

EMERGENCY ACTION PLAN

Emergency situations can occur at any time, and can arise from a number of causes such as: medical emergencies, fire, natural disasters and physical threats. While people may talk about what they would do if an emergency occurred, the ability to deal with an emergency is largely dependent on the planning and training that has been implemented before an emergency arises.

BE PROACTIVE – NOT REACTIVE; PLAN AHEAD – BE PREPARED

Developing an Emergency Action Plan is similar to purchasing insurance – you hope that you will never have to use it, but if you do, you are glad it’s there.

All rental groups **must** have an appropriate plan in place to deal with emergencies while on school property.

A plan should be prepared for each school that your organization rents.

An Emergency Action Plan (EAP) can be simple or elaborate but it should cover the following items:



ASSESSMENT

Identify emergencies that may occur.

Example: If your program is a sports program consider including a section on concussions in your EAP.

Assess the school layout.

Example: If you are renting a school’s gym then identify the closest fire exits and the location of the school’s AED (Automated External Defibrillator)



DESIGNATE ROLES & RESPONSIBILITIES

Designate responsible adults to form an Emergency Response Team.

Three basic roles of the team:

First Aid Responder – this person is responsible for providing acute care in an emergency situation.

Call Person – it may be necessary to call for Emergency services so this person should be calm under pressure, always have a cell phone with them, and know the school’s location and address.

Emergency Supervisor – in the event of an emergency this person secures the scene, supervises non-injured participants, and vacates people to a safe location if necessary.



EMERGENCY PROCEDURES

Establish step by step “Emergency Response Procedures” to address each type of emergency identified in the assessment.



SAFETY TRAINING

Simulated exercises – Test and evaluate plans, reveal planning weaknesses and clarify roles and responsibilities.



REPORTING PROCESS

Establish protocols for **reporting** procedures following an emergency.

YOUR LOCAL FIRE DEPARTMENT CAN BE AN EXCELLENT RESOURCE WHEN DEVELOPING AN EMERGENCY ACTION PLAN. THE FOLLOWING E.A.P. IS AN EXAMPLE, MEANT TO ASSIST YOU IN THE DEVELOPMENT OF YOUR OWN PLAN



ASSESSMENT

IDENTIFY EMERGENCIES THAT MAY OCCUR

The first step in the development of an Emergency Action Plan is the identification of the **type** of emergencies that could occur during the rental period. This can vary, depending on the program you are running.

Sports programs may wish to include a section on concussions, or, if you are hosting a large event in an auditorium consider including a very detailed evacuation procedure.

Example: Appoint fire wardens and have them posted at each auditorium exit throughout the rental period.

Once you have identified the type of emergencies that could occur then you can develop step-by-step procedures to address each identified emergency.

Identify the emergency situations that your organization would like to include in your Emergency Action Plan:

- ✓ Injuries
- ✓ Life threatening medical emergencies
- ✓ Threat of violence, inside or outside school
- ✓ Fire, gas leak, power outage
- ✓ Severe weather (tornado, ice storms, etc.)
- ✓ Chemical or biological containments released in the environment

Other: _____

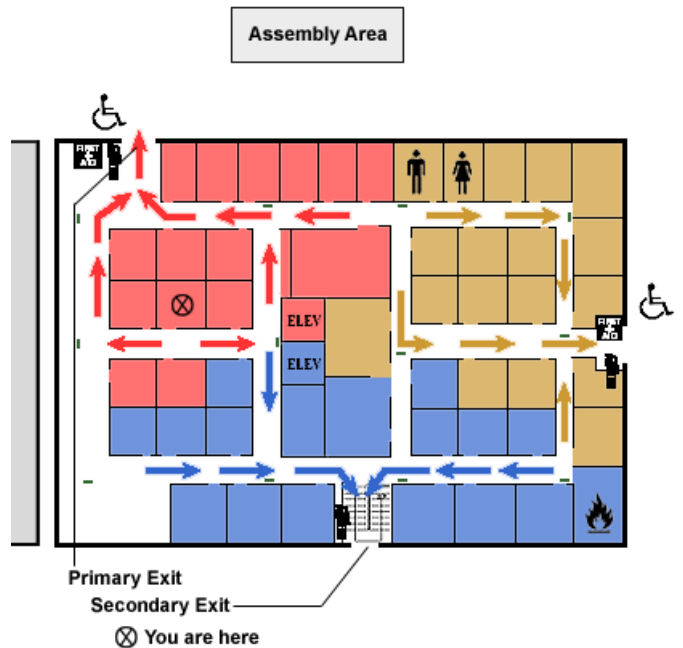
SCHOOL LAYOUT

It is essential that Event Supervisors listed on the approved permits are familiar with the school’s layout; where closest fire exits are, where the school’s AED is located, which areas in the school are designated by the school as “safe spots” and where the outside assembly area is, etc.

Consider calling the school to request an on-site tour of the school prior to the first rental date.

Floor plans are available through the Community Use of Schools Supervisor.

You may like to include these floor plans in your Emergency Action Plan.



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DESIGNATED ROLES

FIRST AID RESPONDER

- Responsible for providing acute care in an emergency situation
- Has first aid training/certification
- Has immediate access to a first aid kit
- Knows where the automated external defibrillator (AED) is located within the school
- Has immediate access to participants medical profiles if need be

CALL PERSON

- Responsible for contacting emergency services in the event of an emergency
- Is calm under pressure and communicates well
- Has a fully charged cell phone with them at all times during the rental period
- Knows the school location and address
- Has immediate access to emergency contact information for all participants

IF YOU HAVE TO CALL 9-1-1

- *State the emergency*
- *Allow the 911 dispatcher to direct the conversation*
- *Answer questions in a clear, calm manner*
- *DO NOT hang up until the dispatcher says to do so*



EMERGENCY SUPERVISOR

- Immediately stops all activities if an emergency situation arises
- Supervises and directs non-injured participants
- Establishes safety of the scene and if the site is unsafe, vacates participants to a safe location
- Knows who requires extra assistance
- Knows where closest fire exits are and where the school's assembly area and evacuation sites are
- Has immediate access to attendance list and utilizes that to account for all participants

FIRST AID KIT CHECKLIST

- First Aid manual
- Disposable non-latex gloves
- Barrier devices (face shield)
- Sterile gauze pads in assorted sizes
- Adhesive tape and bandages
- Scissors, tweezers, safety pins
- Elastic bandage, splint, roller bandages
- Antiseptic wipes or soap
- Pencil and paper pad
- Emergency blanket
- Eye patches
- Thermometer
- Instant ice packs
- Flashlight with extra batteries





EMERGENCY RESPONSE PROCEDURES

INJURIES

HEAD INJURIES & CONCUSSIONS

LIFE THREATENING MEDICAL EMERGENCIES

SECURITY

SHELTER-IN-PLACE

TORNADO/WEATHER PROCEDURE

EMERGENCY LOCK DOWN

EVACUATION

FIRE EMERGENCY



EMERGENCY RESPONSE PROCEDURES

INJURIES

If a non-life threatening injury occurs that restricts activity or causes pain to a participant as a result of action or in-action:

“FIRST AID RESPONDER” should:

- 1) Evaluate the injury, decide if it is a life threatening emergency
- 2) If it is a life threatening medical emergency follow the established procedure
- 3) If the assessment deems the injury minor and not life threatening then administer appropriate first aid

“CALL PERSON” should:

- 1) If appropriate notify the parent/guardian of the injured person

HEAD INJURIES AND CONCUSSIONS

Symptoms observed in the case of a concussion include headache, dizziness, loss of consciousness, nausea, lethargy, memory loss, confusion or disorientation, vacant stare, lack of focus, ringing in the ear, seeing stars or flashing lights, speech impairment and problems with sight.

Other signs may include a major decrease in performance, difficulty following directions, slow responses to simple questions, and displaying inappropriate or unusual reactions or behaviours.

If the person is unconscious or displays significant changes in mental status following the head injury then treat as a LIFE THREATENING MEDICAL EMERGENCY.

A participant showing concussion symptoms should NOT be allowed to return to activity, should not be left alone and should be monitored. He/she should be medically evaluated as soon as possible after the injury. If concussion symptoms reoccur then treat as a LIFE THREATENING MEDICAL EMERGENCY.

If your organization does not have a protocol on concussion treatment, please use the school Board's as a guideline.

The Concussion protocol can be found at: <https://www.hwcdsb.ca/>

Go to: Board

Policies, Protocols and By-Laws,

Protocols, Guidelines and Forms- General

Found under: Concussion Protocols – Presentation and Jan 2015



EMERGENCY RESPONSE PROCEDURES CONT'D

EMERGENCIES

In the event of a LIFE THREATENING MEDICAL EMERGENCY:

(Life threatening medical emergency may involve: choking, non-breathing, lack of pulse, chest pain, shortness of breath, severe bleeding, trauma, altered level of awareness, inability to move arms or legs, or has lost feeling in limbs)

“EMERGENCY SUPERVISOR” - Control the environment so no further harm can occur

- 1) Immediately stop all activities
- 2) Ensure non-injured participants are supervised during the emergency
- 3) If the site is unsafe, vacate to a safe location and secure the site

“FIRST AID RESPONDER” – Provide first aid care until Emergency Services take over

- 1) Stay calm, take control and assess the situation
- 2) Evaluate the injury, decide whether it is a life threatening medical emergency
- 3) Instruct the “call person” to call 9-1-1**
- 4) Provide first aid to injured party
- 5) If applicable, send responsible individual for school’s Automated External Defibrillator (AED)
- 6) Stay with injured person until Emergency personnel arrive



AED’s are identified by this symbol

“CALL PERSON” – Ensure emergency medical service is obtained

- 1) Call 9-1-1
- 2) State your emergency
- 3) Listen and allow the 9-1-1 dispatcher to direct the conversation
- 4) Be prepared to answer questions in a clear calm manner such as your name, nature of the emergency, name and location of the school, steps taken so far to deal with the emergency
- 5) Send a responsible individual to meet / direct emergency personnel to the emergency site
- 6) DO NOT hang up until the dispatcher says to do so
- 7) Follow an established protocol with regard to notifying the parent/guardian of injured person
- 8) Send a responsible individual to notify the school custodian of the emergency if they are on site

If the medical emergency is a CRITICAL INJURY,
follow the steps above and then:

**“CALL PERSON” – Call the OHS Manager at
289) 244-0617**

Or the Ministry of Labour directly

1-877-202-0008 if you can’t reach the OHS
Manager or CUS Supervisor

CRITICAL INJURY – is an injury that places life in jeopardy; produces unconsciousness; results in substantial blood loss; involves the fracture of a leg or arm, or amputation of leg, arm hand or foot; consists of burns to a major portion of the body, or causes the loss of sight in an eye



EMERGENCY RESPONSE PROCEDURES CONT'D

SECURITY

External school doors are locked at all times and for safety reasons, cannot be propped open. The entrance door should therefore be monitored for late arrivals / and or emergency personnel when required. If you think a person is in the school without permission, is carrying on a prohibited activity, or they refuse to leave the premises, notify the custodian (if they are onsite). If the custodian is unavailable, determine if you should contact the police directly. Do NOT engage with the trespasser and always be mindful of your own safety.

SHELTER-IN- PLACE

The following external threats could lead to the decision to shelter-in-place:
Severe or destructive weather, chemical or biological containments released into the environment, an on-going situation outside the school (ie. police matters), a major incident or threat of violence outside the school

In the event of a shelter-in-place situation:

- 1) Close, lock and stay away from external doors and windows
- 2) Stay in the sheltered area until safe to vacate

EMERGENCY LOCKDOWN

In response to a MAJOR INCIDENCE OF VIOLENCE OR THREAT OF VIOLENCE within the school or in relation to the school facility you are renting:

“EMERGENCY SUPERVISOR” – secure location

- 1) Immediately stop all activities
- 2) Gather participants in a secure location
- 3) Lock the doors and turn off the lights
- 4) Ensure participants remain silent and cell phones are shut off or put on vibrate
- 5) Disregard the fire alarm unless immediate danger of fire or smoke
- 6) Remain in secure location until the lockdown is terminated by police

“CALL PERSON” – Call 9-1-1 – DO NOT assume someone else has called already

- 1) State your emergency
- 2) Listen and allow the 9-1-1 dispatcher to direct the conversation
- 3) Answer questions in a clear, calm manner
- 4) DO NOT hang up until dispatcher says to do so

A lockdown procedures template is available from the Board should you choose to request one from the CUS Supervisor or OHS Manager

➤ *Lockable spaces are indicated on school floor plans (also available through personnel listed above)*



EMERGENCY RESPONSE PROCEDURES CONT'D

EVACUATION

An emergency may arise at any time requiring evacuation of the school. In the case of fire, the immediate response is to activate the fire alarm and evacuate. The decision to evacuate in other situations, such as a gas leak, should be made after assessing all possible hazards within the school.

In the event of an evacuation:

“EMERGENCY SUPERVISOR”

- 1) Immediately stop all activities
- 2) Calmly assist in enabling a safe, orderly evacuation via the nearest emergency exits
- 3) Use stairs only, do not use elevators
- 4) If necessary, provide assistance to disabled persons
- 5) Meet at a pre-arranged assembly area
- 6) Take a head count to ensure everyone is accounted for
- 7) Ensure no one returns to the building until it is determined safe to do so by appropriate emergency responders.

“CALL PERSON” – Call 9-1-1 – DO NOT assume someone else has already called

- 1) State your emergency
- 2) Listen and allow the 9-1-1 dispatcher to direct the conversation
- 3) Answer the questions in a clear, calm manner
- 4) DO NOT hang up until the dispatcher says to do so

FIRE EMERGENCY

If you discover a FIRE:

Leave the area immediately, close doors behind you and sound the fire alarm at the closest pull station

If the FIRE ALARM SOUNDS:

“EMERGENCY SUPERVISOR”

- 1) Immediately stop all activities
- 2) Calmly assist in enabling a safe and orderly evacuation via the nearest emergency exits
- 3) Use stair only, DO NOT use elevators
- 4) If necessary, provide assistance to disabled persons
- 5) If time permits, close all doors behind you to isolate the fire and control the spread of smoke
- 6) Meet at a pre-arranged assembly area
- 7) Take a head count to ensure everyone is accounted for
- 8) Ensure no one returns to the building until it is determined safe to do so by appropriate emergency responders



EMERGENCY RESPONSE PROCEDURES CONT'D

FIRE EMERGENCY

“CALL PERSON” - Call 9-1-1 – DO NOT assume someone else has already called

- 1) State your emergency
- 2) Listen and allow the 9-1-1 dispatcher to direct the conversation
- 3) Answer the questions in a clear, calm manner
- 4) DO NOT hang up until the dispatcher says to do so

The school Board's Fire Plan is covered at the mandatory organizational in-service hosted every year and posted on the Community Use of School's website under the welcome section.

<https://www.hwcdsb.ca/support/communityuseofschools/>



SAFETY TRAINING

SAFETY TRAINING EXERCISES

Emergency Response Procedures cannot be considered reliable until they are exercised and proven to be effective, especially since false confidence can be placed in the integrity of a written plan.

Effective safety drills simulate emergency situations in the most realistic manner possible and their goal is to:

- Provide an opportunity for your Emergency Response Team to practice their roles
- Test and evaluate Emergency Response procedures, particularly to explore any weaknesses in the procedures
- Train participants – research indicates people generally respond to an emergency in the way that they are trained

It is vitally important to conduct a safety drill during the first rental period at the school and then additional drills can be scheduled on a random basis – held at unexpected times and under varying conditions to simulate the unusual conditions that can occur in an actual emergency situation

Emergency Response Team members are responsible for overseeing safety drills and completing drill evaluations.

SAFETY DRILL EVALUATION

Date/Time of Drill:

Type of Drill

- Evacuation
- Medical Emergency
- Other: _____

Participating Emergency response Team members:

- First Aid Responder
- Call Person
- Emergency Supervisor

What went well?

What needs to improve?

SAFETY DRILL EVALUATION

Date/Time of Drill:

Type of Drill

- Evacuation
- Medical Emergency
- Other: _____

Participating Emergency response Team members:

- First Aid Responder
- Call Person
- Emergency Supervisor

What went well?

What needs to improve?



EMERGENCY REPORTING PROCEDURES

Who is responsible for reporting an injury or incident during a school rental period?

The event supervisor should immediately report the incident to the on-site school Board representative (custodian/principal). In the majority of cases the site school Board representative is the custodian working the shift at the time of the incident. If it is a critical injury, the event supervisor should also report the incident to the Ministry of Labour and OHS Manager.

Additionally, the permit holder must report the incident to the rental office/ CUS Supervisor.

Please report:

- Specific Details of incident (Date/time/location)
- Detailed description of how the injury happened
- Detailed description of the nature of the injury
- Contact information of the injured person and any witnesses

If you are unsure if you should report an injury or incident, report it.

If you are unsure if you should report an injury or incident, report it.

If a critical injury occurs, the Event Supervisor should coordinate the necessary medical treatment, evacuate the area if it is considered unsafe, secure the scene and then call the Ministry of Labour to report the incident

1-877-202-0008

A critical injury – is an injury that places life in jeopardy; produces unconsciousness; results in substantial blood loss; involves the fracture of a leg or arm, or amputation of leg, arm, hand or foot; consists of burns to a major portion of the body, or causes the loss of sight in an eye

If there is any doubt if it is a critical injury or if the person is taken to the hospital by ambulance, please treat the injury as a critical injury