



4401C HIGH SCHOOL CAMPUS EMERGENCY RESPONSE PLAN

Policy Type: Educational Programs
Applies To: All Staff, Students,
Approved By: LCS Head of Schools
Policy Reviewed: every 2 years
Adopted: 05 2025
Revisions:

1. PURPOSE AND OVERVIEW

The primary goal of this plan is to ensure the safety and well-being of all students and staff members at the High School Campus in the event of an emergency, disaster, or critical incident. Recognizing that emergencies are unpredictable, this policy outlines clear and consistent standards, procedures, and responsibilities for all personnel and students. Familiarity with this emergency management plan is crucial for promoting safety and minimizing disruption to the educational environment.

All school personnel, including the Principal, teachers, education assistants, clerical, and maintenance staff, along with students, are expected to be familiar with this plan and understand their specific roles in carrying it out. Support staff, based on their skills, are often best suited for various important roles within the emergency response. Students also bear a responsibility to understand emergency routines to the best of their abilities and to follow instructions provided by staff.

2. EMERGENCY PREPAREDNESS COMMITTEE

LCS Administration is responsible for ensuring the maintenance of an Emergency Preparedness Committee, comprised of administrative, teachers and operations staff. This committee is tasked with annually reviewing and updating the campus-based Emergency Planning Manual and overseeing staff training. The committee reports annually to the Emergency Response Coordinator and Director of Operations.

Specifically for the High School Campus, an Emergency Response Team is maintained, meeting three to four times a year to review procedures and log activities in a shared Emergency Preparedness drive. The purpose of this team includes keeping students and staff safe, ensuring clear procedures, defining personnel roles, maintaining effective communication with the community, minimizing disruption, and ensuring educational continuity.

3. EMERGENCY DRILLS AND TRAINING

The LCS administration will ensure the completion and documentation of required drills each year, as per Ministry of Education requirements:

- (a) Six (6) fire drills and three (3) earthquake drills are conducted annually to ensure safe and prompt evacuation of the building in case of an emergency.

- (b) Two (2) lockdown drills are implemented annually to ensure student safety when a perceived or real imminent threat occurs.

Drills should incorporate variations, such as requiring alternate routes if a usual path is blocked, or simulating emergencies during non-classroom times like recess or lunch breaks. Where appropriate, parents, volunteers, and first responders will be invited to participate, particularly in drills involving student release scenarios.

Following each drill, a debriefing session is conducted as quickly as possible to gather feedback from all involved parties and identify areas for improvement in mitigation, preparedness, and response. The plan will be revised as necessary based on these debriefings. All staff should receive training on emergency procedures to ensure calm and efficient responses during actual emergencies.

4. EMERGENCY RESPONSE PROTOCOLS (GENERAL)

The High School Campus adopts an all-hazards approach to emergency management, utilizing five key responses that can be adapted to various situations. These responses are: Drop-Cover-Hold On, Evacuate, Hold and Secure (Lockout), Lockdown, and Shelter in Place. It is critical that these protocols are applied flexibly and contextually, considering specific circumstances like building damage, weather conditions, or other factors.

During any emergency, all personnel and students are expected to remain calm, follow the emergency plan, exercise common sense, and listen for instructions from the Site Incident Commander or their designate. Communication with the broader LCS community and the public will be managed by a designated incident command media team member. Code words are not to be used; instead, the correct terminology for each response must be used.

5. SPECIFIC EMERGENCY RESPONSE PROTOCOLS

(a) Drop, Cover, and Hold On (Earthquake/Explosion)

This protocol is the recommended immediate response for situations causing buildings to shake or objects to fall, such as earthquakes or explosions.

- Announcement: "Activate Drop, Cover, and Hold – Immediately!"
- Action: DROP to the ground, TAKE COVER under sturdy furniture (desks, tables) and protect the head and neck. Assume a "crash" position if no shelter is available. Wheelchair users should lock their wheels and protect their head and neck.
- Positioning: Face away from windows and stay clear of shelves with heavy objects.
- HOLD ON to the furniture or structure until the shaking stops, counting aloud to 60 to help maintain calm and focus.
- Special Circumstances: If unable to get under sturdy cover, or if in a hallway or gymnasium, flatten or crouch against an interior wall. If outdoors, move to an open area away from buildings, power lines, and other hazards, then Drop, Cover, and Hold On. If near the shore, move to high ground quickly once shaking subsides. If an aftershock occurs during movement, immediately Drop, Cover, and Hold On again.
- Teacher Role: Teachers are to issue the "take cover" order, take cover with students for 60 seconds, and review evacuation procedures afterwards. If a teacher is injured or absent, a support staff member or designated students will lead.

(b) Evacuation (Internal Hazard)

Evacuation is initiated when the building or an area within it becomes unsafe due to an internal hazard like fire, hazardous material spills, explosions, gas leaks, or post-earthquake damage

- Procedures:
 - Follow school procedures and the Principal's instructions for leaving the building.
 - Ensure students are wearing shoes and assist them in moving calmly and in single file.
 - Do not use elevators. Close doors and windows to help contain the hazard.
 - Attempt to move at least 200 meters from the building.
 - Teachers must bring their class lists and emergency clipboards. Designated personnel will bring first aid kits and other portable emergency supplies.
 - Proceed to the designated assembly area and account for all students and staff. Provide care and support to ensure student safety and well-being.
 - Do not re-enter the building until authorized by safety officials or the Principal.
 - In an emergency situation, someone must call 911 as the evacuation protocol is initiated.
- Evacuation Routes and Assembly Areas: Escape route maps are posted in teaching areas and the main office, showing both primary and alternate routes. The primary assembly area for the High School Campus is the sports court and surrounding areas in front of the covered outdoor classroom. During specific periods of construction, alternate evacuation areas may be designated, such as the parking lot or back field, with youngest students on the west side and older students on the east side.
- During Alarm: When a fire alarm sounds or an evacuation is directed, the priority is removing students from the building. Teachers will direct students to form rows, close windows, grab their emergency clipboard and first aid kit/duffel bag, check if the exit route is safe, lead students out, close the door, and proceed to the designated site for attendance. A RED card is used to signal missing, extra, or injured students, while a GREEN card indicates all students are accounted for.
- Unsafe Route/Displaced Students: If the primary exit route is unsafe, an alternate route must be used. Students not with their regular class during an evacuation should leave through the nearest safe exit and rejoin their class at the assembly area.

(c) Hold and Secure (External Hazard)

A Hold and Secure (also known as Lockout) is implemented when an emergency situation is occurring outside the school building that does not pose a direct threat inside, such as a police incident, traffic accident, or civil disturbance in the vicinity.

- Announcement: "Attention all staff...the school is now in Hold and Secure".
- Procedures: All exterior doors must be locked and monitored to allow entry but prevent anyone from leaving the building. Exterior windows and blinds are closed. School activities continue as usual inside the building.
- Communication: Signs indicating the "Hold and Secure" status will be placed on external and main doors. The status will be confirmed with local police to determine when it is safe to lift the procedure. Staff should avoid looking out windows and maintain social media silence, as information to the public will be handled by the emergency response team. Updates may be delivered via PA announcements, intercom, or email.
- Outdoor Activities: If staff and students are outside when a Hold and Secure is called, they must enter the nearest building immediately. The office should be alerted if a class is known to be outside.

(d) Lockdown (Intruder/Threat Inside School)

A Lockdown is initiated when there is a direct threat within the school building, such as an intruder, a report of a student with a weapon, or an active shooter. The goal is to isolate students and staff from the threat.

- Initiation: A lockdown can be called by any staff member aware of an immediate threat, the Principal upon receiving a report, or the police.
- Announcement: "Activate Lockdown immediately. Activate Lockdown immediately. Activate Lockdown – Now!".
- Procedures:
 - Staff are to quickly check common areas and urge any students in hallways or washrooms into the nearest classroom.
 - Classroom doors must be closed and locked, and barricaded if possible.
 - Lights are to be turned off, and blinds/windows on doors are to be covered.
 - Students and staff must move away from sight of windows and doors, remaining quiet and calm. Cell phone use should be avoided.
 - Do not open the door until the lockdown is officially cancelled by police or the Principal.
 - Call 911 if not already done, and stay on the phone with the operator if possible.
 - Report any missing or extra students to the office
- Special Circumstances: Ensure all areas, including loud classrooms like the gym or shop, are aware of the lockdown. Those in open-air classrooms should secure themselves in a smaller room if possible. If a fire alarm sounds during a lockdown, do not open the door unless there is physical evidence of fire. If classes are not in session (e.g., break times) and students are inside, direct them to the nearest room. If outside, move away from the school building to a secondary evacuation point. Students outside should go with their teacher to the forest or panhandle area.

(e) Shelter in Place (Environmental/Dangerous Animal)

A Shelter in Place order is used when personal safety is considered at risk if anyone leaves the school, typically due to an environmental hazard external to the building (e.g., chemical or gas leak, severe weather event) or a dangerous wild animal in the vicinity.

- Announcement: "Activate Shelter in Place immediately".
- Procedures: Exterior doors are to be locked and monitored; staff and students may enter, but no one leaves the building. School operations continue as usual inside.
- Environmental Hazards: For airborne hazards, steps may include shutting down HVAC systems, closing fume hoods/exhaust systems, and covering/taping windows to create an airtight environment.
- Communication: Signs indicating "Shelter in Place" will be placed on external and main doors. Confirmation with local police is needed to determine when it is safe to lift the procedure.
- Note: Some schools may opt to use "Hold and Secure" language for all external hazards to avoid confusion.

(f) Room Clear (Localized Incident in a Room)

A Room Clear is implemented for an emergency contained within a single classroom or space, such as a medical emergency, aggressive behavior posing a threat, or a small hazardous material spill.

- Procedures: The supervising staff member announces, "Clear the Room," and directs students to relocate to a pre-designated safe location, typically an adjacent classroom.

- Assistance: Staff must instruct someone to inform the office or another staff member that a Room Clear is in progress. The teacher sends students to the designated area, determines if materials should be taken, and summons assistance (e.g., first aid, Educational Support Services, Administration, 911).
- Staff Presence: If all students are leaving, the teacher stays with the group. If a student in distress or with an injury needs to remain, the teacher stays with that student and directs another student to alert the closest staff member with an orange stick.
- Specific Incidents: For medical emergencies, 911 should be called, first aid assistance sought, and parents notified. For aggressive behavior, 911 should be called if needed, and appropriate staff assistance obtained, with parent notification. For hazardous material spills, assess safety for re-entry and provide first aid as required. Teachers are encouraged to practice this procedure with their classes.

6. STUDENT RELEASE AND REUNIFICATION PLAN

The paramount goal of the student release procedure is the safe reunification of students with their parents or authorized guardians. This process may occur indoors or outdoors following an evacuation, lockdown, or shelter event, with the Emergency Planning Team coordinating all communication and logistics.

- (a) Preparation: Parents are provided with information letters and student emergency release forms at the beginning of each school year or upon new student registration. This vital information is maintained in multiple locations, both hard copy and electronically. Student lanyards, containing critical information and a student release form, are kept with students to facilitate triage and release.
- (b) Reunification Site: The High School Campus utilizes a double-gated system for reunification.
 - The primary assembly and student release site for the High School campus is the back sports field. Staff assigned roles in student release will review these procedures at least annually to ensure smooth and safe processes. The plan will also ensure that current legal documentation regarding legal guardians or parents is maintained.
- (c) Classroom Relocation: Certain classes may be relocated to different rooms to create necessary space for release organization and logistics
- (d) Staff Roles: Teachers are responsible for distributing student lanyards, supervising their students, and following directions from student release representatives.
- (e) Review: Staff members assigned to student release roles will review these procedures at least once annually to ensure smooth accounting, communication, and dismissal processes.

7. PERSONNEL ROLES AND RESPONSIBILITIES

Effective emergency response relies on clear roles and responsibilities for all individuals within the school community. The Elementary Campus follows an Incident Command System (ICS) structure.

- LCS Administration: Responsible for overseeing the Emergency Preparedness Committee and ensuring that all required drills are completed and documented.
- Site Incident Commander: Is responsible for the overall operation and management of the school during an emergency. This includes setting priorities, making decisions, allocating resources, communicating with external agencies, delegating tasks, and ensuring the safe return of students to parents or approved guardians. The Principal or their designate holds paramount authority during a school-level emergency.
- Operations Chief: Supports the on-scene response, including damage assessment, first aid, search and rescue, evacuation/shelter and care, crisis intervention, and student release.

- Planning Chief: Collects, monitors, evaluates, and documents incident information, develops action plans, tracks progress, assesses the situation, and anticipates future needs.
- Logistics Chief: Provides and manages resources such as equipment, supplies, facilities, food, water, and shelter. This role also establishes communication systems and coordinates transportation.
- Finance/Administration Chief: Documents expenditures, procures necessary items, maintains records, and ensures compliance.
- Teachers, Support Staff, and Students: All school personnel and students are expected to be familiar with the emergency management plan and understand their specific roles.
- Parents and Guardians: Are key partners, expected to participate in plan awareness, provide up-to-date contact and medical information, and encourage their children to take drills seriously. They may also assist in acquiring and organizing emergency supplies. Parents will not contact the school during an emergency; lines must be kept open for emergency calls.
- Volunteers: Must be knowledgeable about emergency procedures and their responsibilities, and formally acknowledge this role. They are encouraged to attend appropriate drills. All employees and regular volunteers must have a criminal records check on file within the last five years.
- Visitors: All visitors to the school are required to report to the campus office.

8. FIRST AID AND EMERGENCY SUPPLIES

The school maintains a comprehensive system for first aid and emergency supplies to ensure the immediate care and comfort of students and staff.

- The school will work to acquire and maintain essential emergency supplies, including resources for first aid, shelter, comfort, basic rescue, and care for staff and students for several days, specifically addressing identified needs for updated materials and resources at the HS campus. This includes specific considerations for identified hazards such as science labs (RM 206, 208, 115), the chemical room (RM207), and the design lab (RM217). Eye wash stations are available in the first aid room of the MS/HS office and in Science Labs (RM206 and RM208). Gas and water shut-off locations are identified (Water: Sprinkler Room outside by Shop area; Gas: Front of building, outside to the right of the library).

9. SUPPORT FOR INDIVIDUALS WITH ACCESSIBILITY NEEDS

The school is committed to ensuring that students and staff with special needs or accessibility considerations receive extra support during emergencies, including safe evacuation or sheltering.

- Individualized Plans: Specific emergency plans are developed and kept current for each identified individual, addressing unique needs such as specialized feeding devices, toileting care, medication administration, medical supplies, care for service animals, and power for electrical devices (e.g., wheelchairs).
- Support Personnel: These individualized plans may involve assigning a dedicated adult to assist the individual throughout the emergency response.
- Evacuation Equipment: Regular training and maintenance checks are conducted for evacuation chairs or slings, and all trained staff are aware of their locations and proper usage. Clear communication with the individual during the process is emphasized to reduce anxiety.

10. POLICY REVIEW AND MAINTENANCE

This policy is reviewed every two years to ensure its continued relevance and effectiveness. Revisions are made as needed to reflect changes in school demographics, building layouts, or best practices in emergency management. The Emergency Preparedness Committee is responsible for reviewing and updating the emergency plan and site assessments annually, ensuring supplies and equipment are replenished, staff assignments are updated, and new students or staff with special needs are accommodated.

Reviewed: 10 2025