 | 911                                                         |                             |
| Fire                                                                                                                    | 604-898-9666                                                |                             |
| Police                                                                                                                  | 604-892-6100                                                |                             |
| Poison Control                                                                                                          | 1-800-567-8911                                              |                             |
| Medical Health Officer                                                                                                  | 604-892-2293                                                |                             |
| Ministry of Education                                                                                                   | 1-800-663-7867                                              |                             |
| VCH Licensing Local Office                                                                                              | 604-815-6852                                                |                             |
| Kristin Burris - VCH                                                                                                    | 604-892-2327                                                | kristin.burris1@vch.ca      |
| Terasen Gas                                                                                                             | 1-800-663-9911                                              |                             |
| Pipeline Plumbing & Heating (Dan Lukyn)                                                                                 | 604-848-5897                                                | dan@pipelinebc.ca           |
| BC Hydro                                                                                                                | 1-888-224-9376                                              |                             |
| Alta Lake Electric                                                                                                      | 604-892-5331<br>24/7 emergency:<br>604-213-1077             | info@altalakeelectric.com   |
| Westland Insurance<br>Policy: CBC 1923556<br>15 (Client #61630772)<br>Effective: Sept 15, 2023<br>Expiry: Sept 15, 2024 | Jeannie Wiens<br>direct: 778-545-2189<br>cell: 604-317-8786 | jwiens@westlandinsurance.ca |

## SWS Emergency Plan

| Relocation Sites                      |                                                       |                          |                                                                                           |                                                |
|---------------------------------------|-------------------------------------------------------|--------------------------|-------------------------------------------------------------------------------------------|------------------------------------------------|
| Name                                  | Phone                                                 | Address                  | Email                                                                                     | Added / Reconfirmed                            |
| #1- Sarah & Paul Verrall              | 778-863-9773<br>(Sarah)<br>604-839-4447<br>(Paul)     | 2223 Crumpit Woods Drive | sarahturyk@hotmail.com;<br>pverrall@hemlock.com                                           | Sept 19, 2026                                  |
| #2 - Jennifer Demard & Brody Hopkins  | 604-907-0508<br>(Jennifer)<br>604-655-0507<br>(Brody) | 40053 Plateau Drive      | jendemard@yahoo.fr;;<br>jennifer@squamishwaldo<br>rf.com;<br>brodyhopkins@hotmail.c<br>om | Sept 19, 2026                                  |
| #3 - Georgia Johnson & Andrés Acevedo | 604-218-7992<br>(Georgia)<br>647-215-2641<br>(Andrés) | 38124 Guilford Drive     | georgiajohnson@me.co<br>m;<br>georgia@squamishwaldo<br>rf.com;<br>aaceved8@gmail.com      | Sept 19, 2026                                  |
| #4- Jessica Palmer                    | 604-999-6970<br>(Jessica)                             | 1065 northridge drive    | hi@jesspalmer.ca                                                                          | Nov 2022<br>Feb 21, 2022<br>Emailed Sept<br>19 |
| #5 – Lauren Greenlaw & Mike Takaichi  | 604-213-0314<br>(Lauren)<br>236-982-3153<br>(Mike)    | 1075 Northridge Dr.      | lauren.greenlaw@gmai<br>l.com;<br>m.takaichi@gmail.com                                    | Sept 19, 2026                                  |
| Updated by: September 20, 2026        |                                                       |                          |                                                                                           |                                                |

## First Responder Script

### Dial 9-911

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: 38265 Westway Avenue, Squamish, BC

Telephone: 604-898-3287

**EMERGENCY STAFF DIRECTORY**

| Name              | Home Phone   | Mobile          | Email                                                                                                                                                        |
|-------------------|--------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
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**Updated by: Harriet Haines Sept 19, 2026**

### **FIRE PROCEDURE - 6x drills per year (K-8); 1x per month (preK)**

- The inbuilt fire alarm will sound and/or a handheld bell is rung (the bell is only used for fires or drills).
- The teacher brings first aid kit & emergency contacts packs, and guides their class outside via the closest safe exit to line up quietly on the black top.
- For preschool & kindergarten, the whistle and rope are kept by the fire extinguisher in the kindergarten, out of the reach of the children. The procedure is taught to the children through story.
- Once lined up on the black top, the teacher takes attendance to ensure all students are present.
- The Administrative Coordinator and the Business Administrator quickly check bathrooms, hallways, and classrooms for any children left behind. The Administrative Coordinator closes the fire separation doors in the upstairs hallway. The Administrative Coordinator & Business Administrator will exit the building to join everyone on the black top, taking with them their cell phones, 1 emergency contact pack and 1 first aid kit.
- The Administrative Coordinator confirms with the teachers that all the students are present. If a student is unaccounted for, teachers will inform administration. The missing child procedure will be followed. Real fire: The Administrative Coordinator or Business Administrator calls 911.
- Drill: Teachers and children will not re-enter the building until dismissed by the Administrative Coordinator. Real fire: Teachers and children will not re-enter the building until a fire department deems it safe.
- After the fire drill is complete, the secretary will test all the emergency lights. The Administrative Coordinator will record notes about the emergency lights and drill on the SWS Drill Record.

*If a child or adult's clothes catch on fire, the person (child) should stop where they are (do not run), drop immediately to the ground and cover their face with their hands. When on the ground roll over and over until the flames are smothered.*

#### Staff should:

- Study the exit diagrams for the building.
- Be sure they know two ways out of every building, so that they can escape if one way is blocked.
- Know the location of the nearest fire alarms and fire extinguishers and how to use them.

### **EARTHQUAKE PROCEDURE - 3x drills per year**

If inside the building:

*As the building is a masonry building which has not had a seismic refit, it has been determined that exiting the building is best practice in case of an earthquake.*

- During an earthquake, the teacher will evacuate students via the nearest exit.
- Move out of dangerous areas into safer places (as see below).
- Drill: Teachers muster students onto black top to line up and take attendance. The BA & AC do a building check to establish the all clear. The AC confirms everyone is present with the teachers before dismissing classes back inside.

If outside the building:

- Stay outside and move to a clear space away from buildings and wires that could fall.
- Avoid areas where you may be hit by falling debris – sidewalks next to tall buildings are particularly dangerous.
- Protect head and face. Remain in a protected place until the shaking stops. Anticipate aftershocks – they may occur soon after the first quake.
- Remain calm and calm the children. As far as possible, be aware of all the children at all times.
- In case of evacuation, small children would be driven; older ones would walk to higher ground.
- The Business Administrator is responsible for ensuring that the gas is shut off. The Administrative Coordinator will do this if the Business Administrator is not present. The gas valve is located in the garden shed by the accessible ramp. There is a wrench attached to the pipe.

#### After the earthquake:

- Check yourself and children for injuries – administer first aid quickly and carefully. Administration will designate additional first aid attendants as needed.
- Calm the children and ensure all are accounted for
- Check the room for structural damage and other hazards
- Place a HELP sign in the windows if you need extra assistance.
- Don't flush toilets if you suspect nearby sewer lines are broken.
- Don't use the telephone, except in an extreme (life-threatening) emergency.

An earthquake kit is kept in the box outside with the following supplies:

- First aid kit and instruction booklet
- Shelter – a plastic tarp, blankets, or even some large garbage bags

## **SWS Emergency Plan**

- Water – enough to last 3 days. 2 litres per child
- Food – keep a supply of non-perishable food handy, such as canned and dehydrated food
- Flash light and spare batteries
- Gloves
- Wrench/Pliers
- Emergency contact information for all children

### Kindergarten and preschool children should have the following items at school:

- Plastic bag with BC health card number, name, parent's signature
- Child's comfort item – i.e. stuffed animal
- Photograph of the child with the parents and siblings
- A special treat - non-perishable i.e. fruit bar

### Staff should:

- Know the safe and dangerous places in the classroom. Safe areas are outside away from trees and buildings, under heavy tables or desks, inside hallways, corners of the room and archways. Dangerous areas are near windows or mirrors; under any objects that can fall, where the stove, refrigerator or contents of cupboards may move violently; doorways, because the shaking may slam the door on you.
- Study the exit diagrams for the building.

## **LOCKDOWN PROCEDURE**

Assigned to/Lead: Christine Martin. Alternate: Harriet Haines

|  |                                                                                                                                                                             |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Call 911 as soon as possible                                                                                                                                                |
|  | Communicate with staff to initiate lockdown procedures                                                                                                                      |
|  | Gather children and staff inside, preferably in an interior room away from the intruder with access to telephone and other communications (turn phones on quiet or vibrate) |
|  | Keep everyone away from windows and doors. Choose an inner wall.                                                                                                            |
|  | Close, lock and cover all windows and doors. Barricade doors if possible.                                                                                                   |
|  | Speak as calmly as possible around the children. Provide quiet activities to help keep children focused and quiet                                                           |
|  | Remain indoors until you receive further instruction from emergency personnel/the police                                                                                    |

## GENERAL RESPONSE PROCEDURES

| To follow after the immediate threat of an earthquake or other emergency: |                                                                                                                          |
|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
|                                                                           | Protect yourself – wear sturdy shoes, gloves and other protective gear, as needed                                        |
|                                                                           | Check for immediate hazards – fire, flooding, chemical spills                                                            |
|                                                                           | Account for all staff & children                                                                                         |
|                                                                           | Determine if evacuation or shelter-in-place is required                                                                  |
|                                                                           | Check for injuries & provide first aid                                                                                   |
|                                                                           | Inspect for and respond to a disruption to utilities – gas, hydro, water and sewer lines                                 |
|                                                                           | Conduct an assessment of damage to your building                                                                         |
|                                                                           | Establish communications – listen to radio for local updates, check phone lines, if the phone is off the hook hang it up |
|                                                                           | Notify Ministry of education and VCH Licensing of a service delivery problem within 24 hours of isolated incidents       |

## EVACUATION LOCATIONS

|                                                                                                                                    |                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <b>Evacuation Assembly Point</b><br>An area outside the facility that is designated for assembly of adults, children and visitors. | Black Top                                                                                 |
| <b>Secondary Assembly Point</b><br>An area outside the facility that is designated for assembly of adults, children and visitors   | Parking lot - Valleycliffe mall complex next door                                         |
| <b>Relocation Sites</b>                                                                                                            | Network of Homes in Smoke Bluffs & Crumpit Woods - see Emergency Communications Directory |

## EVACUATION PROCEDURES

| Building Evacuation                                                            |                                                                                                                                                                               |
|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                | Make a quick assessment of the situation                                                                                                                                      |
|                                                                                | Evaluate the evacuation route to ensure a safe and clear route                                                                                                                |
|                                                                                | Give instructions to evacuate and to meet at the assembly point                                                                                                               |
|                                                                                | Assemble children in pairs with an adult leading and another following through evacuation                                                                                     |
|                                                                                | Take emergency supplies in grab & go kit, medication, key documentation including the current record of attendance/sign-in sheet                                              |
|                                                                                | Account for all staff, volunteers and children, take attendance                                                                                                               |
|                                                                                | Evaluate the situation with the help of first responders (police, fire and ambulance) prior to re-entry                                                                       |
|                                                                                | Keep parents informed                                                                                                                                                         |
| Site Evacuation                                                                |                                                                                                                                                                               |
| If further evacuation is required or you are unable to re-enter your facility: |                                                                                                                                                                               |
|                                                                                | Determine host facility based on situation, hazard and weather                                                                                                                |
|                                                                                | Contact host facility with estimated arrival time of children and staff. (You may need to send a runner to pre-determine if route and facility are safe to occupy)            |
|                                                                                | Secure your facility if possible, shutting off utilities as required                                                                                                          |
|                                                                                | Transport all necessary medications, supplies, signs, emergency contacts, record of attendance/sign-in sheet                                                                  |
|                                                                                | Take attendance again once you arrive at the relocation site                                                                                                                  |
|                                                                                | Notify families of evacuation and host facility information using emergency phone numbers, pre-recorded message on voicemail and posting signage on the door of your facility |
|                                                                                | Make arrangements for support of children at the host facility until reunited with families or return to the evacuated centre.                                                |

### FIELD TRIP EMERGENCY PROCEDURES

| Assigned to/Lead: Designated field trip lead (Teacher position) |                                                                                                                                     |
|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
|                                                                 | Designate someone to call 911                                                                                                       |
|                                                                 | Contact the school leadership, who will initiate emergency communications plan, and assist in coordinating general response.        |
|                                                                 | Ensure safety and supervision of children. Relocate if in a dangerous area. Strive to maintain calm and order. Assume duty of care. |
|                                                                 | Ensure safe release of children to authorized persons.                                                                              |

### GAS LEAK PROCEDURES

| Assigned to/Lead: Vanessa Duong                                                                                                    |                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| If you do not detect the rotten egg smell, hear the hissing of escaping gas or see a broken gas line, consider leaving the gas on. |                                                                                                                                 |
| If a gas odour or sound of escaping gas is detected:                                                                               |                                                                                                                                 |
|                                                                                                                                    | Don't smoke, light matches, operate electrical switches, use either cell or telephones, or create any other source of ignition. |
|                                                                                                                                    | Immediately evacuate staff and children to the assembly point (following evacuation procedures and routes)                      |
|                                                                                                                                    | Leave doors open and any windows that may already be open                                                                       |
|                                                                                                                                    | Turn off the gas at the meter located outside your home or facility                                                             |
|                                                                                                                                    | Turn the shut-off valve ¼ turn                                                                                                  |
|                                                                                                                                    | Gas is off when the valve is perpendicular to the pipe                                                                          |
|                                                                                                                                    | Do not turn the gas back on, only a certified gas technician can do it safely.                                                  |
|                                                                                                                                    | Call 911 or the Terasen Gas 24 hour emergency line at 1-800-663-9911                                                            |

## POWER OUTAGE POWER OUTAGE PROCEDURES

|                                                                                       |                                                                                                                                              |
|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Assigned to/Lead: Harriet Haines & Vanessa Duong                                      |                                                                                                                                              |
| Check the neighbour's power. If the power outage is limited to your home or facility: |                                                                                                                                              |
|                                                                                       | Check the circuit breaker panel or fuse box                                                                                                  |
|                                                                                       | To turn off the power at the breaker, turn your face away from the panel. Start by turning off the individual breakers then the main switch. |
| <b>If the power is out in the surrounding area:</b>                                   |                                                                                                                                              |
|                                                                                       | Turn down thermostats and disconnect all electrical heaters and appliances to reduce the initial demand when the power is reconnected        |
|                                                                                       | Unplug computers, DVD players, TV's, microwaves to protect against possible surges when the power is restored                                |
|                                                                                       | Turn off all lights except one, which will alert you when the power has been restored                                                        |
|                                                                                       | Keep the doors of your refrigerator and freezer shut as much as possible to maintain the cold temperature                                    |
|                                                                                       | Once the power is restored, turn on only the most essential appliances and wait 30 minutes before reconnecting others                        |
|                                                                                       | To report an outage or downed power lines call BC Hydro<br>1.888.POWERON (1 888 769 3766)                                                    |

## SANITATION PROCEDURES

|                                                                          |                                                |
|--------------------------------------------------------------------------|------------------------------------------------|
| Assigned to/Lead: Vanessa Duong                                          |                                                |
| Following a major earthquake, assume that sewer lines have been damaged: |                                                |
|                                                                          | Ensure sewer lines are intact                  |
|                                                                          | If not, do not allow the toilet to flush       |
|                                                                          | Use sanitation kit (located in earthquake kit) |

### **SWS Emergency Plan**

|  |                                                               |
|--|---------------------------------------------------------------|
|  | Dispose of waste wisely – Separate liquid and solid waste     |
|  | Disinfect solid waste – use gloves and powdered hydrated lime |
|  | Store solid waste in industrial pail with tight fitting lid   |

### **FACILITY MAP – Lower level**

|                      |                                   |
|----------------------|-----------------------------------|
| <a href="#">254a</a> | Fire and Exit Plan - Ground Floor |
|----------------------|-----------------------------------|

### **FACILITY MAP – Upper level**

|                      |                                              |
|----------------------|----------------------------------------------|
| <a href="#">254b</a> | Fire and Exit Plan - Upper Floor Classroom D |
|----------------------|----------------------------------------------|

## **III. Recovery and Resumption of Operations**

Following an incident or near miss, the Principal will assemble a team consisting of at least Board director, Business Administrator, designated faculty member(s), Administrative Coordinator and any other members from inside or outside the school as deemed appropriate. This team will be responsible for the planning towards resuming operations. Once operations are resumed the team will review the incident for outstanding issues and lessons learned, incorporating them into the emergency response procedures.

## IV. Appendix

### MENTAL HEALTH CHECKLIST

This checklist provided by FEMA can assist parents, teachers and child care providers in determining if a child is in need of professional counselling following a disaster or traumatic event.

Add up the pluses and minuses to obtain a final score. If the child scores more than 35, it is suggested you seek a mental health consultation.

Note: Preoccupation with death, unusual accident proneness or suicidal threats are reasons for immediate consultations. It is also recommended that any child who has been seriously injured or who has lost a parent, sibling or caregiver by death, have a psychological evaluation and/or therapy.

| Question                                                                                                                                                              | If yes, | Score |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------|
| Has the child experienced more than one major stress within a year of this disaster, such as a death in the family, molestation, a major physical illness or divorce? | +5      |       |
| Does the child have a network of supportive, caring persons who continue to relate to him daily?                                                                      | -10     |       |
| Has the child had to move out of his house because of the disaster?                                                                                                   | +5      |       |
| Was there reliable housing within one week of the earthquake with resumption of the usual household members living together?                                          | -10     |       |
| Is the child showing severe disobedience or delinquency?                                                                                                              | +5      |       |
| Is the child showing any of the following as new behaviours for more than three weeks after the disaster?                                                             |         |       |
| Nightly states of terror                                                                                                                                              | +5      |       |
| Waking from dreams confused or in a sweat                                                                                                                             | +5      |       |
| Difficulty concentrating                                                                                                                                              | +5      |       |
| Extreme irritability                                                                                                                                                  | +5      |       |
| Loss of previous achievements in toilet or speech                                                                                                                     | +5      |       |
| Onset of stuttering or lisping                                                                                                                                        | +5      |       |
| Persistent severe anxiety or phobias                                                                                                                                  | +5      |       |

### SWS Emergency Plan

|                          |    |  |
|--------------------------|----|--|
| Obstinacy                | +5 |  |
| New or exaggerated fears | +5 |  |

|                                                                                                                                    |     |  |
|------------------------------------------------------------------------------------------------------------------------------------|-----|--|
| Rituals or compulsions                                                                                                             | +5  |  |
| Severe clinging to adults                                                                                                          | +5  |  |
| Inability to fall asleep or stay asleep                                                                                            | +5  |  |
| Startling at any reminder of the disaster                                                                                          | +5  |  |
| Loss of ambition for the future                                                                                                    | +5  |  |
| Loss of pleasure in usual activities                                                                                               | +5  |  |
| Loss of curiosity                                                                                                                  | +5  |  |
| Persistent sadness or crying                                                                                                       | +5  |  |
| Persistent headaches or stomach aches                                                                                              | +5  |  |
| Hypochondria                                                                                                                       | +5  |  |
| Has anyone in the child's immediate family been killed or severely injured in the disaster (including severe injury to the child)? | +15 |  |
| TOTAL                                                                                                                              |     |  |

### CRITICAL EQUIPMENT & INFORMATION

| Critical Equipment/<br>Information   | Action                                                                                                                                                              |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student files & master contacts list | Files stored electronically on Google Drive.<br>Printed copy of master contact list upstairs in office and inside emergency contacts pack in emergency box outside. |
| Emergency contacts packs             | Each class teacher keeps their own and brings outside during drills / in the event of an emergency. Subject teachers know its location in the event that            |

## SWS Emergency Plan

|                |                                                                                                                                                                                                                                              |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                | <p>they are with the class. Spare kept in office - bottom drawer of brown filing cabinet.</p> <p>1x emergency contacts pack sealed in emergency box outside.</p>                                                                             |
| First aid kits | <p>Each class teacher keeps their own and brings outside during drills / in the event of an emergency. Subject teachers know its location in the event that they are with the class. Spare kept in office - first aid cabinet.</p>           |
| Class lists    | <p>Each class teacher keeps their own and brings outside during drills / in the event of an emergency. Subject teachers know its location in the event that they are with the class. Spare master contact list kept in office - on wall.</p> |

## II. TRAINING, EXERCISE & TESTING RECORD

| Date         | Type        | Objective                                                              | Participants  | Changes Required | Assigned to      |
|--------------|-------------|------------------------------------------------------------------------|---------------|------------------|------------------|
| 11/20/20     | Orientation | Training and overview                                                  | faculty/staff |                  | Janet Jewell     |
| 09/16/2022   | Orientation | Training and overview; assigned task to update plan and check supplies | faculty/staff |                  | Christine Martin |
| Aug 28, 2023 | Orientation | Training and overview                                                  | faculty/staff |                  | Christine Martin |
| Aug 26, 2024 | Orientation | Training and overview                                                  | faculty/staff |                  | Christine Martin |
| Aug 25, 2026 | Orientation | Training and overview                                                  | faculty/staff |                  | Christine Martin |
| Aug 31, 2026 | Orientation | Training and overview                                                  | faculty/staff |                  | Christine Martin |
|              |             |                                                                        |               |                  |                  |