



**MANTOU SAKAHIGAN KISKINAMAKEWIKAMIK**

# Emergency Preparedness Plan

SY: 2025-2026

Date Revised: September 22, 2025

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## EMERGENCY CONTACT AND FAX NUMBERS

	Contact Number	Fax Number
AWASIS -----	(204) 335-2230	(204)335-
Safety Officers		
• Karen Andrews -----	(204) 808-9929	
• Jordan Okemow -----	(204) 670 4254	
• Shawn Nelson -----	(204) 354-1494	
• Sonny Watt -----	(204) 670-1401	
Bus Drivers:		
• Dennis Trout -----	(204) 335-2710 (204) 747-8007	
• Ellice Okemow -----	(204) 335-2830 (204) 396-1506	
• Mervin White -----	(204) 335-2386 (431) 323-4024	
Chief and Council -----	(204) 335-2411 (204) 335-2413	(204)335-2400
DNR -----	(204) 335-2366 (204) 335-2315	
Nursing Station -----	(204) 335-2557	(204)335-2171
Health Director/Iona Okemow-----	(204) 335-2849	(204)335-2810
• Debra Mason -----	(204) 335-2096	
• Kerri Andrews -----	(204) 335-2835	
• Yvonne Andrews -----	(204) 335-2777	
• Joyce Courchene -----	(204) 335-2544	
Radio Station -----	(204) 335-2075 (204) 335-2327	(204)335-2075 (204)335-2081
RCMP -----	(204) 335-2260 (204) 335-2464	
School Board -----	(204) 335-2499	(204)335-2019
Jordan's Principle -----	(204) 335-2222	(204)335-2070

# **iMantou Sakahigan Kiskinamakewikamik Emergency Preparedness Plans 2025-2026**

## **INTRODUCTION**

Emergencies are identified as situations or impending situations caused by forces of nature, accident, or intentional acts that constitute a danger to life and property. They usually develop suddenly or unexpectedly and may affect the safety, health, and, the welfare of our children at Mantou Sakahigan Kiskinamakewikamik.

No matter how much we plan for emergencies, there are some things that can and go wrong. We have tried to prepare for as many different situations that we could and those emergencies are included in this booklet.

## **EMERGENCY PREPAREDNESS TEAM MEMBERS**

- Principal: Peter Andrews
- Vice Principal: Ferdinand Ayo
- Guidance Counselors: Carrie Chubb  
Lloyd Chubb  
Susan Rigby
- Hall Monitors:
  - Andrew Captain
  - Alexandra Chubb
  - Betty Ann Hastings
  - Dominic Kanabee
  - Trentin Okemow
  - Viola Osborne
  - Robert Spence
- School Secretary: Adria Day
- Elementary Door Overseer: Day Security-on-Duty
- Junior High Door Overseer: Day Security-on-Duty
- Senior High Door Overseer: Day Security-on-Duty
- Main Door Overseer: Day Security-on-Duty
- Gym Site Overseer: Physical Education Teachers

## CODE COLOURS

### **Definitions:**

Code Red : This colour code is used only in dangerous emergency situations (ex. shooting, threat to life).

School-Lockdown is used three times:

- Code Red, Code Red, Code Red via the PA system.

Code Black : This colour code is used if there is a need to evacuate the occupants of the building (ex. fire, bomb threat).

The code colour is used in conjunction with the fire alarm.

The signal is used three times:

- Code Black, Code Black, Code Black via the PA system.

Code Yellow : This colour code is used on precautionary situations (ex. fire drills, earthquake drills, and practice on lockdown procedure).

School-wide practice on emergencies is announced three times:

- Code Yellow, Code Yellow, Code Yellow via the PA system.

Code Green : This colour code is used to signal that the emergency situation or emergency drill/practice is clear and safe to return to the building.

The signal is used three times:

- Code Green, Code Green, Code Green via the PA system.

Check List : In the midst of a crisis, it is hard to remember all the specific steps and preparatory plans that have been discussed. Each site and each person responsible for crisis response needs to have a checklist that provides a ready and visible reference guide for use during a crisis. Such checklists are also important training tools. This booklet may be used as the reference guide mentioned in view of having many checklists covering different emergency situations.

## LOCKDOWN PREVENTION

- All doors closed at 9:15 A.M. except the main entrance. Hallway monitors must continuously check main entrance.
- School visitors **MUST** use main entrance to enter and exit, sign-in and sign-out, and obtain an identification badge. School staff to escort visitor to the intended classroom.
- Use automated doors with passes for all staff (e.g. deadbolts and fire hazard doors).
- Students to submit the name of adult who is intimidating them to the office and office personnel would not let them enter the building.
- Classroom doors must be locked at all times. Teachers and students must decide and practice the “code knock” if a student is locked outside.
- P.A. system must be properly maintained at all times.
- Create a system with band constables with radio. Practice the time for them to respond.
- Exercise “School Lockdown” plan, at least twice a year, with ALL being aware of the plan (not a secret to prevent panic) and their respective roles and responsibilities; the plan must be simple, concise and user friendly.

### Procedure:

- a. The school secretary will likely get the call from somewhere in the school; she is to call the lockdown **IMMEDIATELY** via the PA system and **NOT** wait to consult with Administration;
- b. The call to RCMP (204-3352260/204-3352464) can be simultaneous with the lockdown announcement. If the school secretary is alone, the call to RCMP is given immediately **AFTER** announcing Lockdown. If known, advise the RCMP where in the school suspect/s is/are, descriptions, type of weaponry, etc.);
- c. Maintain a telephone open line;
- d. Washrooms must be checked by hallway monitors. If possible, students using the washrooms are to be taught to enter a stall, lock the door, stand on the toilet in a crouching position and remain silent until he/she hears “**Code Green**”;
- e. Be aware of most vulnerable areas (target rich) such as libraries, kitchen, gymnasiums, etc. All staff are to direct their students and themselves to seek shelter in the nearest classroom;
- f. **Classrooms MUST be locked and look uninhabited (total silence)**. Have students go down under to the floor; **turn off lights**; draw curtains/blinds; lock and barricade doors; have no contact with office, unless information about the suspect/incident/bomb/fire is known. Remain on the floor until further instructions are given in secure location physically cleared by police or other appropriate official.
- g. Possible offsite: Daycare, teacherages, Youth Centre (YC), Elderly Persons Homes (EPH).
- h. The use of placards is not recommended, as they go missing or may be used by a shooter/s to mislead responders;
- i. Staff and students must always be aware of the potential for other emergencies such as **FIRE**; a minimum of two exercises per school year are advised – one without the fire alarm, the other with fire alarm pulled **AFTER** lockdown has been announced. Advised

Fire Department in advance, know the evacuation routes (posted in the respective classrooms) and be prepared to react and evacuate;

- j. **“Code Green, Code Green”** – this signal will be stated two times on the PA system when the emergency has ended;
- k. In case of a real lockdown, teachers and students outside of the building are informed through an established “signal light”.
- l. In case of a real lockdown, bus drivers are notified as students outside of the building are informed through an established “signal light”.
- m. In case of a real lockdown, the RCMP will come in to the school to control the situation (e.g. gathering and organizing people by taking them either through the main entrance or the secondary main entrance).

Note: In all situations (practice drills and actual emergencies) and at all times, keep calm, don’t yell as it causes too much panic.

### **Other Possibilities:**

- If outside, do not enter if the lockdown is called. Move away on foot from the school quickly and go to designated off-site evacuation locations by the RCMP.
- If on field trip, or away, roadblocks put in place by the Police will prevent your entry into school area and will take you and your students safely to the designated off-site.
- Keep communicating with the Director of Education’s Office (204-3352499), who will act as a facilitator of updated information on school lockdown status.

## **EMERGENCIES IDENTIFIED**

Emergency Plan includes the following:

- In-school Fire
- Fire Near the School
- Suicide in the Community
- Suicide in the School
- Suicide: Verbal/Written Threat
- Death/Suicide Post-tension
- Lockdown (i.e. intruders; threatening person in school; threatening person outside the school; weapons or guns; shootings; bombs or bomb threat; explosion)
- Alcohol or Other Drugs
- Vandalism
- Fights
- Harassing Behavior (Verbal Threats, Intimidation, Bullying)
- Missing Children
- Sexual Assault
- Accidents
- Electric Power Failure



### **In-School Fire**

- Activate fire alarm (all the doors automatically will be unlocked).
- Know the evacuation routes and be prepared to react and evacuate building.
- Teachers will
  - take the class register/fire drill clip board
  - make special provisions to assist students with disabilities
  - exit the building through the assigned exits
  - lead the class out of the school and meet at a location away from the building
  - take roll call and report any missing children to Administration.
- Principal or the Vice Principal will assess the fire situation (real or false alarm).
- Secretary will phone the following in this order:
  - fire department
  - buses
  - radio station
  - Education Director's Office
- Take students home.

### **Fire Near School**

- Evacuate building according to existing evacuation procedures.
- The secretary will phone the following in this order:
  - fire department
  - buses
  - radio station

*Note:* School authorities and maintenance will assess the fire. If it is small, they will extinguish the fire using a fire extinguisher or fire hose.

### **Suicide in the Community**

- The school will remain open.
- The school will provide school-wide counseling in the form of a grieving room overseen by a qualified counselor; as well as talking circles also overseen by an elder or qualified counselor.
- A leader from the community will come to the school to provide the facts concerning the death in order to prevent rumors spreading.
- The school will continue with classes during the grieving period. At any time, the grieving room will be available to students.
- Local workers will come to counsel the individual classes.

*Note:* The school will provide long-range counseling for students. Teachers and staff will be flexible concerning tests/assignments (to be negotiated between teacher and student). The onus is on the student to keep up with work during the mourning period and beyond.

## **Suicide in the School**

- Crisis intervention team will isolate the situation by blocking entrance to the area and moving other students away.
- An announcement to classrooms using the PA system to evacuate the building.
- Secretary will notify RCMP.
- Secure the scene, remove and isolate witnesses with a staff member.
- Evacuate the building according to the emergency procedures.
- Community leaders will determine re-entry.
- Document any observation regarding the suicide.
- File incident report and forward copy to RCMP and Director of Education.

## **Suicide: Verbal/Written Threat**

- Take all threats seriously.
- Level A: Minimum Threat (rumor or hearsay)
  - immediate interview by Administration or School Counselor
  - consult with others (e.g. Mental Health Workers)
  - contact parents/guardians to discuss recommendation or referral
  - document and send copy to the Education Director
- Level B: Moderate Threat (person in need of psychological consultation)
  - immediate interview by Administration or School Counselor
  - consult with others (e.g. Mental Health Workers)
  - determine if police contact is necessary
  - contact parents to share information with treatment provider
  - document incident and send copy to the Education Director

## **Death/Suicide Post-Intervention**

- Inform students of available counseling services.
- Increase observation of high risk students.
- Request assistance from Community Resources.
- Return to normal procedures as soon as possible.
- Ask the family to use the facts to help students deal with grief.
- Call a Staff Meeting ASAP to clarify information.
- Debrief staff, if needed.
- Direct media to the Education Director.
- Provide follow up support for students and staff.

## **Intruders**

- Hall monitors will notify the following in this order:
  - School Administration
  - Secretary will call RCMP

- Buses
- Education Director
- Teachers will be notified to initiate lockdown via the PA system.
- Evacuate building according to emergency plan once clearance is announced.

### **Threatening Person in School**

- Report person to office giving description, location, and activity.
- Initiate lockdown, if necessary.
- Call police.
- Administration will meet police and direct them to location.
- Announce “Code Green” when situation is controlled.
- Notify Education Office.
- Notify radio station, if appropriate.
- Document incident and send copy to the Director of Education.

### **Threatening Person outside of the School**

- Determine the degree of threat, description, and location of person.
- Notify Administration.
- Initiate lockdown, if appropriate.
- Call police.
- Meet police and provide appropriate information.
- Announce “Code Green” when threat is over.
- Call Education Office.
- Notify parents, if necessary through radio.
- Document incident and send copy to the Education Director.

### **Weapons or Guns**

- Announce lockdown: staff and students remain in the classrooms with locked or barricaded doors.
- Page the office.
- Secretary will notify the following in this order:
  - RCMP
  - Buses, if necessary
  - Radio station, if necessary
- In there is no immediate danger, police will pick up the person from site.
- Give specific instructions to police.
- Once the violent situation has been brought under control, students may be evacuated.
- If no evacuation, classes will return to normal.
- Determine if discipline policy will apply with consequences.
- Document incident.
- Notify parents.

- Document incident and send copy to the Education Director.

### **Shootings**

- When shots are heard, tell students and staff to take cover.
- Identify location and source of shooting.
- Institute lockdown over PA system.
- Follow evacuation procedures.
- Call police.
- Check for injuries and missing students.
- If there is an injury, call Nursing Station.
- Keep everyone in safe location until “Code Green” is given.
- Document report and send copy to the Education Director.

### **Bombs or Bomb Threat**

- Have secretary write down exact statements of the caller.
- Do not interrupt the caller.
- Ask the following questions:
  - when is it going to explode?
  - where is the bomb?
  - what does it look like?
  - what kind of bomb is it?
  - why are you doing this?
  - who are you?
  - where are you calling from?
- Call the RCMP from the office, staff room, or any other room where the authorized person to call is present at that very moment.
  - School Counselor can do this.
- Contact Education Office.
- Evacuate building according to fire drill evacuation procedures.
- Notify bus drivers for students pick up.
- Document incident and send copy to the Director of Education.

### **Explosion or Chemical Spill**

- Activate fire alarm.
- Follow emergency evacuation procedures.
- Re-assemble students away from the school building.
- Teachers will take attendance and report any missing children.
- Locate any missing children.
- Contact Education Office.
- Await re-entry permission from authorities.

### **Alcohol or Other Drugs**

- If a teacher suspects a student is under the influence or in possession of a controlled substance, notify Administration with an incident report made.
- The Administrator will implement the discipline policy.
- Procedures can include:
  - determine the level of assistance needed (e.g. medical, police)
  - identify parties involved
  - isolate parties for interview
  - contact parents
  - determine consequences or referral to counselor

### **Vandalism**

- Staff assesses the seriousness of situation and determines level of assistance required.
- Identify parties involved.
- Document the incident.
- Restrict access to vandalize area.
- Inform maintenance.
- Determine if discipline policy has been affected and apply consequences.
- Administration to notify parents.
- File incident report.
- Submit copy to the Director of Education.

### **Fights**

- Assess seriousness of situation and remove bystanders immediately.
- Determine if assistance is required to stop fight.
- Intervene, if necessary or possible.
- Document incident ASAP.
- Identify parties.
- Determine if medical attention is required.
- Notify parents.
- Apply discipline policy, if needed.
- Determine intervention and follow up as necessary (e.g. conflict mediation).
- File copy and submit one to the Director of Education.

### **Harassing Behaviour (Verbal Threats, Intimidation, Bullying)**

- Assess seriousness of situation and determine if assistance is required.
- Identify parties involved.
- Document the incident ASAP.
- Determine if discipline policy applies.
- Determine consequences.

- Determine follow up, if necessary (e.g. counselor)
- Contact persons.
- File reports and submit copy to the Director of Education.

### **Missing Children**

- Contact school office if student is reported missing.
- Announce student's name on PA system.
- Search for missing student in classes, bathrooms, hallways, offices, gymnasium, library, computer laboratory, basement, bush, etc.
  - hallway monitors and EA's can assist with Administration.
- Notify Administration that student has been found or still missing.
- Contact parents/AWASIS if student remains missing.
- Involve police, if necessary.

### **Sexual Assault**

- Call RCMP, if taking place and witnessed.
- Contact AWASIS, if disclosure is given by student.
- Inform Administration.
- Contact RCMP.
- Contact medical people ASAP.
- Provide support in a private place for the victim with an adult/trauma counselor
- Secure scene.
- Contact parents/guardians ASAP unless otherwise directed by RCMP or AWASIS.
- File incident and send copy to the Director of Education.

### **Accidents/Medical Emergency**

- Evaluate the accident scene and determine if help is needed.
  - Notify crisis team.
- Is scene safe, apply First Aid or CPR.
- Notify school office.
- Call health people.
- Clear away bystanders.
- Notify parents.

❖ Ensure that an Emergency First Aid Kit is available.

### **Electric Power Failure**

- If danger of fire, evacuate the building by using the emergency evacuation procedures.
- Notify maintenance, bus drivers, security, police, and Education Office.
- Do not re-enter building until utility officials give the okay.
- If a short is suspected, turn off power at main unit and follow repair procedures.

## **SCHOOL EVACUATION INSTRUCTIONS**

The emergencies that have been identified do not all require school evacuation. There are some existing threats that have been mentioned that will necessitate school evacuation such as fires or explosions. These emergencies could greatly affect the safety and health of our students and staff. The following instructions and procedures will help in the evacuation of students and staff.

### **Teachers**

- Close all doors and lights.
- Take class register.
- Make special provisions to assist students with disabilities.
- Exit the building through the assigned exits (please refer to the lockdown/fire drill posters).
- Lead the class out of the school and meet at the Muster Area).
- Take roll call and report any missing children to Administration.
- Have flashlight ready in case of real emergency.

### **Students**

- Should have indoor shoes on at all times.
- Leave the school with the class they are in.
- Leave all personal items behind.
- Follow the teacher and exit in quiet and orderly manner.
- Join up with homeroom teacher outside.
- Strictly No Smoking during this time.

### **Staff Not Assigned to Classroom**

- Physical Education teacher will check the gym washroom.
- Resource teachers and hallway monitors will check the storage room, washrooms, library, and staff room.
- Resource teachers and hallway monitors will also assist in ensuring everyone has left the building.
- Kitchen staff will assist the Grade 1-3 students.
- Janitors will help teachers evacuate the students out of the building.
- Janitors will ensure that all doorways are free from obstructions at all times.

### **Administration**

- Report any missing person to emergency personnel.
- Establish a second exit plan in case the first exit plan is blocked.
- Determine if building is safe for re-entry.
- Consult with emergency team for re-entry.
- Notify teachers verbally that it is safe to enter school.

Note: All staff to pull the fire bell if we see smoke/fire.

## **RESPONSIBILITIES OF SCHOOL PERSONNEL**

It is the responsibility of everyone to participate in emergencies. Effective planning and response requires cooperation and participation from Administration, teachers, support staff, parents, guardians, students, maintenance, custodial staff, security, food personnel, and bus drivers.

The following is a list of specific responsibilities for the above mentioned personnel, to wit:

### **Administration**

- Provide leadership by forming a team to prepare the Emergency Preparedness Plan within the school.
- Act as chairperson for the team and will assist in the development of the plan.
- Work with the community preparedness committee as the school liaison, if any.
- Schedule at least three times of emergency preparedness drills throughout the school year.
- Invite firefighters (DNR, James Watt) to train students and staff on how to use the fire extinguishers.
- Ensure that all buildings under the supervision of the school board (school, teacherages, portables, adult education, etc.) have fire extinguishers.
- Conduct yearly check (expiry, inspection labels) on ALL fire extinguishers.
- Recommend to the school board for ALL staff and Senior High students to get First Aid and CPR training.
- Provide radios to all bus drivers.
- Provide alternate bus drivers.

### **Teachers and Support Staff**

- Participate in the development of the Emergency Preparedness Plan (EPP).
- Critique the EPP.
- Receive training when required (e.g. First Aid, Practice Survival Techniques, and WHMIS).
- Provide instruction to students to care for themselves and others.
- Be prepared to assist others with disabilities.
- Know location of fire extinguishers and their usage.
- Report defects and safety hazards to the school administration.

### **Students**

During emergency preparedness lessons, students will learn to:

- Cooperate during emergency drills.
- Develop awareness of different types of hazards.
- Care for younger students, assist students with disabilities, and act as messengers, guides, and monitors.
- Junior Chief and Council as members of the Emergency Preparedness Plan.
- Senior High students to attend First Aid and CPR training.



### **Maintenance and Custodial Staff**

- Participate in the Emergency Preparedness Plan.
- Support the EPP.
- Participate in training, school drills and exercises.
- Train in First Aid or CPR.
- Report defects and safety hazards to the Administration.
- Identify shut off valves for water and electricity.
- Instruct school staff in the use of fire extinguishers and other emergency equipment.
- Maintain an inventory of tools and equipment.
- Advise the planning committee of potential hazardous situation available.
- Maintain adequate supplies for emergencies (e.g. toiletries, emergency equipment, supplies, and alternative power supplies).

### **Bus Drivers**

- Instruct students in emergency bus evacuation procedures.
- Be prepared to give First Aid.
- Ensure that radios are properly maintained and readily accessible at all times.
- Inform Administration of changing bus routes that may be hazardous after an emergency.
- Know alternate routes by which students could reach home, shelter, or evacuation assembly points.
- Keep emergency equipment on bus as well as phone numbers of students.
- Keep vehicles serviced and ready to transport evacuees when emergency occurs.
- Ensure that all emergency exits are in working order.
- Ensure that drivers licenses are current.

## **REVIEW AND REVISION**

This policy can be reviewed and revised at any time of the school year as the need arises.

Regular review and revision of this policy is scheduled during the school orientation week before the opening of the school year.

## **ACKNOWLEDGEMENT**

The school administrators would like to thank all the school staff for actively participating in the review and revisions of this document.

## APPENDIX

### EMERGENCY PREPAREDNESS EDUCATION

We have tried to provide for the physical safety of our children at Mantou Sakahigan Kiskinamakewikamik. We must also educate them by being mentally prepared for these emergencies. Knowledge and understanding will lead to in effective responses in any emergencies.

The following will result from teaching the students about emergencies and preparedness:

- a. the ability of the school population to respond to an emergency will greatly improve when students are fully aware of the rationale behind the instructions they are given; and
- b. students can take care of themselves when they are equipped with survival skills should an emergency arise if no adults are around.

As students get older, they need more detailed information about emergencies and hazards of living. Instruction at the Junior and Senior High School level can be more scientific and technical. Unlike elementary students, they can relate to emergencies on a more global scale. Knowing facts about emergencies will often be a source of comfort and strength in an emergency.

Here are some tips for teachers:

#### **Science:**

- relate disasters to physical change, conservation, ecology, and environmental science
- keep daily weather charts and note changes
- study the vulnerability of GLNS to fires
- discuss the hazards overcome by science
- discuss the potent forces of storms

#### **Social Studies:**

- discuss the cooperation of nation when disaster strikes
- study the effects of fires, earthquake, and hurricanes
- compare the hazards of early settlers of God's Lake Narrows
- examine the functions of various government agencies
- examine the functions of local agencies in emergencies
- compare the hazards of living in other reserves and countries
- view the world and the ways different cultures regard hazards and emergencies
- compare the cultural response to hazards in different countries
- study the psychology of fear, stress, and grief
- study the history of fires and evacuation of Northern communities during the fire season
- study the philosophy of natural history: is the preservation of a truly natural environment possible or desirable?

### **Health and Physical Education:**

These are ideal courses for teaching First Aid, safety and survival techniques. Have students simulate a natural disaster and take turns playing victims and rescue workers.

- offer courses in First Aid
- organize rescue team and train with local volunteer resources
- study emergency procedures

### **ELA:**

- give the class a list of reading materials about natural disasters and emergencies
- assign book reports and present information to class
- discuss other natural disasters in God's Lake Narrows
- add emergency related words to vocabulary and spelling lists
- have student write a short story about local disasters
- assign reading related to disasters

### **Math:**

- have students locate the epicenter using a world map and compass
- invent a word problem story using a series of formulas and math skills

### **Science:**

- earth science classes should examine natural forces
- set up a simple weather station
- provide ideas for science fairs
- show and discuss storm development
- discuss the positive and negative aspects of science and technology
- study nuclear power sources
- study the green house effects
- study the effects of radiation on biological organisms
- study the evolution and adaptation and to the hazards of the environment
- compare animal instincts to human reactions: Do animals sense danger?

### **Home Economics:**

- study emergency mass feeding techniques, food preparation, nutrition, and maintaining health during food rationing
- examine food that can be preserved and stored
- design a family emergency plan

## **IMPORTANT SAFETY CONSIDERATIONS**

- Emergency Preparedness Education for all staff and students.
- All classroom need to know about emergencies.
- Fire extinguishers in every classroom.
- Exit signs need to be workable.
- Sand pails in Science Room and Home Economics.
- Inventory in Science Room (chemicals).
- All cleaning supplies to be labeled.
- All exits are cleared.
- In-service for all staff on Safety Procedures.
- Portables, teacherages, adult education rooms, and other buildings run and operated by the school board must meet the Health and Safety Standards.
- Availability of resource materials on Health and Safety for all grades.
- Check if the sprinklers are working.
- All windows need to be working properly.
- Have the Fire Commissioner visit the school three times a year.
- Set-up a Workplace and Health and Safety Committee in the school, this should include ALL staff.
- A staff field trip to visit other school to see how they implement their emergency plan.
- Safety equipment for Industrial Arts c/o Industrial Arts teacher.
- Safety equipment checks and checklist.
- Parents of students with chronic condition to inform school administrators and teachers regarding the health and safety concerns of their child and provide the school of medication.
- First-aid kit in every classroom.
- Kitchen area including door knobs, countertops, shelves, and kitchen utensils must be cleaned and sanitized.
- Cleaning ladies to regularly sanitize the school.