



# **SCHOOL EMERGENCY MANAGEMENT PLAN**

## **J.L Ilsley High School**

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# Emergency Plan Distribution List

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Copy #	Person/Agency	Location
01	Principal	Principal's Office
02	Vice-Principal	Main Office – VP Office
03	Administrative Assistants	Main Office / Guidance (3 <sup>rd</sup> floor)
04	Support Staff	Room 238 and 215
05	Halifax Regional Education Centre	33 Spectacle Lake Drive, Dartmouth, NS B3B 1X7 Tel: (902) 464-2000
06	NS Emergency Management Organization	21 Mount Hope Avenue Dartmouth, NS, B2Y 4R4 Tel: (902) 490-5400 Fax: (902) 490-7114 Email: <a href="mailto:HRM_EMO@halifax.ca">HRM_EMO@halifax.ca</a>
07	Primary Relocation Site	111 Drysdale Ave. Halifax, NS Tel: (902) 477-5466
08	Secondary Relocation Site	1 Regan Dr. Halifax, NS B3R 2J1 Tel: (902) 479-4452
09	School Liaison Officer/Community Response Officer	902-497-3853

# Emergency Contact Information

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Position	Name	Phone Number(S)
Police/Fire/EHS	EMERGENCY Dispatch	<b>911</b>
Police/Fire/EHS	Non-Emergency Dispatch	(902) 490-5020
Principal	Marilyn MacGibbon	(902) 456-5389
Vice-Principals	Keri Butler	(902) 479-4612 ext. 5701002 Cell: (902) 266-2943
	Kurt Jerrett	(902) 479-4612 ext. 5701003 Cell: (902) 266-2152
School Administration Supervisor	Dorothy Hart	(902) 464-2000 ext. 4442 Cell: (902) 233-6721
Assistant Manager—Operation Services	Bob Lawrence	(902) 464-2000 ext. 4398
Manager—Occupational Health & Safety	John Swales	(902) 464-2000 ext. 2204
Manager—Communications	Lindsay Bunin	(902) 464-2000 ext. 2225 Cell: (902) 478-3760
Emergency Management Organization (EMO)		21 Mount Hope Avenue Dartmouth, NS, B2Y 4R4 Tel: (902) 490-5400 Fax: (902) 490-7114 Email: <a href="mailto:HRM_EMO@halifax.ca">HRM_EMO@halifax.ca</a>
School Liaison Officer	Cst. Kenny O'Brien	Cell: (902) 497-3853
Bus Transportation	HRCE Student Transportation	(902) 464-2000 902-431-4723
Poison Control		(902) 470-8161 1(800) 565-8161
Canadian Red Cross		(902) 424-1432 or (902) 424-3650
HRCE Crisis Team	Dorothy Hart	(902) 464-2000 ext. 4442 Cell: (902) 233-6721
	Lisa Long (back-up)	(902) 464-2000 ext. 2570 Cell: (902) 476-6064

# Definition of Emergency

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“An abnormal situation which, in order to limit danger to people or damage to property or environment, requires prompt action “

Definition of an Emergency (Nova Scotia Emergency Management Organization 2011)

# Designation of the Person-in-Charge

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The principal or his or her designate will be known as the person-in-charge and will have full authority within the provisions of this plan in addition to the other responsibilities of his or her office. A predetermined chain of command will be established should the principal not be available to delegate his or her authority.

# Evacuation

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## Assessment

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**Fire:** If a fire alarm sounds, all students, staff, and visitors will follow the recognized procedures.

**Other Emergency:** In the event of another type of emergency, the person-in-charge will assess the situation and determine if an evacuation is warranted.

## Initiating an Evacuation

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**Fire:** If a fire is suspected within the building, all staff, students, and visitors persons have the responsibility to sound the fire alarm.

**Other Emergency:** In the event of another type of emergency, the person-in-charge will give clear directions to the students, staff, and visitors on the safest means of leaving the building.

**Announcement:** Once an emergency is identified, the person-in-charge will announce the evacuation by the safest and most expedient means. If a specific area of the building is determined to be unsafe for any reason, the person-in-charge may choose to give directions for alternative exits. If the person-in-charge chooses to use the PA system to announce the evacuation, he or she should use plain, clear language (no codes), with specific directions. For example,

- “Attention. Everyone must leave the building immediately and assemble at your fire drill relocation points.”
- In the event of a bomb threat, the person-in-charge may include the direction: “Take your backpack if you have it with you.”

**Alternate Exits:** (Please see the document attached that has primary and secondary exits listed for all school spaces.)

**Evacuation Procedures Outside of the Classroom:** (Include evacuation procedures during lunch, assembly, etc.)

## **Decision to Re-enter/Relocate**

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Once the evacuation is complete and all occupants are accounted for, the person-in-charge will consult as appropriate with responding emergency services and/or the school administration supervisor on whether to re- enter the building, relocate to another site, or dismiss.

The decision to re-enter the building will follow the re-entry procedures used during fire alarm drills.

If the person-in-charge decides to relocate, he or she will follow the procedures as listed under the Relocation section of the school emergency management plan.

## **Duties**

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### **Person-in-Charge**

- decides on the safest means of evacuating the building
- announces an evacuation and gives simple, clear directions
- contacts 911 to request assistance as appropriate
- contacts the emergency answering service or the appropriate school board staff person as soon as practical
- directs staff to assist in the most appropriate manner
- puts on the provided safety vest to ensure other-agency recognition
- leaves the building and reports to the predetermined assembly point
- ensures that all students and staff have left the building and are accounted for
- liaises with the responding emergency services
- speaks with the media as required
- determines if students and staff should relocate to another site  
OR
- announces that students and staff should re-enter the building

### **Administrative Assistant**

- follows the directions of the person-in-charge
- brings the following items:
  - emergency management kit
  - list of that day's class trips
  - list of that day's substitute teachers
  - visitor sign-in sheet
  - staff sign-in/sign-out sheet (if applicable)
  - student medications



- leaves the building and reports to the predetermined assembly point

### **Teachers/Classroom Assistants**

- follow the directions of the person-in-charge
- bring the classroom emergency management kit
- bring the class attendance sheets
- supervise students during evacuation
- assist special needs students as required
- open blinds and close windows
- close doors after the last person has left
- leave the building and report to the predetermined assembly point
- take class attendance and report the information to the person-in-charge

### **Maintenance Staff**

- follow the directions of the person-in-charge
- check washrooms and other areas to ensure that everyone has left
- check to ensure that classroom doors are closed
- leave the building and report to the predetermined assembly point
- report to the person-in-charge for further directions

# Relocation

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## Assessment

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If the school is evacuated, the person-in-charge will assess the situation and determine if it is necessary to move the students and staff to a relocation site.

The person-in-charge may decide to relocate at the time of the evacuation or after information has been received that indicates that the evacuation may be prolonged.

## Initiating a Relocation

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On making the decision to move the students and staff to a relocation site, the person-in-charge will issue the directions to do so either by using a megaphone or by sending messengers (if it is safe) to each class teacher.

## Duties

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### Person-in-Charge

- announces the relocation and gives precise directions
- contacts 911 to request assistance as appropriate
- contacts the emergency answering service or the appropriate school board staff person as soon as practical
- directs staff to assist in the most appropriate manner
- puts on the provided safety vest to ensure other-agency recognition
- contacts the school administration supervisor to request transportation if required
- liaises with the responding emergency services
- speaks with the media as required
- monitors the movement of students and staff
- decides when and how students will be dismissed

### Administrative Assistant

- follows the directions of the person-in-charge
- advises the receiving facility of the impending arrival
- brings the following items:
  - emergency management kit
  - list of that day's class trips
  - list of that day's substitute teachers

- visitor sign-in sheet
- staff sign-in/sign-out sheet (if applicable)
- student medications

### **Teachers/Classroom Assistants**

- follow the directions of the person-in-charge
- bring the classroom emergency management kit
- bring the class attendance sheet
- supervise students during the relocation
- assist special needs students as required
- on arrival, confirm that all students are present

### **Maintenance Staff**

- follow the directions of the person-in-charge
- report to the person-in-charge on arriving at the relocation site

# Lockdown

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## Assessment

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A lockdown may be conducted for a variety of reasons including but not limited to:

- a violent or potentially violent incident inside the school
- an unauthorized visitor with unknown intent

## Initiating a Lockdown

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- Announce the lockdown with simple, clear directions.  
***“Attention all staff, initiate lockdown now.” (Repeat three times).***
- Initiate contact with 911 to request assistance as appropriate. (Reference: EMP – Plan template)
- Initiate contact with the school board emergency answering service, or appropriate school board staff person, as soon as practical to inform them of the situation and request assistance.
- Liaise with the responding emergency services.
- Take all actions necessary to ensure the safety of students, staff, and visitors.

## Terminating a Lockdown

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Terminating a lockdown should be communicated to each classroom individually by the person-in-charge and/or the police using a master key to enter the room. If a master key is not available or the entrance is otherwise secured a means of identifying the person requesting entry should be used

## Duties

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### Administrative Assistant

- follow the directions of the person-in-charge
- lock the doors to the administrative offices
- assist with communications as directed

### Teachers/Classroom Assistants

- follow the directions of the person-in-charge
- confirm the presence of students against the attendance list
- if directed to, “secure the building”

- if it is safe to do so, check the area immediately outside the classroom for students and bring them inside
- lock the classroom doors
- turn off all lights
- ensure that all students remain in the classroom
- ensure that all students remain calm and quiet
- do not open the door unless directed to by the person-in-charge or the correct means of identification is used by the person requesting entry
- decide if it is necessary to position students in the classroom for safety
- stand by for further directions
- if not supervising students, report to the administrative office for directions from the person-in-charge unless directed otherwise

### **Maintenance Staff**

- follow the directions of the person-in-charge
- lock doors to all assigned rooms
- if directed to “secure the building,” begin locking all exterior doors
- in the event of an external environmental threat such as a chemical spill, turn off the ventilation system and begin sealing all entrances with appropriate material

# Hold-and-Secure

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## Assessment

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Hold-and-secure may be conducted for a variety of reasons including, but not limited to,

- a fight inside or outside the school
- an animal threat
- a police action in the neighbourhood
- a hazardous substance release outside the school (For additional information, see the Hazard-Specific Planning section of the *School Emergency Management Plan: Planning Guide*.)

## Initiating a Hold-and-Secure

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If the person-in-charge decides to initiate hold-and-secure, plain, clear language, with specific directions, should be used. The script used should be distinct from that used to initiate a lockdown.

For example,

**“Attention all staff, the school is now in hold-and-secure.”**

**“Attention all staff, the school is now in hold-and-secure.”**

**“Attention all staff, the school is now in hold-and-secure.”**

Additional directions to staff and students may be added as appropriate, for example,

- in the event of a fire alarm, “evacuate to the outside” or “remain
- in the school until otherwise advised”
- “movement is restricted, ignore class change bells”
- “close blinds” or “turn off lights”

## Terminating a Hold-and-Secure

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- The person-in charge will consult with the lead emergency response agency prior to terminating the hold-and-secure if it was initiated in response to a call from police or fire.
- Terminating hold-and-secure may be done by the person-in-charge in consultation with emergency responders by means of a general announcement over the public address system.

## Duties

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### Person-in-Charge

Announce the lockdown with simple, clear directions, such as,

**“Attention all staff, the school is now in hold-and-secure.” (Repeat three times.)**

- Provide additional direction as appropriate, such as “close blinds and turn off lights.”
- Initiate contact with the school board emergency answering service, or appropriate school board staff person, as soon as practical to inform them of the situation.
- Liaise with the responding emergency services.
- Take all actions necessary to ensure the safety of students, staff, and visitors.

**Administrative Assistant/Secretary**

- Follow the directions of the person-in-charge.
- If the person-in-charge is not immediately available, initiate hold and-secure.
- Assist with communications.

**Teachers/Teacher Assistants**

- Follow the directions of the person-in-charge.
- If not supervising students, report to the administration office for assignment.

# Hazard-Specific Planning

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## School Expansion Plan

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On receiving notice or a request to host a displaced group, the person-in-charge should ascertain the following information:

- number of people coming
- when they will arrive at the school
- the general makeup of the group
- people with special needs
- whether the group will be serviced by the displaced facility staff or by an outside agency such as the Red Cross

Determine what areas of the school will be required by the displaced group

Contact the School Board to advise them of situation and request assistance as appropriate.

Determine if an early dismissal of students is appropriate and advise school board

Review the Letter of Agreement (if one exists) with person-in-charge of displaced group

## Bomb Threats and Suspicious Packages: Specific Procedures

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### BOMB THREATS PROCEDURES

1.0 The school principal or designate shall order the evacuation of a school building whenever, in their opinion, the safety of staff and pupils is endangered. However, schools will not necessarily be evacuated or classes dismissed as a result of threatening messages.

2.0 In the event that a phone call or other notice is received indicating that a bomb has been placed in a school, the following procedures will be followed:

2.1 The person receiving a threat by phone will note the exact time of the call and attempt to get a description of the caller's age, sex, speech patterns, etc.

2.2 The person receiving the call will phone \*57 and note any information provided by this service.

2.3 The person receiving the call will inform the principal or principal's designate, who will immediately notify the local Police Department by calling 911.



2.4 The staff will be notified to prepare to evacuate the building and to report any suspicious objects to the administration.

3.0 Upon notifying the police the principal shall determine what procedure to follow. The principal may decide to:

3.1 Keep all classes in session while the police and/or designated school personnel conduct a search of the premises under the direction of the principal and/or senior police officer. School personnel should commence the search of the building immediately not waiting for police to arrive.

OR

3.2 Order the building evacuated and implement such by means of a fire drill.

4.0 The principal or designate may communicate at any time with the School Administration Supervisor during the process. However, the decision to evacuate or not to evacuate must be communicated to the appropriate School Administration Supervisor as soon as it is possible to do so keeping in mind student safety.

4.1 If the decision is made to evacuate the building, the following steps shall be taken:

4.1.1 Hallways and stairways to be used during the evacuation are to be checked to verify that no foreign objects are in the evacuation route.

4.1.2 Pupils may return to the building if, upon assessment of the situation by the principal and the senior police officer present, there is reasonable assurance that no danger exists.

4.1.3 If the principal deems it necessary to dismiss the students, those students transported by bus will remain out of the building until busses are available to transport them home.

4.1.4 The building will remain closed to the students and the public until the building has been declared safe by the police.

4.1.5 The principal shall inform the public by whatever means available that school has been dismissed early.

5.0 An investigation of the event will be requested from the police with a report going to the Board.

School Administration will follow through with the following items:

- Notification Procedures
- Search Procedures
- Contingency Plans
- Evidence Preservation

## Bomb Threat Checklist

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1. When is the bomb going to explode? \_\_\_\_\_
2. Where is the bomb right now? \_\_\_\_\_
3. What does the bomb look like? \_\_\_\_\_
4. What kind of bomb is it? \_\_\_\_\_
5. What will cause the bomb to explode? \_\_\_\_\_
6. Did you place the bomb? \_\_\_\_\_
7. Why? \_\_\_\_\_
8. What is your address? \_\_\_\_\_
9. What is your name? \_\_\_\_\_

### Exact Wording of Bomb Threat:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Gender of caller: \_\_\_\_\_

Age: \_\_\_\_\_ Length of call: \_\_\_\_\_

Telephone number at which call was received: \_\_\_\_\_

Time call was received: \_\_\_\_\_ Date call was received: \_\_\_\_\_

### Caller's Voice

- |  |   |                                 |                                    |
|--|---|---------------------------------|------------------------------------|
| <input type="checkbox"/> accent  | <input type="checkbox"/> deep           | <input type="checkbox"/> lisp   | <input type="checkbox"/> raspy     |
| <input type="checkbox"/> angry   | <input type="checkbox"/> deep breathing | <input type="checkbox"/> loud   | <input type="checkbox"/> slow      |
| <input type="checkbox"/> calm  | <input type="checkbox"/> disguised      | <input type="checkbox"/> nasal  | <input type="checkbox"/> slurred   |
| <input type="checkbox"/> clearing throat   | <input type="checkbox"/> distinct       | <input type="checkbox"/> normal | <input type="checkbox"/> soft      |
| <input type="checkbox"/> cracking voice  | <input type="checkbox"/> excited        | <input type="checkbox"/> rapid  | <input type="checkbox"/> stutter   |
| <input type="checkbox"/> crying  | <input type="checkbox"/> laughter       | <input type="checkbox"/> ragged | <input type="checkbox"/> whispered |
| <input type="checkbox"/> familiar (If voice is familiar, who did it sound like?) _____ |   |                                 |                                    |

**Background Sounds**

- |   |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> animal noises          | <input type="checkbox"/> factory machinery | <input type="checkbox"/> motor            | <input type="checkbox"/> static        |
| <input type="checkbox"/> booth                  | <input type="checkbox"/> house noises      | <input type="checkbox"/> music            | <input type="checkbox"/> street noises |
| <input type="checkbox"/> clear                  | <input type="checkbox"/> local             | <input type="checkbox"/> office machinery | <input type="checkbox"/> voices        |
| <input type="checkbox"/> crockery               | <input type="checkbox"/> long distance     | <input type="checkbox"/> PA system        |  |
| <input type="checkbox"/> other (specify): _____ |  |   |  |

**Bomb Threat Language**

- |                                     |                                     |   |
|-------------------------------------|-------------------------------------|---|
| <input type="checkbox"/> foul       | <input type="checkbox"/> taped      | <input type="checkbox"/> message read by threat maker |
| <input type="checkbox"/> irrational | <input type="checkbox"/> incoherent | <input type="checkbox"/> well spoken (education)      |

**Remarks**

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Your name: \_\_\_\_\_

Your position: \_\_\_\_\_

Your telephone number: \_\_\_\_\_

Date checklist completed: \_\_\_\_\_

## **Hazardous Substance Release: Inside the School**

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The person-in-charge will assess the need to evacuate the school based on all immediately available information and hazardous substance guidelines. Material Safety Data Sheets should be kept in a readily accessible location in accordance with occupational Health and Safety regulations (such as near dangerous chemicals or near the front entrance for emergency responders).

## **Hazardous Substance Release: Outside the School**

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An event such as a fire, motor vehicle accident, train derailment, industrial incident, or a natural disaster may cause a hazardous substance release. As a result, emergency responders may request that you secure and seal the building.

Here are some examples of when you may be asked to secure and seal the building:

- There has been an outdoor release that may affect your building.
- There is not enough time or warning to safely evacuate.
- The release is expected to pass over the area quickly.
- The source and nature of the release have yet to be determined.
- A safe evacuation route has yet to be verified.
- It is safe to evacuate but you need assistance.

Those who have been advised to secure and seal the building will be notified if additional measures are required and when it is “all clear.”

- Immediately gather everyone indoors and stay there.
- Close and lock all windows and outside doors.
- If possible, tape (duct tape) the gaps around the exterior door frames.
- Turn off appliances or equipment that either
  - blow out or use indoor air, such as
    - washroom and kitchen exhaust fans
    - built-in vacuum systems
  - suck in outside air, such as
    - heating ventilation and air conditioning (HVAC) systems
    - fans for heat recovery ventilators or energy recovery ventilators (HRV/ERV)
- Turn down furnace thermostats to the minimum setting and turn off air conditioners.
- Leave open all inside doors.
- Avoid using the telephone, except for emergencies, so that you can be contacted by emergency response personnel.

- Even if you see people outside do not leave until told to do so.
- If you are unable to follow these instructions, notify emergency response personnel.
- After the hazardous substance has passed through the area, you will receive an all-clear message from emergency response personnel. If required, you may also receive the following instructions:
  - Ventilate your building by opening all windows and doors, turning on fans, and turning up thermostats. During this time the air outside may be fresher, and you may choose to leave your building while ventilating.
  - Once the building is completely ventilated, return all equipment to normal settings and operation.

## **School Bus Accident/Incident**

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### **Driver/Staff at the Scene**

The following protocol outlines the steps to be taken by the driver or school staff should an accident occur:

1. Call 911, if warranted.
2. Call the person-in-charge at the school.
3. Help to implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
4. Move all uninjured students to a safe distance from the accident.
5. Provide to the school the names of all injured students and the location to which they may have been taken for medical treatment.

### **Principal/Person-in-Charge**

1. Notify the appropriate HRCE staff person.
2. Ascertain the names of any injured students and the nearest location of any medical treatment facility.
3. Notify parents/guardians of all students on the bus as quickly as accurate information is available.
4. Direct a designated school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and to provide support to students, as appropriate.
5. Complete appropriate documentation.

**Below are some of the common emergency situations that may require consideration beyond basic responses.**

### **After-Hours School Usage**

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Any time a school activity is being conducted outside of normal hours, it is necessary that someone be identified as the person-in-charge with the responsibility to activate the emergency management plan. The Staff advisor is the person-in-charge and will work with the custodial staff in the event of an emergency. All staff working outside of normal hours will have access to the Principal and Vice Principal's cell numbers.

### **Off-Site School-Related Emergency**

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Any time a school activity is being conducted away from the school building, and there is an emergency situation, the staff member on the trip should contact the person-in-charge. The Person-in-charge will activate the Emergency Management Plan. The Person-In-Charge is the Principal or Vice Principal.

# Appendices

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## Quick Guide

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This is a compilation of specific staff duties for each of the four emergency management strategies; evacuation, relocation, lockdown and hold-and-secure. The duties are divided into three categories; person-in-charge, secretary/admin-assistant and teacher/classroom assistant. Each list is intended to be used a checklist by staff during an emergency. The lists are designed to be printed on a double-sided sheet and laminated for durability.

## Person-in-Charge (Principal or Designate)

### Evacuation

- decides on the safest means of evacuating the building
  - announces an evacuation and gives simple, clear directions
  - contacts 911 to request assistance as appropriate
  - contacts the emergency answering service or appropriate HRCE staff person as soon as practical
  - directs staff to assist in the most appropriate manner
  - puts on the provided safety vest to ensure other agency recognition
  - leaves the building and reports to the predetermined assembly point
  - ensures that all students and staff have left the building and are accounted for
  - liaises with the responding emergency services
  - speaks with the media as required
  - determines if students and staff should relocate to another site
- OR
- announces that students and staff should re-enter the building

### Relocation

- announces the relocation and gives precise directions
- contacts 911 to request assistance as appropriate
- contacts the emergency answering service or the appropriate HRCE staff person as soon as practical
- directs staff to assist in the most appropriate manner
- puts on the provided safety vest to ensure other agency recognition
- requests transportation if required
- advises receiving the facility of your impending arrival
- liaises with the responding emergency services
- speaks with the media as required
- monitors the movement of students and staff
- decides when and how students will be dismissed

### Lockdown

## Criteria for Initiating a Lockdown

A lockdown may be conducted for a variety of reasons including but not limited to:

- a violent or potentially violent incident inside the school
- an unauthorized visitor with unknown intent

## Initiating a Lockdown

- Announce the lockdown with simple, clear directions.  
***“Attention all staff, initiate lockdown now.” (Repeat three times).***
- Initiate contact with 911 to request assistance as appropriate. (Reference: EMP – Plan template, page 34)
- Initiate contact with the HRCE emergency answering service, or appropriate HRCE staff person, as soon as practical to inform them of the situation and request assistance.
- Liaise with the responding emergency services.
- Take all actions necessary to ensure the safety of students, staff, and visitors.

## Terminating a Lockdown

Terminating a lockdown should be communicated to each classroom individually by the person-in-charge and/or the police using a master key to enter the room. If a master key is not available or the entrance is otherwise secured a means of identifying the person requesting entry should be used

# Hold-and-Secure

## Criteria for Initiating Hold-and-Secure

Hold-and-Secure may be conducted for a variety of reasons including but not limited to:

- a fight inside or outside the school
- an animal threat
- a police action in the neighbourhood
- a hazardous material spill in the neighbourhood

## Initiating Hold-and-secure

If the person-in-charge decides to call Hold-and-Secure, plain, clear language, with specific directions, should be used. The script used should be distinct from that used to initiate a lockdown. For example:

***“Attention all staff the school is now in Hold-and-Secure” “Attention all staff the school is now in Hold-and-Secure” “Attention all staff the school is now in Hold-and-Secure”***

- Additional directions to staff and students may be added as appropriate.

## Terminating Hold-and-Secure

Terminating Hold-and-Secure may be done by the person-in-charge by means of a general announcement over the public address system.



# Administrative Assistant

## Evacuation

- follows the directions of the person-in-charge
- brings the school emergency management kit,

## Relocation

- follows the directions of the person-in-charge
- brings the school emergency management kit,

## Lockdown

- Follow the directions of the person-in-charge.
- If the person-in-charge is not immediately available initiate lockdown
- Lock the doors to the administrative offices.
- Assist with communications as directed.

## Hold-and-Secure

- Follow the directions of the person-in-charge.
- If the person-in-charge is not immediately available, initiate hold-and-secure.
- Assist with communications.

# Teachers/Classroom Assistants

## Evacuation

- follow the directions of the person-in-charge
- bring the class attendance sheet
- supervise students during evacuation
- assist special needs students as required
- open blinds and close windows
- close doors after the last person has left
- leave the building and report to the predetermined assembly point
- take class attendance and report the information to the person-in-charge

## Relocation

- follow the directions of the person-in-charge
- bring the class attendance sheet
- supervise students during the relocation
- assist special needs students as required
- on arrival, confirm the attendance of students

## Lockdown

- If it is safe to do so, check the area immediately outside the classroom for students and bring them inside. If assigned to do so, check nearby washrooms for students and bring them to the classroom.
- Lock the classroom doors or otherwise secure the room from entry.
- Turn off all lights, close exterior window blinds, cover interior windows if required, and position students in the classroom where they cannot be seen from the corridor.
- Ensure that all students remain in the classroom.
- Turn off personal cell phone and do not use except for emergency communications.
- Direct students to turn cell phones off and not to use them until directed to do so.
- Ensure that all students remain calm and quiet.
- Check attendance and note the names of missing students and students from other classes.
- DO NOT** open the classroom door for any reason during a lockdown (see next point).
- If the fire alarm is activated during a lockdown determine if it is safer to remain in the secure location or evacuate. If there are indications of fire or smoke determine the safest route and immediately evacuate to the exterior safe area or other approved interior location.
- If not supervising students, take refuge in a secure location unless directed otherwise by the person-in-charge.

## Hold-and-Secure

- Follow the directions of the person-in-charge.
- If not supervising students, report to the administration office for assignment.

## A. School Profile and building information

This is a description of the school, including what grades or age levels attend, how many buildings and rooms are on the school property, how many teachers and staff, etc.

Be sure to include any unique situations or information, such as other tenants. Include the location and identification of external doors.

The following form, adapted from the RCMP School Action For Emergency (SAFE) Plan, can be used to document school profile and building information.

### School Data Form

LAST UPDATED:

#### School Profile

Name of School: J.L. Ilsley High School	School Hours: 09:20 to 15:35
Name of School Board: Halifax Regional Centre for Education	Grades Levels: 9, 10, 11 and 12
School Address: 138 Sylvia Ave. Halifax, NS B3R 1J9	<b>Numbers</b>
	Students: 1025
	Mobility Challenged Students: 0
School Phone: 902.479.4612	Staff: 92
School Fax: 902.479.4635	Floors: 3
After Hours Emergency Contact Name: Marilyn MacGibbon Phone: (902) 456-5389	Classrooms: 62
	Portables: 0

#### Tennant Information (repeat table as required)

Name of Tennant Agency	Hours of Operation
Agency Phone Number	Description of Clientele
Name of Manager Office: Cell:	After Hours Contact Name: Phone:
	Numbers
Area of Building Occupied:	Clients
	Staff
Location of Entrance:	Mobility Challenged Persons

**Building Information**

Position	Name	Office Phone	Cell Phone
Principal	Marilyn MacGibbon	479.4612 ext 5701001	(902) 456-5389
Vice-Principal	Keri Butler	479.4612 ext 5701002	(902) 266-2943
Vice-Principal	Kurt Jerrett	479.4612 ext 5701003	(902) 266-2152
Audio/Intercom			
Location	Main office, Principal Office, VP Offices		
Instructions for Use	Press Page- 1-Push to talk to access all areas		

Alarms		
Type	Location	Shutoff Instructions
Fire	Front Lobby Fire Panel	Press Remise button for 3 seconds
Intrusion	White Power Security Panel located inside the door of the main office	Enter appropriate alarm code
Other		

Public Address System	
Location	In the Main Office by the Principal's Office
Instructions for use	Press Page- 1-Push to talk to access all areas

Security Cameras		
#	Location	Coverage

C1	Café Vestibule	Interior Cafeteria entrance by rink off Drysdale Rd (near room 102 and quiet library)
C2	1 <sup>st</sup> floor Stairwell	1 <sup>st</sup> floor rink side exit hallway (underneath stairs)
C4	Café Side Door Vestibule	Interior entry between double door sets on 1 <sup>st</sup> floor cafeteria (from Drysdale Rd parking lot).
C3	1 <sup>st</sup> floor Under stairs	1 <sup>st</sup> floor area under the stairs (looking at elevator, down 1 <sup>st</sup> floor hallway towards field end of building)
C5	Gym Vestibule by Active Living	Entry door (bus loop) and partial hallway
C6	Vestibule by Gym Storage	Staircase at rear of gymnasium to exit near basketball court (bus loop)
C7	Main Entry Vestibule	Lobby area in between doors
C8	Reception	Main reception, admin assistant desk and one entry from lobby (secure door)
C9	Interior Main Entry	Lobby outside second set of interior doors, looking at main office staff entry
C10	Café Order Window	Cafeteria order window to back of cafeteria by Skilled Trades classrooms
C11	Café by Stair	Bottom of main staircase into mid-cafeteria
C12	Café	Cafeteria toward lower parking lot entry
C13	Café by Windows	Cafeteria facing towards cafeteria order window.
C14	Café #2	Cafeteria facing Drysdale Dr, lower parking lot entries.
C15	Café side door	Entry to interior cafeteria (single set of doors) from Drysdale Rd parking lot.
C16	Library looking South	Interior from library and library tables to 2 <sup>nd</sup> floor hall
C17	Library looking North	Interior to main stairs and stage ramp
C18	Cafe Microwave	Across cafeteria towards vending machines and washroom hallway,
C19	Learning Center – 2 <sup>nd</sup> floor	Interior – 2 <sup>nd</sup> floor heading facing toward hallway to common area
C20	Quiet Library	Area outside rooms 102, 104, 106, 108
C21	Top of Stairs (2 <sup>nd</sup> )	Top of cafeteria stairs facing down hallway towards elevator (by Room 216)
C22	2 <sup>nd</sup> floor Hallway	Hallway outside 2 <sup>nd</sup> floor classes, includes common area seating
C23	Open Area (main)	Interior – 2 <sup>nd</sup> floor heading facing toward hallway to common area

C24	Commons 1 <sup>st</sup> floor	Common area outside Rooms 133 and 116 (seating areas)
C31	TAP Stairs	Outside room 328, facing hallway towards common area, stairway exit
C32	Commons – 3 <sup>rd</sup>	Common area outside Room 341, seating area, down hallway towards field end of building
C33	Top of Rink Stairs	Area at top of stairs (near 3 <sup>rd</sup> floor washrooms)
C34	Resource Stairs	3 <sup>rd</sup> floor outside Room 304/302, covering top of main staircase
C35	Makers Space	Seating area outside Maker space on 3 <sup>rd</sup> floor, including vending machine area and itinerant offices
C36	Guidance Lobby	Waiting area outside guidance office
EC1	Front Entry	Outdoor main entry bus loop
EC2	Drop off	Main bus loop
EC3	Student Parking LP	Student and staff parking lots (license plates)
EC4	License Plates	License plates, student drop off by stop sign.
EC5	Dumpster	Drysdale parking lot dumpster outside Skilled Trades back entry, also garbage bins.
EC6	License Plate Back	License Plates in Drysdale Rd Parking lot
EC7	Rear Walkway	Staff parking lot on Drysdale Rd facing accessible spaces.
EC8	Student Drop off	Exterior to student drop off loop (main entry)
EC9	Bus Loop	Exterior to bus loop
S1	Rink Stair	1 <sup>st</sup> floor rink side stair case (going down into 1 <sup>st</sup> floor hallway on rink side).
S2	Stair 3	Interior, stairs up to 2 <sup>nd</sup> floor and down to 1 <sup>st</sup> floor (bus loop exit)
Instructions for Use	In Room – Searchable through manual interface On Computer – Searchable through “Search Viewer” or “Live Viewer”	
Monitoring Locations	Also Accessible from VP and Principal Computers. Room 110 (Comms Room)	
<b>Telephones</b>		

Location	Type
Main Office (Secretary)	
Main Office (Secretary)	
Main Office (Emergency)	
Principal's Office	
Vice-Principal's Office - Butler	
Acting Vice-Principal's Office - Jerrett	
Fax Machine in Main Office (Land Line)	
All Classrooms have VOIP phones	
Cafeteria	

Utilities		
Type	Location	Shutoff Instructions
Gas/Propane (Natural Gas)	Gas shut off in Chem Lab (Room 337) Master shut off in Boiler Room (1 <sup>st</sup> floor, rink side, exterior entrance)	Turn valve marked emergency shut off room to off position.
Water	Sprinkler room on 1 <sup>st</sup> floor, also additional shut offs on each level in ceilings by washroom area.	Turn valve marked SHUT OFF
Electrical	Beside Boiler Room. Each floor has electrical shut off in Comms Rooms (Rm 110, ____, ____)	Shut off on breaker panel

Sprinkler System	
Control Valve Location	Sprinkler Room on 1 <sup>st</sup> floor Boiler Room (Red Door)
Shutoff Instructions	Turn valve in sprinkler room (as marked)

**Cable/Satellite Television**

Location of Televisions	LCDs are present in most classrooms
Main Feed Shutoff Instructions	

<b>Boiler Room</b>	
Location	North West corner of first floor at the rear of the building, Rinkside/ Drysdale Rd
Access	There is a front and rear exit to the outside

<b>Main Telephone Panel</b>	
Location	Electrical Room in Northwest Corner next to the furnace room, Also in Comms room on 1 <sup>st</sup> floor.
Access	

<b>Roof Access</b>	
<b>Location</b>	<b>Access</b>
Room 337 (chem lab prep room)	Door to ladder, fire escape stairs up to a hatch
3 <sup>rd</sup> floor door	Stairs to roof access/exit
Elevator	Direct access to roof exit

<b>Elevators</b>	
<b>Location</b>	<b>Instructions for Use</b>
First Floor across from staircase in cafeteria	Elevator is key controlled. Key is located behind secretary's desk.



**Emergency Power System**

Type	Emergency Lighting Only
Location	In halls and stairwells throughout the building
Provides Power To	NA
Shutoff Instructions	NA

**On Site Hazards**

Custodial Areas	None
Science Labs	Natural Gas. Chemical Storage Room
Machine Shops	Propane, Oxy/Acetylene,

## B. Evacuation Plan

### J.L. Ilsley High School Fire Drill Exit Directions

#### 1<sup>st</sup> Floor:

Rooms:	Route / Exit:
Quiet Library, 102, 104, 106, 108	<p><u>Primary:</u> Exit via the doors closest to Room 102, walking along Drysdale Rd to muster area.</p> <p><u>Secondary:</u> Exit through quiet library and through cafeteria to doors closest to lower parking lot.</p>
Cafeteria 111	<p><u>Primary:</u> Exit using the cafeteria doors closest to the lower parking lot (Drysdale Rd).</p> <p><u>Secondary:</u> Exit using the doors closest to Quiet library (Drysdale Rd).</p>
Skilled Trades 103, 105	<p><u>Primary:</u> Exit via the Skilled trades exit doors into lower parking lot (Drysdale Rd).</p> <p><u>Secondary:</u> Exit through cafeteria using doors to lower parking lot.</p>
112, 114, 116, 118, 127, 129, 131	<p><u>Primary:</u> Exit using Cafeteria doors closest to lower parking lot (Drysdale Rd)</p> <p><u>Secondary:</u> Exit using rink side exit, walking path to Drysdale Rd.</p>
120, 122, 126, 128, 133, 135, 137	<p><u>Primary:</u> Exit using stairs at the end of 1<sup>st</sup> floor by Room 128 (cross in front of building) – field side exit.</p> <p><u>Secondary:</u> Exit using rink side exit, walking path to Drysdale Rd.</p>

#### 2<sup>nd</sup> Floor:

Gym	<p><u>Primary:</u> Exit using gym exterior doors facing bus loop.</p> <p><u>Secondary:</u> Exit using main entry doors facing bus loop.</p>
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<p>Library 206, 208, 212, 214, 216 218, 207, 209, 224, 226, 228</p>	<p><u>Primary:</u> Exit using main entry doors facing bus loop.</p> <p><u>Secondary:</u> Exit using main staircase to cafeteria exit to lower parking lot.</p>
<p>211, 213, 215, 230 232, 234, 238 240 (Staff Room)</p>	<p><u>Primary:</u> Exit using the staircase and exit closest to the field (bus loop).</p> <p><u>Secondary:</u> Exit using the main staircase to the cafeteria doors in the lower parking lot (Drysdale).</p>

**3<sup>rd</sup> Floor:**

<p>Guidance Health Suite Itinerant Offices (305 – 311) 313, 331</p>	<p><u>Primary:</u> Use guidance staircase exit into bus loop stairway</p> <p><u>Secondary:</u> Exit via the main staircase and leave building through main entrance.</p>
<p>301, 302, 303 (Library Makerspace), 304, 306, 308</p>	<p><u>Primary:</u> Exit using the main staircase and out main entry (into bus loop).</p> <p><u>Secondary:</u> Exit using the rink side staircase, exit onto path, walking to Drysdale Rd.</p>
<p>312, 314, 316, 337, 339</p>	<p><u>Primary:</u> Exit using the rink side staircase, exit onto path, walking to Drysdale Rd.</p> <p><u>Secondary:</u> Exit using the main staircase and out main entry (into bus loop).</p>
<p>318, 341, 343, 345, 347, 320, 322, 324, 326, 328</p>	<p><u>Primary:</u> Exit using the field side staircase into the bus loop.</p> <p><u>Secondary:</u> Exit using the main staircase and through the main entry to bus loop.</p>

**J.L. Ilsley High School  
Fire Drill Procedures**

**It is important that all teachers review with all of their classes, the procedure to be followed in the event of a fire alarm.**

Teachers will need a paper copy of their attendance ready when the drill sounds.

At the sound of an alarm all students will follow the steps outlined below.

- Students should not stop at their lockers.
- Students will exit the building using the exit described to them by the classroom teacher.
- Students will gather at the southern most point of school grounds at fence adjacent to the Sylvia Avenue exit with the teacher whose class they were in when the alarm sounded.
- Students should be reminded that they are not permitted to leave school property or in a vehicle during a fire drill.
  - If the alarm sounds between classes, students will line up with the teacher whose class they have just left.
  - If the alarm sounds before first class, students will line up with their First Period teacher.
  - If the student has a free period, they will check with the Guidance Representative. That person will have a sign called Students on Study Periods.
- Teachers will line up according to muster station.
- Teachers will check to ensure that all students who were with them in class are with them outside.
- Students who were in class but are not accounted for outside will be immediately brought to the attention of the Administration using the Fire Drill Attendance Form.
- Staff will immediately notify administration of students/staff left in any “Area of Refuge.” (Students with mobility issues who cannot get down from the 3<sup>rd</sup> floor)
- Staff who are on “Preps” will gather in the parking lot at the **bus loop by the muster stations/basketball court** to help with organization and movement of students.

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## **D. Off-Site Emergency Plan**

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Include protocols or procedures for staff when supervising students away from the building. Items that should be included are

- emergency contact lists
- first-aid kit and someone with training
- student emergency contact information
- staff/chaperone emergency contact information
- what to do in the event a student is injured
- Follow your First Aid Protocol
- what to do in the event a student is missing
- Contact Parent-Contact Principal-Contact Police Liaison-Contact Supervisor

## **E. Communications Plan**

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During an emergency situation the following steps will be taken to communicate with:

Police/Fire/Emergency Health Services (EHS)/Emergency Management Organization (EMO)

- A school representative will call 911 to relay the emergency

### School/HRCE Staff and Tenants

- The person in charge will contact the Administrative Supervisor
- The person in charge will communicate with staff and tenants in case of an emergency and continue the communication as the emergency ensues through the use of the PA system, door to door, or phone system.

In the event of a power outage, staff will be notified through a door to door system. Each administrator will take a separate floor.

### Parents/Guardians/Students/Community

- Students who are present during the emergency will receive communication through the person in charge, their teachers, or other staff.
- Parents/Guardians/Community will receive communication through our automated call system, our website and through Power School bulletins in the event of a school wide emergency. If necessary homeroom teachers would make direct contact with parents/guardians
- In the event of an emergency involving an individual student or small group of students, parents will be contacted by phone directly. If they are not available via phone, every effort will be made to make contact through the emergency contact information.

### Media

- All media relations will be directed to the principal (or designate) who will then make contact with the media relations officers at HRCE
- All media will be asked to remain off of school property unless otherwise directed by the school principal (or designate) or HRCE media relations.

The person making the 911 call will have access to the information to answer the following questions. This means that the 911 call may need to be made by a portable or cell phone

- What is happening?
- Is anyone or how many are injured?
- Are the suspects still on the scene?
- What are their descriptions?
- Do they have weapons?
- Who will meet the police/fire/EHS at the door and what is their name/description?

## F. Relocation Letters of Agreement

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See letters of agreement for relocation sites.

## G. Evidence Preservation for Schools

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**At a crime scene, the safety of students and staff is a higher priority than the preservation of evidence.**

Crime committed in our schools is an unfortunate reality. Some of it is committed by outsiders, but much of it is by a small minority of students.

It is also an unfortunate reality that a great deal of a school administrator's day can be spent investigating these crimes.

Fortunately, most of the crime committed is property related, such as theft and damage, and does not pose a direct safety risk to students and staff. However, this type of crime does affect the school financially as the cost of repairing damage or replacing stolen property is borne by the school and board.

Occasionally, the crime is of a violent nature, ranging from common assault to assault with weapon or aggravated assault. Violence in our schools victimizes all of us, as it creates an atmosphere of fear that significantly hinders learning.

Often, school administrators will consider some of the lesser crimes as discipline issues and will deal with them accordingly. Occasionally, it is necessary to involve the police.

If the police are involved, they will want to begin collecting evidence in case the matter goes to court. For a case to be successfully prosecuted, it is vital that the police collect evidence in a very controlled manner. Failure to follow recognized procedures can result in evidence being excluded in court and ultimately the dismissal of charges against an accused.

Evidence can be categorized into two types: direct evidence such as eyewitness testimony or indirect evidence such as fingerprints. Even when there is an eyewitness who is willing to testify, the police are still obligated to secure any other supporting but less direct evidence.

Even if the situation is not yet a police matter, it is important to remember that circumstances can change that may cause it to become one. Evidence negligently handled or intentionally tampered with will not only result in losing a court case, but can also harm your credibility.

For the purposes of school staff becoming involved in an investigation, there are a few areas that should be considered that will greatly assist the police. General guidelines can be found on the next page.

## **General Guidelines For School Staff**

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### **Interviewing Witnesses**

When speaking with students or others who may have witnessed an event, it is important to understand that the story they tell should not be influenced by the interviewer. Often witnesses will differ in recalling what they observed. This can be frustrating for the interviewer, possibly leading them to believe that the witness is not being truthful or didn't actually see what happened. It is important that the interviewer does not intentionally or even unintentionally influence the witness by suggesting a different version of events.

### **Interviewing Suspects**

The Canadian Charter of Rights and Freedoms guarantees everyone certain rights when it comes to being interviewed or interrogated as a suspect in a crime. Even if the interview is not conducted by the police, the suspect's rights must still be respected. A suspect must be advised of their rights and read the criminal caution prior to an interview beginning by anyone in a position of authority over the suspect. Such is the case when the interview is conducted by a school staff person. Failure to do so may forfeit not only that statement as far as court is concerned, but also any subsequent statements taken by police. It is important that any interview of a suspect be conducted by the police if there is any possibility that charges may be laid in relation to the issue under investigation.

### **Physical Evidence**

Occasionally, school staff will be called on to intervene in an incident that has occurred either in the school or nearby that has created a crime scene. Assaults and break and enters are examples of such events.

If the situation is a crime of violence, the first priority is to ensure the safety of students and staff. Then, tend to the injured if there are any. Try not to move anything in the immediate area and do not clean up any blood or other fluids before authorized by the police.

Generally, it is appropriate to leave weapons such as a knife where they are. However, this may present an ongoing risk if the area cannot be secured and it is not removed from the scene. If it is absolutely necessary to remove a weapon, do so by touching as little of it as possible and only if it can be safely handled.

If the situation is a crime against property, such as property damage, theft, or break and enter, be careful not to disturb any evidence such as fingerprints. Do not repair any damage or replace moved items until authorized by the police.

It may be necessary for you to move an item or at least cover it to prevent it from being lost. An example might be footprints in the snow or mud. A piece of cardboard placed over them can help preserve them.

Regardless of the type of crime committed, try to prevent any unnecessary persons from entering the scene and possibly destroying evidence. Once the scene has been secured, attempt to identify any witnesses and/or suspects. Remove these individuals to separate locations, when possible, for interviews.

As soon as practical, begin making notes of your observations and actions during the event. Remember, these notes may become part of a criminal investigation and subject to full disclosure.

## H. School Emergency Management Kit Contents

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Refer to page 31 of the *Planning Guide* for details.

- school emergency management plan
- student data (name, phone number, address, emergency contact person, pertinent medical information, sign in/out sheet if applicable)
- student release forms
- staff data (name, phone number, address, emergency contact person, pertinent medical information, sign in/out sheet if applicable)
- list of staff with any emergency training/skills
- school profile and building information
- school photos/video
- aerial photos
- map of school area
- map of relocation route (if not included in the school area map)
- traffic safety vests
- keys
- first-aid kit
- charged cell phone
- megaphone
- portable radio(s)

**The administrative assistant brings the school emergency management kit as well as**

- list of that day's class trips
- list of that day's substitute teachers
- visitor sign-in sheet
- staff sign-in/sign-out sheet
- student medications

## I. Classroom Emergency Management Kit Contents

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- a copy of the Quick Guide
- class student roster
- small first-aid kit
- other useful items