



12.0 - Evacuation Plan

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EVACUATION PROCEDURES

An evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger (playground, football stadium or off-site location in the community).

RESPONSIBILITIES:

Principal/Vice-principal/Designate:

- ☐ Call or designate another person to immediately call public safety (911) (police, fire and emergency responders) to give notice the school has been evacuated.
- ☐ Notify appropriate divisional staff that an evacuation of the school has occurred.
- ☐ Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm or by a public address system or bullhorn. Make the following announcement:

YOUR ATTENTION, PLEASE. WE NEED TO EVACUATE THE BUILDING. TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA. TEACHERS TAKE YOUR CLASS ROSTER AND TAKE A HEADCOUNT AT THE ASSEMBLY AREA.

- ☐ Determine evacuation routes based on location of the incident and type of emergency.
- ☐ Communicate changes in evacuation routes based on location and type of emergency.
- ☐ Designate staff with assigned radios and/or cell phones to assist in evacuation procedures.
- ☐ Monitor the situation and provide updates and additional instructions as needed.
- ☐ During inclement weather, consider requesting buses for sheltering students or initiate your cold weather evacuation plan.
- ☐ Communicate when it is safe to re-enter the building or re-occupy a section of the school by bell system, radio transmission, public address system, designated staff or bullhorn.

Teachers/Staff:

- ☐ Instruct students to exit the building using the designated emergency exit routes or as directed by the Principal/Vice-principal/designate. Emergency exit routes should be diagramed on the school floor plan drawing posted near the light switch inside each room.
- ☐ Use a secondary route if the primary route is blocked or hazardous. Exit routes and the location of the inside the building evacuation location will be selected and communicated by the Principal/Vice-principal/designate at the time of the emergency and the evacuation.
- ☐ Help those needing special assistance.
- ☐ Do not lock classroom doors when leaving; close door and turn off lights.
- ☐ Do not stop for student or staff belongings.
- ☐ Take class roster, phone lists, first aid kit and other emergency supplies with you.
- ☐ Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.

- ☐ Go to designated evacuation assembly area (minimum of 50 feet from building is required in fire evacuation and 300 feet from building for bomb threat, chemical spill inside building or other directed evacuations). When outside the building or inside the building evacuation location, check for injuries.
- ☐ Account for all students. Immediately report any missing or injured students to the Principal/Vice-principal/designate.
- ☐ Wait for additional instructions.

Office Staff:

- ☐ Take the visitor log and student sign-out sheet to evacuation assembly area.
- ☐ Gather headcount information from teachers and inform the Principal/Vice-Principal/alternate of any missing students or staff.

IN THE EVENT OF AN EVACUATION:

When an evacuation is ordered due to a fire or other emergency, all teaching staff shall:

- ☐ immediately cease all teaching activities;
- ☐ close any open windows in the classroom;
- ☐ line up students in the classroom;
- ☐ Take classroom “go-kit”;
- ☐ proceed with students in an orderly fashion to their designated exit;
- ☐ once outside, proceed to a clear area away from the building;
- ☐ take attendance - make eye contact with each student as their name is being called;
- ☐ designate a student as a runner to deliver the attendance record to the Administrative Secretary at the parking lot entrance.

Staff who are not with a class or student(s) shall proceed to the nearest safe exit and report to their class or Administrative Secretary once outside the building.

Non-classroom areas shall be quickly checked as follows:

[list areas]

[list classrooms assigned to check these areas]

Corridor doors shall be closed and latched by the last student to leave the corridor and shall be verified as follows:

[list door locations]

[list classrooms assigned to check these doors]

Students who are not with their classes at the time of the evacuation order shall proceed to the nearest safe exit and report to their homeroom teacher or Administrative Secretary.

If an evacuation is ordered during the lunch hour, students in the school shall exit the building via the nearest safe exit and proceed to their designated area outside the building. Lunch supervisors shall make a quick check of all student lunchroom areas.

[Add special evacuation procedures for special needs students – remember that the use of elevators should not form part of these procedures. If the school is equipped with approved Areas of Safe Refuge, describe those areas here.]

Do not re-enter the building until the All Clear has been given by the most senior Winnipeg Fire Paramedic Services person on the scene. This will be signaled by **[describe the All Clear signal used at your school]**.

Areas shall evacuate via the following exits (Refer to Evacuation Plan Map):
[list areas] **[list designated egress routes]**

Evacuation During Cold Weather:

In the event that the evacuation takes place during cold weather, pupils and staff must be instructed to leave the building as quickly as possible and not gather their belongings to take outside.

Determine where and how you will manage the students and staff that do not have jackets, that cannot re-enter the school and that must be protected from the cold.

- ☐ Do you have a cold weather evacuation site?
- ☐ Can you call transportation for buses? Remember that this will take time. How do you protect staff/ students until buses get there?
- ☐ Can you use staff vehicles to keep students warm? Will all the students fit?
- ☐ Can you use cold weather tarps?
- ☐ Does your “go-kit” have blankets for students to use?
- ☐ How will daycare students be protected from cold weather?

REMINDER: You must have a cold weather evacuation plan in place.

EVACUATION SITE

Arrangements should be made to have an assigned designated evacuation site. A parent receiving area should also be established at the evacuation site. A complete listing of students' phone numbers and emergency numbers is to be taken to the assigned destination.

Name of Site: _____

Address: _____

Phone: _____

Contact Person: _____

INDIVIDUALS REQUIRING ASSISTANCE

List of individuals in the school requiring assistance (students with special needs) during an emergency:

| Name | Grade | Adult Assigned |
|------|-------|----------------|
| | | |
| | | |
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***Remember that the use of elevators should not form part of these procedures. If the school is equipped with approved Areas of Safe Refuge or evacuation devices, describe those areas here.

EVACUATION PROCEDURES FOR STUDENTS WITH SPECIAL NEEDS

The fire marshal should be consulted when using this plan. It is recommended that schools determine a safe location for the student with physical disabilities and his/her assigned staff member to remain until emergency rescue personnel arrive. The emergency rescue personnel should be alerted to the location of the student(s) and staff members immediately upon arrival. Rescue personnel will determine if evacuation is deemed necessary and will assist with the evacuation of the student(s). It is recommended that the safe location have an exterior window, and telephone if available. In the event of immediate danger (e.g. fire, smoke, etc.) the student and staff member should move horizontally to a safer area in the building.

If they are not on the main floor at the time of the fire alarm they stay in a designated area. All schools must have a plan for each person who requires special assistance. The WFPS doesn't allow us to use elevators to evacuate people in wheelchairs.

This is the main reason for taking attendance outside during the evacuation - to make sure everybody is out of the building. The first responding fire fighters have to know this information so they can plan a rescue if needed. The same holds true for when (hopefully will never happen) a whole class can't escape the room for whatever reason. It is important to know who is missing and where they are located.

SAFETY PLAN FOR VULNERABLE STUDENTS

- ☐ **Stay Calm.**
- ☐ It is recommended that you remain in a classroom (**Refuge in Place**) if you are with a student who is vulnerable and is hard to move, on crutches, in a wheelchair, etc., unless the fire is in the room that you are in. Get out if the fire is in the room and move to a place of safety.
- ☐ If you remain in a classroom, **close the door.**
- ☐ Immediately **contact the office** to inform office staff of your location so when the fire fighters arrive, they will know where you are located and can immediately come to your rescue.
- ☐ **Seal the door** so the smoke does not enter your place of refuge. Use towels, blankets, hoodies, jackets, etc. to seal the door, especially the top of the door. In the case of a fire, it is the **smoke** rather than the fire itself that is the greatest hazard.
- ☐ So...**Refuge In Place. Close the door. Contact the office. Seal the door.**
- ☐ Please **wait to be directed by fire fighters** as to how to exit the building. If it makes sense, you will use the elevator or lifts to get you to safety. The elevator/lifts are not off-limits during a fire.

Please Note:

Those staff members and/or students who have a temporary disability are often more at risk during an emergency than those who are used to their disability, as they may be unsteady, require assistance to move or be nervous, as they are not used to their new disability. So, it is recommended that these individuals wait patiently for the large crowd to disperse, and then make their way to safety so as to not interfere with the flow of students and staff exiting the building.

**** The following are examples of specific safety plans for students. Please use the samples or insert specific evacuation procedures for each student here. See samples below. Remove any information that will not be used from your final Emergency Response Plan booklet.****

Sample : Specific Safety Plan for (student name here):

- ☐ **(Student name here)** requires assistance to move, is in a wheelchair and has significant cognitive, physical and hearing challenges. It is recommended that he/she ***Refuge In Place, unless the fire is in the room where he is located.***
- ☐ If (student name) is in grade 7 area (U), grade 8 area (L), or upper/lower grade 9: ***Stay Calm. Refuge In Place. Close the door. Contact the office. Seal the door.***
- ☐ If (student name) is on the main floor level, library or APP area and the exit doors are accessible, he/she is to exit the building.
- ☐ If (student name) is in the gym, and it is safe to do so, use the lift and exit the building.
- ☐ All EAs working with (student name) should have a walkie-talkie with them at all times so they can report their location if an emergency situation presents itself.
- ☐ (Student's name) timetable should always be accessible, so that the office staff know where he/she is.
- ☐ If you have ascertained that it is safe to move (student name) in an emergency situation, let the office staff know what your plan is.

Sample #2: Safety Plan For Other Students:

- ☐ **(Student Name):** Ambulatory but with limited ability to verbalize or follow verbal instructions. It would be best if he/she is encouraged to follow what the other students are doing. ****Needs one-to-one supervision and reassurance.** (Name) has unilateral hearing loss. (Name) may not be able to follow verbal instructions if noise around her is loud. He/she wears one hearing aide and uses an FM system for class participation.
- ☐ **(Student Name):** Ambulatory but with limited ability to verbalize or follow verbal instructions. It would be best if he/she is encouraged to follow what the other students are doing. ****If fearful or rushed, he/she may become oppositional - running and sitting facing a corner, resisting attempts to move her. If this is the case, he/she may need to be lifted to her feet and/or carried. This would require two or more staff members.**
****Needs one-to-one supervision and reassurance.**

- **(Student Name):** Ambulatory, but with Muscular Dystrophy. He/she will require assistance for balance and stair climbing. If rapid exit is required, she may need to be carried. This could require two people, if he/she becomes defiant. ******(Name) has bilateral severe hearing loss. He/she may not be able to follow verbal instructions if noise around him/her is loud. (Name) wears hearing aids and uses an FM system for class participation. If evacuation occurs in cold weather, he/she has difficulty regulating body temperature and must be kept warm.
- **(Student Name):** Student's teacher at the time/adult will keep a close eye on (student), as he/she occasionally falls, even though his/her mobility is good. If he/she should fall, they will be provided with immediate assistance by an adult so he/she can get to a safe designation, and not cause a disruption to the flow of students and staff exiting the building/getting to a safe designation.
- **(Student Name):** Ambulatory but with limited ability to verbalize or follow verbal instructions. Must be accompanied by an adult, holding hands. He/she should be encouraged to follow what the other students are doing. ******Needs one-to-one supervision and reassurance. ******If fearful or rushed may need to be physically led out of the building.

Please Note:

- **These students (names here) are to be with their EA at all times. If they are spotted wandering, please contact the office/admin.**
- **This student, (name here) presents anxious in emergencies. Therefore, her EA removes her early before the Fire Drill, Lockdown Drill, and Tornado Drill.**

FAMILY REUNIFICATION PROCEDURES

PURPOSE:

The Family Reunification Procedure is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and a remote site is needed.

RESPONSIBILITIES:

Principal/Vice-principal/Designate:

- ☐ After consulting with an emergency Incident Commander (police, fire or other emergency official), if applicable, determine the appropriate pre-designated relocation site(s).
- ☐ Follow pre-determined procedures for releasing students.
- ☐ Notify a contact person at the relocation site(s) to prepare for arrival of students.
- ☐ Designate a Reunification Site Commander.
- ☐ Request the division office to send personnel to staff the reunification site(s).
- ☐ Follow pre-determined parental notification procedures such as phone trees, local media channels, automated alert system, cell or text messaging, etc.

Reunification Site Supervisor:

- ☐ Establish a command post.
- ☐ Organize public safety and mental health/crisis response staff who will be reporting to the site. Use them to calm waiting parents/guardians and explain that an orderly process is required for the safety of the students.
- ☐ Check identification of all non-uniformed personnel who arrive to assist.
- ☐ Secure a holding area for arriving students and staff away from waiting family members.
- ☐ Set up an adult report area for parents/guardians to sign-in and to check identification.
- ☐ Set up a student release area where students will be escorted to meet their parent/guardian and sign out.
- ☐ Set up a mental health area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private away from other parents.
- ☐ Set up a media staging area and notify the school media liaison of the location.
- ☐ Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- ☐ Only release students to authorized persons after checking proof of identity and signing a student release form. Instruct parents/guardians to leave the site to make room for others once they have signed out their student.

Teachers:

- ☐ Provide a list of evacuated students to the reunification site staff upon arrival.
- ☐ Ensure special needs students and staff are assisted.
- ☐ Request help if needed.
- ☐ Follow the instructions of the Reunification Site Commander or designated staff and/or assist in staffing.

OTHER PROCEDURES

- ☐ Outline procedures for releasing students.
- ☐ Maintain current student and staff emergency information that details special needs, such as medical or custody issues.
- ☐ Store information in a secure and readily accessible location. Outline parental notification methods.