



<b>Kettle and Stony Point First Nation EDUCATION POLICIES</b>	NO 400 - 07
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SUBJECT: Hillside Emergency Response	EFFECTIVE DATE: September 1, 2016
	APPROVAL DATE: Motion: 4 Year/Month: 2016/08

**POLICY**

It is the policy of Kettle and Stony Point First Nation Education Services that the safety and security of our students is our priority. Therefore, all student and students will follow the Emergency Response Guide.

**RATIONALE:**

Kettle and Stony Point First Nation Education Services is committed to providing a safe and secure learning environment for all its students and staff. Therefore Hillside security protocols are an essential part of this commitment to safety.



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# Hillside School



# EMERGENCY RESPONSE GUIDE

Revised September 1, 2016

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## Emergency Phone Numbers

**CALL 911 FOR AMBULANCE, FIRE, AND/OR POLICE.**  
**Note: Program designated button on phone system to 9-911**

### A) Direct Lines

Anishinabek Police Services	(519) 786-5445
Kettle and Stoney Point Fire Department	(519) 786-4900
Kettle and Stoney Point Health Centre	(519) 786-5647
Kettle and Stoney Point Band Office	(519) 786-2125
Kettle and Stoney Point Bus Services	(519) 786-6903 (Beverly Bressette)
Kettle and Stoney Point Child and Family Services	(519) 786-6680

### B) School Emergency Response Team

Staff	Contact Number
Cathy Hampshire	519-336-6839
Craig Lindsay	519-381-1981
Sue McLachlin (on leave)	519-786-6124
Beverly Bressette	519-786-6019
Ed Wolfe	226-349-1567
Quintin Wolfe	519- 328-6477

### C) Other Emergency Numbers

Ministry of the Environment	1-800-387-8826 (Windsor)	(519) 336-4030
Ministry of Health	(519) 352-7270	(519) 383-8331
Ministry of Labour	1-800-265-5140 (Windsor)	(London) 1-800-265-1676
Spills Reporting/Accident Centre	1-800-268-6060	1-800-268-6060



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o Support	
o Communication	
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## Section 1 - Principal/School Checklist

### Each Principal Shall:

- Ensure that an emergency and crisis response plan, a fire safety plan, and a tornado plan are in place for the school.
  - Review and update annually using the templates provided
    - See Fire Safety binder for related templates and instructions
  - Submit a copy of each to the Health and Safety Officer by Sept. 30
  - Confirm off-site evacuation locations with owner/operators
  - Specific accommodations for students with special needs
- Establish a school Emergency Response Team (ERT)
- Plan an early September in-service for staff on all emergency procedures
- Ensure the “**Effective Lockdown Procedures**” (poster) is posted in each classroom
- Place a “Threatening Phone Call Information Card” at every phone
- Ensure that there is a check-in process for visitors to the school including a log, guest pass, and expectations; and make students and staff aware of the need for all adults in the building to be easily identifiable.
- Schedule and conduct student awareness sessions and emergency drills for Lockdown, Hold and Secure, Shelter in Place, Fire, and Tornado situations according to the following minimum requirement schedule:

Minimum	Drill #1	Drill #2	Drill #3	Drill #4	Drill #5	Drill #6
<b>Fire 6x annually</b>	First week of September	October Emergency Response Week	Fall date as determined by ERT	Spring date - ERT	Spring date - ERT	Spring date - ERT
<b>Tornado 2x annually</b>	2 <sup>nd</sup> week of September	Upon return from March Break	Additional as determined by ERT			
<b>Lockdown 2x annually</b>	3 <sup>rd</sup> week of September	Spring date - ERT	Additional as determined by ERT			
<b>Stage 2 Evacuation</b>	As determined by ERT	Additional as determined by ERT				

- ❑ Document actions taken to support the emergency response plan using the In-service Plan / Record of Action template. Note: Record of drills must be available to the Fire Inspector as requested. Maintaining this record in the main office is recommended.
- ❑ Communicate with families early and regularly through newsletters and school council meetings to ensure awareness and understanding of the plan and its implementation, including:
  - Check-in process for visitors
  - Off-site evacuation locations
  - Communicating in an emergency
- ❑ Inspect the building regularly to ensure student-used rooms and exits are clearly identified.
- ❑ Ensure a process is in place to inform occasional staff and volunteers of emergency response procedures.

**The Health and Safety Officer shall**

- Distribute the emergency plans from each school to the appropriate agency.

**The Manager of Plant and Maintenance shall:**

- Review annually and forward up to date colour coded floor plans for each school to Police and Fire Services
- Ensure laminated copies are posted at all entrances to the school, and have copies available for easy access when drills or emergencies occur

**Reporting an Emergency**

**The communication sequence should be as follows:**

- 1. Staff report situation to the school office / principal**
- 2. Staff in office / principal calls 911**
- 3. At the first opportunity principal / designate notifies Director of Education and Kettle and Stoney Point Chief**

**In all situations use clear, specific language – who, what, where, when**



## PROCEDURES for THREE KEY SITUATIONS

### 1. LOCKDOWN

The decision to place a school in lockdown should be made when there is a major incident or threat of school violence within the school, or in relation to the school. At the first indication of a major incident of school violence, notification must go to the office and the lockdown commenced immediately. The person receiving the information in the office is responsible for announcing the lockdown over the school's PA system.

#### **Classrooms or other secure areas of the school:**

It is recommended that, before locking a door, staff should gather everyone in the immediate vicinity into their classroom or other secure area, but only if it is safe to do so. Once inside a secure area, staff and students should:

- cover the window of the classroom door;
- turn off lights;
- be aware of sight lines
- stay away from doors and windows;
- take cover if available (get behind something solid);
- remain absolutely quiet;
- have attendance taken by a staff member;
- place cell phones in quiet mode, and only use them if it is necessary to communicate regarding the incident.

#### **Washrooms:**

Students need to evacuate washrooms if at all possible and get to an area which can safely be locked down. For elementary schools, it is recommended that plans identify an adult who normally works in close proximity to student washrooms, to check the washroom(s) prior to locking down themselves, if it safe to do so. After gathering students in the immediate vicinity of their classroom door, into their classroom, they would quickly check both male and female washrooms to which they have been assigned in the planning phase, and take any students found in the washrooms, into their classrooms to lockdown.

For secondary schools, it is recommended that training include an explanation to students that they are responsible to get out of the washrooms as quickly as possible upon hearing a lockdown announced, and move to the nearest classroom or other secure area.

If trapped in a washroom, staff or students should attempt to secure the bathroom door, enter a stall, lock the door and climb on top of the toilet.

## **Open Areas:**

Open areas including cafeterias, libraries, hallways, and other open areas are the most vulnerable areas of a school, making them the most likely location for a shooting to occur, and the most difficult areas to quickly and effectively secure.

All possible options should be considered to best address these highly vulnerable areas, including the possibility of evacuating to the exterior of the school. This may be the best option if outside access is available.

## **Locations outside of school buildings:**

Those who are outside the school when a lockdown is called shall not re-enter the school. If need be, seek cover behind a tree, vehicle, or neighbouring building, or lay down alongside a curb. At the first opportunity, proceed immediately to pre-determined off-site evacuation location(s). Once at the location, staff and students shall remain in that location until further advised by administration or police. Plans should include the taking of attendance at the off-site evacuation location(s).

## ***Other Considerations in the event of a Lockdown***

### **Controlled Evacuation:**

There may be circumstances under which a controlled evacuation of a school under lockdown is viable. Police will make the decision and direct the evacuation process. This will normally be done on a room by room basis, with evacuees being escorted by police to the evacuation location.

### **Fire alarms:**

In the event that a fire alarm is pulled once a lockdown has been called, staff and students **SHALL NOT** respond as they normally would to a fire alarm, but shall remain locked down, if it is safe to do so. The intent is to avoid a situation where staff and students run into danger due to responding to a fire alarm. At the same time staff and students do not want to ignore the fact that fire may occur intentionally or otherwise during a lockdown and there is a need to respond to the most immediate threat. Staff and students must always be aware of other dangers such as fire, and be prepared to respond accordingly in order to ensure their own safety.



## **Procedures to end a Lockdown:**

Plans to conclude a lockdown will vary by location. It may include a general announcement via the PA system by the principal, or it may be a room to room visit from police/school administration with some sort of an identification process, so that the occupants of a locked room know in fact that whoever is giving them the all-clear is authentic. Local plans should include procedures for ending lockdowns at off-site evacuation locations. In all cases where police have responded, plans should clearly indicate that the decision to end a lockdown shall only be made after approval of on-scene police.

## **Training:**

Plans should address initial and ongoing training of staff, students and visitors to the school.

Orientation for staff new to the school should include lockdown training. Schools should establish a method to conduct lockdown review training for all staff and students, during each school year.

Police, Fire, and EMS should be invited to training sessions.

## **Drills:**

Fire-drills have long been accepted as an important and effective tool in preparing staff and students, in the event a fire breaks out in a school. Equally important is the practicing of lockdown drills in preparation for a major incident of school violence.

***Mandatory: Each school shall conduct a minimum of two lockdown drills during each school year.***

The Principal is responsible to set the date of drills and over-see the drill, with police support/assistance. Consider including Fire and EMS during drills, so they become familiar with lockdown plans. Staff, students and parents should be given some warning of an impending drill. Procedures should include a plan to alert neighbouring schools of lockdown drills, especially if Fire and EMS have been invited to participate. A short debriefing should be included after all drills, to identify areas of improvement. The dates and notation of those involved in drills are to be recorded on the In-service Plan / Record of Action.

## **Media:**

Police are responsible to address media with respect to the criminal incident involved and police response to an incident. Principal/Board personnel are responsible for dealing with media on issues of staff and student safety. The principal will consult with the Area Superintendent regarding responsibility in this regard.

## **Communication with Parents/Guardians/Community:**

Communication with parents and guardians at the beginning of the school year is important to ensure a good understanding of lockdown procedures, and to encourage parents to reinforce with their children, the importance of understanding the procedures and following staff direction. Information for parents should be shared through newsletters, and by presentation to school council.

Parents need to be informed of where they should proceed in the event of an actual incident involving a lockdown. Parents should be informed of what is expected should they arrive at school during a drill, or if they are present within the school when a lockdown is called.

In all incidents of a lockdown which was not a drill, a communication to parents is to be sent home with each student at the conclusion of the school day or as soon as possible thereafter.

Parents should be encouraged to ensure contact information is kept up to date so they can easily be reached by staff in the event of an emergency.

## **School Recovery following a Lockdown:**

A debriefing should occur in all situations following a lockdown. The nature and severity of the incident will dictate who should be included in the debriefing. In serious situations where injuries or loss of life occur, the school should involve trained trauma response counsellors to debrief staff and students and make appropriate referrals. In all cases, communication with parents is vital.

## **Plan Review:**

The Hillside School Emergency Response Plan shall be thoroughly reviewed annually, and a notation recorded on the In-service Plan / Record of Action.

## **2. HOLD AND SECURE**

The decision to employ the hold and secure option should be used when it is desirable to secure the school due to an ongoing situation outside that is not related to the school (e.g., a bank robbery occurs near a school but not on school property). In this situation, the school would continue to function normally, but all exterior doors would be locked until such time as the situation near the school is resolved.

When a "hold and secure" situation occurs and staff and students are outside the building, they should immediately re-enter the building prior to the exterior doors being locked.

### **During Class**

- Any students on athletic fields should return to the school immediately
- Exterior doors are locked and monitored by available staff
- Principal determines whether to bring in students from the portables based on the seriousness of the situation
- No one is allowed outside

### **Before school / at lunch**

- As above

### **3. SHELTER IN PLACE**

The shelter in place option should be used when it is necessary to keep all occupants within the school, to protect them from an external situation involving environmental or weather-related factors. Examples may include chemical spills, blackouts, explosions or extreme weather conditions.

#### **During Class**

- All staff and students within the school are to remain within the classrooms until further notice
- Students in hallways or washrooms must return to class immediately
- Staff adjacent to washrooms should do a quick check
- Students on study periods should report to an area designated by the Principal
- All students on athletic fields should return to the school immediately to an area designated by the Principal
- Exterior doors locked/ windows closed/ ventilation systems turned off.
- Principal determines whether to bring in students from the portables based on the seriousness of the situation
- Assign one staff member to monitor each exit

#### **Before school**

- All students to homeroom, E.R.T. and staff as above

#### **At breaks/lunch**

- All students to homeroom, E.R.T. and staff as above

#### **After school**

- All students to homeroom, E.R.T. and staff as above

With regard to staff members monitoring exits, it is suggested that principals develop assignment charts that align with applicable contract expectations and review these with appropriate federation representatives.



## Emergency Checklist

Complete this template when an emergency call is made from the school.

- Time of the call: \_\_\_\_\_
- Name of school(s) involved? \_\_\_\_\_
- Who is reporting the emergency? \_\_\_\_\_
- What is their cell phone number? \_\_\_\_\_
  - Other available cell contact names and numbers:
    - \_\_\_\_\_
    - \_\_\_\_\_
- What's the cause of the emergency, and how extensive is it?
- Are there any injuries?
- Have emergency services been notified?
- What other steps have been taken so far?
- Has the alternate evacuation site been readied or utilized?
  - Name of evacuation site: \_\_\_\_\_
  - Location: \_\_\_\_\_
- Have special needs of students or staff been met? Does anything additional need to be done?
- Are there needs / implications for bus transportation?
- Is there anything specific we can assist with?
- Additional steps to be taken – check when completed:
  - Director contacted
    - Communications Officer to coordinate the media release
  - Health and Safety Officer contacted
  - Building services contacted
  - Transportation staff contacted
  - Public utilities contacted
  - Other: \_\_\_\_\_
  - Other: \_\_\_\_\_

## Emergency Response Plan Template

### EMERGENCY RESPONSE TEAM

ERT Role	Name	Contact Information
Principal	Cathy Hampshire	519-336-6839
VP	Craig Lindsay	519-381-1981
Office staff lead	Beverly Bressette	519-786-6019
Custodial lead	Ed Wolfe	226-349-1567
Team co-ordinators:		
- First Aid / CPR	Craig Lindsay Jaime Kaczanowski	c519-381-1981 c519-328-3225
- Attendance / accountability	JoAnn Atchinson	w519-786-6903
- Student assembly / evacuation sites	Primary Grades: Kristy Love	C519-312-3693
Student assembly / evacuation sites	Junior Grades: Nicole Monague	C519-328-4711
Student assembly / evacuation sites	Intermediate Grades: Bob Bressette	519-384-0963

### COMMUNICATION / COMMAND CENTRES

Primary location: <b>Hillside School Main Office</b>
Alternate in-school location: <b>Band Office</b>
Off-site location: <b>Health Centre</b>

### OFF-SITE EVACUATION LOCATIONS

Primary location:	Contact Name/Phone	Other Contact/Phone
Health Centre		518-786-6903
Alternate location:	Contact Name/Phone	Other Contact/Phone
North Lambton Secondary School	Rhonda Leystra	519-786-2166



## **Assemble / Update the School Emergency Kit**

Having the following information / items readily accessible and transportable in an emergency is a key planning step. It's important to clearly indicate staff responsibility for each as needed.

- Staff directory/timetable plan with teachers and classrooms
- Available room list
- Current list of students with special needs
- Medical needs and medications
- Students with disabilities - an evacuation plan
- Emergency health data (most likely a hardcopy of the registration data sheet)
- Student attendance
- Attendance roster
- Teachers bring their attendance sheets to the evacuation site
- Bus lists
- Floor plan
- Fire alarm locations and guide for disarming
- Security system map with building zones and arm/disarm procedures
- Labs and shops noted
- Computer rooms
- Telephone locations
- First aid locations
- Areas of the building coded blue (communication center/ command post area) green (safe areas) and red (danger areas)
- Blueprint of building
- Utility (gas, electricity, water) shutoffs-where and how
- Power shutoffs in shops
- Gas shutoffs in labs
- Local street map
- Student photos
- Copy of student photos / IDs or updated CD of student photos
- Current yearbook
- First aid kit and manual

## Things to consider in working out the remaining details of your plan:

- Include a copy of the following documents in your final plan:
  - Your school's phone tree – print the reminder guidelines on the back of the page before distributing to staff
    - If you plan to make use of staff cell phones in the event of an emergency, you may wish to include those numbers on the phone tree
  - A copy of your school's prep or similar schedule highlighting the availability of ERT members and other staff by period, along with available classroom space
    - Remember to make arrangements for specific staff to cover classes for ERT members should a call go out.
- For each classroom:
  - Lockdown / Hold and Secure / Shelter in Place poster
  - Fire exit directions poster
  - location of nearest fire extinguisher and first aid kit
  - 1 large Bristol board TIP Chart for use in a LOCKDOWN emergency
    - Post on external window:
      - room # \_\_\_\_\_
      - # teachers \_\_\_\_\_
      - # students \_\_\_\_\_
      - # injured \_\_\_\_\_
- Practice
  - Fire and Evacuation: Stage 1 - regular fire drill using designated fire exits. Move 30 meters away from building and away from the fire routes
  - Stage 2 evacuation (stage 2 is movement of the student body to a central area for possible evacuation to off site locations). *Bus company involvement may be necessary.*
  - Practice E.R.T. response during class time and at lunch
  - Practice evacuation during class time and at lunch
- Make sure your first aid kits are re-stocked

**For the following, and any additional arrangements you make, include details in your plan regarding what, where, how, and who:**

- Telephones
  - Consider having a cell phone/intercom system and walkie-talkies
  - There should be an extra phone for use at special events i.e.: dances, sports events, field trips
  - Consider a designated phone line that is not affected when the power is out.
  - Remember: Do not use the cell phone in a bomb threat situation
- Other equipment for consideration:
  - Battery powered megaphone / portable PA system
  - Extra flashlights (e.g. accessing bathrooms during a power outage)
  - Batteries
  - Radio – powered by batteries or hand crank
- Is there a need for a communication system involving staff in support of students with special needs?
- Are keys available to readily access secured areas of the building?
- How will you ensure that exterior doors can be secured quickly?
- Are your exterior doors and interior rooms clearly numbered / lettered for quick identification by emergency personnel

**The School Plan:  
Emergency Response Team: Sample Plan**

1. Every emergency will have its own unique circumstances and varying degrees of intensity. Situations may be different depending on the characteristics of each location. In general the following will apply:
  - E.R.T. members' names are on the back of this form. Respond to the announcement
  - Unassigned staff reports to the office (designated communication centre /command centre) to wait for further directions if necessary
  - Emergency during class time (Assigned E.R.T. respond to office, unassigned staff to office)
  - Emergency beyond class time (all unassigned E.R.T. respond to office and unassigned staff to the office)
  
2. Teacher Responsibility
  - The teacher in the classroom or at the scene contacts the office
  - Use the emergency reporting format
    - Name
    - Location
    - Nature of the problem-a quick description
    - Victim's name if known
  - Keep calm
  - Reassure victim/students
  - Do not move victim. Move objects away to prevent further injury
  - Use CPR, first aid and "Crisis Prevention Techniques" if trained and comfortable
  
3. Announcement
  - Activated by principal/designate
  - All Emergency Response Team members report to the office
  - Unassigned staff respond to the office
  
4. Emergency Response Team Duties
  - First person on scene defuses situation and starts necessary first aid
  - Second person will request 911 assistance if needed and assist
  - Third and fourth persons will secure the scene, begin crowd control, begin to gather information from witnesses
  
5. Emergency Response Team Member Names

## EMERGENCY RESPONSE TEAM MEMBERS

<b>POSITION</b>	<b>STAFF NAME</b>
ERP Coordinator	Cathy Hampshire
ERP Coordinator Asst./Designate	Craig Lindsay
ERP Coordinator - After Hours	Patrick Henry
ERP Communications Coordinator	Beverly Bressette
ERP Member	Sue McLachlin
ERP Member	Ed Wolfe
ERP Member	

**Note:**

- Keep it simple. It is recommended to have one large team and train all responders in First Aid/CPR and CPI.
- Before/after school /at lunch-all E.R.T. members not on a supervision team respond. Other unassigned staff come to the office.
- Some schools may choose to have a small E.R.T. and have the same responders throughout the day. This will require arranging coverage.



## **The School Plan: Emergency Phone Pyramid**

The purpose of the phone pyramid is to communicate with people affected by a crisis. The best time to set this up is at the beginning of the school year/semester.

Each staff member should have one copy at home and one copy at school.

### **1. Who should be included on the pyramid?**

- Personnel whose connection with the school is immediately impacted by the event, including but not limited to: teachers, EA's, clerical, custodial, cafeteria, bus drivers/transportation, Superintendent

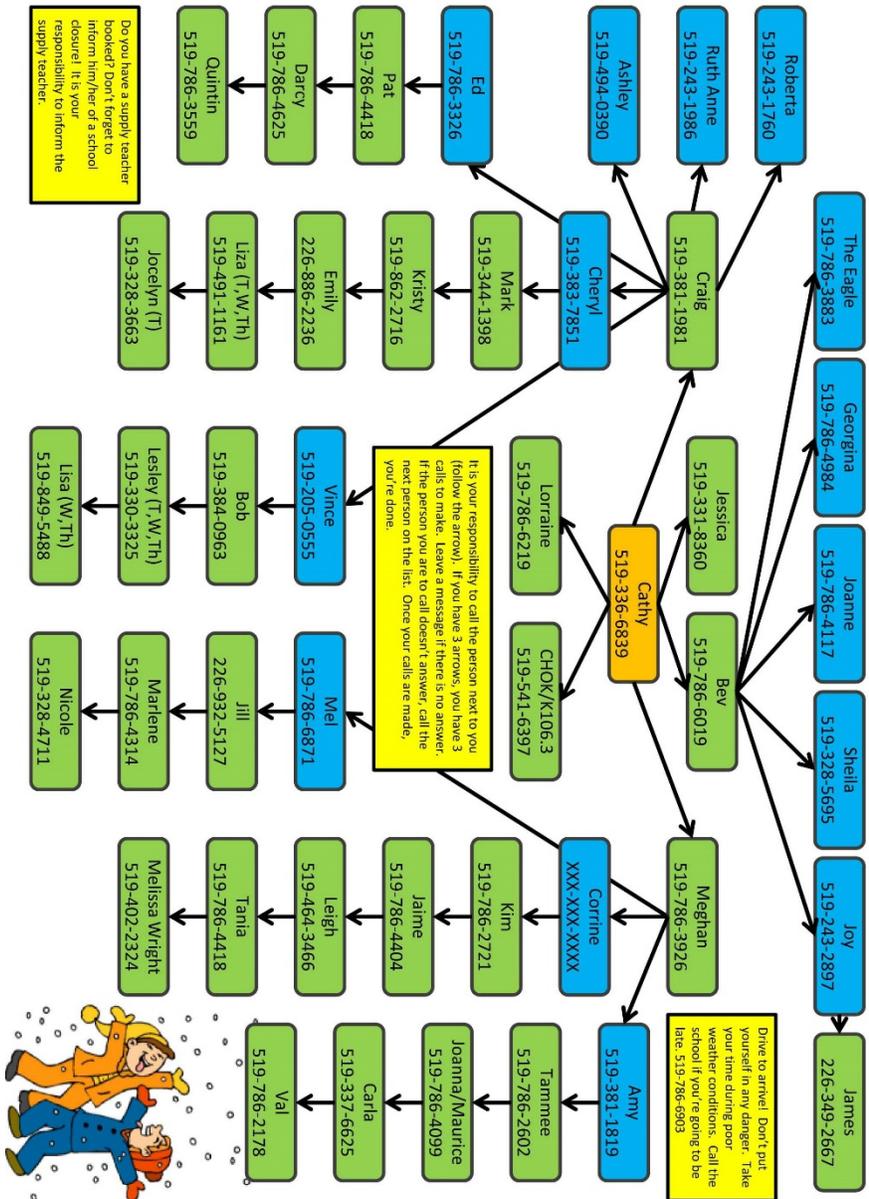
### **2. Design**

- principal to contact the vice principal and the supervisors of other staff groups
- no one should have to contact more than 10 people
- give consideration to long distance charges

### **3. What To Say**

- the facts of the crisis as currently known
- the date, time, place of the staff meeting
- a request not to speculate about the crisis while passing the message along the pyramid
- a request to continue calling and giving out the same information
- a reminder to maintain confidentiality

# Hillside School Calling Tree



**The School Plan:  
First Aid Kit Locations**

#	Location / Health and Safety Representative
1	Main Office - Craig Lindsay
2	Staff Room - Bob Bressette
3	Kettle Point Health Services - Building next to school 519-786-6903



**The School Plan:  
Checklist for Support Staff**

Task	Person Responsible	Done?
<b>Before an Emergency</b>		
1. Become familiar with the elements of the emergency response, typical behaviour that can be expected from those affected by a tragedy, as well as helpful strategies for dealing with people exhibiting such stress.		
2. Assemble the school emergency kit		
3. Compile a resource directory of those in the building with CPR and/or first aid training		
4. Develop a student/staff attendance accounting system that is portable during a crisis. This system should include rosters of students and staff that may be out of the building on field trips, at athletic events, workshops, etc.		
5. Prepare and distribute a building phone tree to all staff		
<b>During an Emergency</b>		
1. Locate and deliver the school emergency kit to the scene of the crisis upon principal/designate request		
2. Locate and deliver the school health record from the student's cumulative file for use by the school nurse or other authorized caregiver to determine any pre-existing conditions or allergies to medications		
3. In case of a school bus accident, print and deliver the bus list to the principal or designate		
4. In case of a building evacuation, take the student/staff accounting system with you to the designated area established in your evacuation plan		
5. Notify members of the school emergency team - What? Where? When? Injuries? Emergency support? Include any instructions from the team leader: team meeting, faculty briefing...		
6. Attend any response planning meetings and keep accurate minutes		
7. Attend staff briefing, and assist in providing those in attendance with response hand-outs		

Task	Person Responsible	Done?
<b>During an Emergency</b>		
<p>8. Prepare and distribute written materials</p> <ul style="list-style-type: none"> <li>• Announcements to staff, students, parents</li> <li>• Handouts for classroom/counselling use</li> <li>• Letters to be mailed to parents, school board, media, regarding school response and, as determined, notice of any scheduled evening debriefing</li> </ul>		
<p>9. Implement a student checkout system, insuring that no student is released unless accompanied by an authorized adult, or as per other guidelines</p>		
<p>10. Monitor school phones to respond to parent and public inquiries regarding the emergency. Prepare the persons to respond to general inquiries utilizing a written script, approved by the principal. This script will outline:</p> <ul style="list-style-type: none"> <li>• What happened</li> <li>• How the school is responding to help students, staff, and parents</li> <li>• Reference to an alternate site if in use</li> <li>• School recommendations to parents on how they can support their student</li> <li>• Refer media inquiries to the Board Office</li> </ul>		
<p>11. Arrange for any needed substitute staff (under the direction of the building principal)</p>		
<p>Note of consideration following: In the event of a student death, remove the deceased student from active status, notifying any school personnel of such action. This will insure that the home will not be contacted on issues such as attendance, special announcements, mailings, etc.</p>		



**The School Plan:  
Support Staff-Front Desk Safety Checklist**

- 1. Have emergency numbers posted in strategic locations where they are easy to access.
- 2. If you have a speed dial feature on your phone system, pre-program all emergency numbers.
- 3. Establish a caller I.D. system for the front office.
- 4. Have the staff phone tree in a convenient location easily accessible.
- 5. Have system in place that lets you know when the building administrator is out of the office or building and lets you contact him or her.
- 6. Know whom the building administrator appoints as a second-in-command in his or her absence.
- 7. Establish clear guidelines for staff and students regarding how to access information from the front office.
- 8. Establish a protocol that requires visitors to sign in and out at the front office.
- 9. Have building maps and floor plans at your disposal in order to direct emergency response personnel.
- 10. Be familiar with how to activate your building "Lockdown" procedure.
- 11. Have all evacuation plans in an accessible location.
- 12. If you receive a threatening or suspicious phone call signal someone else to listen-in to your call from another phone.
- 13. Develop a plan in case an aggressive person confronts you. Have a distress signal in the event you are alone in the front office.
- 14. Establish a "safe-room" in the front office area that has a solid door with a deadbolt lock and a telephone inside.
- 15. Post the Effective Lockdown Procedures chart.

## Evacuation Plan Checklist

### Task

- A schedule for regular drills
  - Fire
  - Tornado
  - Hold and Secure
  - Shelter in Place and evacuation
- Emergency evacuation site
- Alternate communication/command centre
- Evacuation signs
- Evacuation expectations for staff and students
  - Walk quietly, in single file via designated route to designated area
  - Close classroom doors and office doors (in instance of gas leak/explosive chemical, no switches should be turned on or off before evacuating)
  - Tornado-open windows
  - Provide assistance to handicapped and special needs
  - E.R.T. directed to ensure all have been evacuated
  - Staff take attendance
- Evacuation Expectations for Principal and supervisor
  - Principal assign E.R.T. to check areas of the school where significant numbers of students are not likely to be (washrooms, lunchroom etc)
  - Supervise evacuation
  - Take evacuation kit
  - Report to first emergency vehicle on the scene all pertinent information requested. Emergency personnel assume control at this stage
  - Custodians shall make every effort to shut down the physical plant (boilers, fans). Exception: Gas leak
  - Custodians should not be put in jeopardy
  - Principal will direct custodial staff to assist emergency staff at the site or to transfer to the evacuation site
- At the Evacuation Site
  - Teachers shall supervise students
  - Supervise and record the release of students to parents/guardians
  - Keep superintendent informed

## Sample

An emergency may arise at any time so that everyone must be accounted for and then must evacuate the building on short notice. The decision to evacuate will be made after assessing all possible hazards inside and outside of the building. The school may be inaccessible to all for an extended period. An alternate site has been secured for our students to sit out lengthy closings if the need arises.

The alternate school site is: \_\_\_\_\_

The alternate office communications site is: \_\_\_\_\_

### Shelter in Place

- E.R.T. and unassigned staff will report to the office or as directed
- Principal directs E.R.T. to ensure corridors, washrooms, hallways and exits are clear. Designated E.R.T. staff to bring students who are outside to safe location
- All remain in class or immediately move to the nearest class
- If emergency occurs before/at break/at lunch, students immediately move in an orderly fashion to the next class. After school, return to the last class
- Classroom teachers:
  - instruct students to remain seated and to wait further instructions
  - quick look in hall for passing students, direct them into your room
  - notify office of any non-student or perceived dangerous person, report specifics
  - release no one until an all clear and do not call office for general information
  - be prepared to stay in "shelter" for an extensive period

### Evacuation Announcement - Stage 1 Evacuation

- Take pen and class list for attendance
- Lights off, door closed, give directions and follow last student from classroom
- Do not allow locker visits by students
- Stage 1 Evacuation as per fire drill exits and move 30 meters away from building and out of fire lanes
- Note that the principal via the PA will direct the evacuation if possible. It may be necessary to evacuate the school in stages and to direct the students and staff to the central assembly site
- Take attendance and note names of additional and/or missing students, attendance pickup will occur if Stage 2 Evacuation is necessary
- Remain in fire exit areas unless advised by principal and E.R.T. coordinators to either move to stage two sites on campus or to return to classrooms
- Return to classroom is one long ring of the bell system
- No washroom/locker releases

**Note: Stage 2 plan depends on the nature of the physical plant.**

Moving to Stage Two Evacuation Area (i.e.: playground/parking lot) on a signal from the principal.

The principal will either direct the movement to the central assembly area via the PA or will direct the coordinators to give the message to each teacher. (If students and staff have been evacuated because of fire/fire alarm.)

**Notes:**

- E.R.T. coordinators request staff and students to move to Stage 2
- Students line up in single file behind the teacher
- Room numbers line up according to the map
- Attendance coordinator collects attendance on signal from the principal. Attendance is collected by teachers passing attendance from north to south
- Special student population area is located: \_\_\_\_\_
- Need to be able to assemble in an alternate area i.e.: parking lot, depending on weather and emergency

1. **Shelter In Place – All staff and students evacuate building and report to the buses located at \_\_\_\_\_.**
2. Designated staff members report to your assigned class. DO NOT put yourself at risk.
3. Emergency Response Personnel will be contacted
4. Designated staff will block traffic until Police or Fire Department arrives.
5. Teachers bring class list and take attendance.
6. ERP Member will be taking attendance from teachers before boarding bus.
7. ERP Member will directed staff and students onto the buses – **K to 8**
8. ERP Members will accompany staff and students to evacuation site.

**Kettle and Stoney Health Centre**

- Use available space and take direction from person “in charge”

**1 - Kettle and Stoney Point Health Centre****2 – North Lambton Secondary School**

9. ERP Member will direct staff and students off bus; teachers instruct and lead students to evacuation site.
10. Teachers will take attendance once again.
11. ERP Member will be taking attendance from teachers.

## Sample Plan for Tornado Drill

1. The impact from a tornado is to be expected primarily from the south-west. The building is the only protection. Seek maximum protection from masonry walls. To avoid flying glass and other debris, take shelter as far as possible from entrance doors and windows. Plan shelter areas on the floor plan/map with these elements in mind.
2. Procedures:
  - Warning to take cover will be given over the PA. All students and staff must proceed to designated areas
  - Pupils who are outside or in portables must immediately be brought into the building and directed to designated area. No student or staff member shall remain in a gym or portable
  - Attached floor plan must be posted in all classrooms. Remind students where they are going
  - Insist students are quiet and orderly
  - Leave one window open in each room
  - Staff members in rooms adjacent to washrooms are responsible for checking to see that no one is there unless the washroom is a designated area
  - Lead the students to the area assigned and stay with them
  - Move quickly, quietly, and together
  - Reassure students
  - Be calm
  - Remain with class until all clear is given
3. Floor Plan and Hall Assignments (attached)
  - Take sitting positions outside respective classrooms in single or double rows depending on class size and space and according to the floor plan. Be clear of the full swing distance of a door
  - Avoid areas with glass - specify these areas here.
4. Practice twice a year – following the return to school after March Break, and following the return to school in September.
  - Revisions may need to be made to hall designations after a practice

## Sample Plan for Police Shelter in Place and Search

- Via the PA the administration will activate a Shelter in Place for the purposes of a police search. Police may decide to search the building based on an intelligence report of a bomb or weapons E.R.T., all unassigned teachers and the chief custodian to report to the main office. Administration will need the following: locker list, walkie-talkies, bolt cutters, school maps and a list of specific lockers and classes to search (if necessary).
- All unassigned teachers will have an exit to guard. No one enters or leaves during the exercise. The following doors will be covered.

### Door Assignments Label all exits with a letter

Door	Staff	Back-up Staff
A	Jaime Kaczanowski	
B	Kim George	
C	Mel Shone	
D	Jill Jackson	
E	Marlene George	
F	Leigh George	
G	Tania Henry	

- E.R.T. and classroom teachers will clear halls and washrooms. Workers and visitors will be escorted to the nearest open office area and asked to remain there.
- If anyone needs to leave the building a call must be made to the office. An assigned E.R.T. member will escort the person out. Record the name and time of departure in the office.
- Please remain in assigned areas until the all clear is given over the PA. The PA will only be used in emergency during this exercise.

## Sample Announcement for Police Search

### **When the Police Arrive to Do A Search:**

“Pardon the interruption. As we have talked about many times we need to participate in a variety of procedures and exercises that will help us to make our school a safe and secure place to be. These procedures and exercises are conducted on a routine basis in all schools in our board and we are fortunate that we have the support of our local police force to assist us with these things.

At this time the \_\_\_\_\_ police canine unit is at the school. We ask all staff and students to recall our Emergency Procedures processes for a “shelter in place” exercise.

Instructions for the process are as follows:

- We will follow all Shelter in Place procedures. E.R.T. come to the office.
- All unassigned teachers as well as day custodial staff come to the office.
- Staff will then proceed to assigned exits.
- We need to remind everyone that no one enters or leaves the building during this exercise.
- Teachers will be clearing students from halls and washrooms as they move to assigned areas.
- If anyone needs to leave the building the classroom teacher is asked to call the office via the PA.
- All staff and students must remain in assigned areas until the “all clear” is given over the PA.
- \*\*\*\*Note that police may enter a classroom with specially trained dogs if that Specialty Team is there as part of the search.
- The officer will give specific instructions regarding the classroom search and search of any bags.” (Give specific instructions from the Search Team to staff and students when the officer enters a classroom with a search dog).

### **After the Search:**

“At this time we have officially completed the search exercise. We wish to thank the (Name of police service) for their assistance. Once again we remind all staff and students about the routine nature of this exercise and of the commitment of the W.I.E.S., the local police, and our own school council to the safety and security of everyone in our building. Thank you to all students and staff for your assistance and cooperation throughout the exercise.

Teachers will be given a “feedback” sheet in mailboxes at the end of the day. Your feedback is appreciated to make this a smoother endeavour next time.”

## Sample Letter: Emergency Procedures Planning

Dear Parents/Guardians:

As part of the emergency planning procedures initiated by the Lambton Kent District School Board, all schools are required to have an emergency plan. The emergency plan is intended to provide for the care, shelter and safe evacuation of students if there is an emergency that occurs within the school or the community. From time to time, we have minor accidents and injuries to handle. We also hear about communities that must evacuate due to a ruptured pipeline, a major fire or a chemical spill. Having good procedures in place, practicing emergency response and practicing emergency evacuations are important elements in providing for the safety of your children and our students. We are also fortunate to have a school-police protocol to help determine appropriate courses of action.

The following are important elements for you to know about:

- Emergency response, shelter and evacuation drills are held.
- In the event of an actual emergency in the school the children may be directed to walk to \_\_\_\_\_ (give name and address of emergency evacuation site) which has been designated as the school's alternate emergency site. The office alternate communications site is \_\_\_\_\_.
- In the event of an actual emergency, staff will begin to phone parents as soon as possible. The priority will be the phoning of parents of the youngest children first.
- In an emergency we request that parents listen to the radio and not to phone the school as lines will be very busy.
- In the event of a major community emergency, it may be necessary to remove all students and staff by bus from the area. The destination site will be designated by the police in conjunction with authorities supervising the evacuation. The staff will accompany the students and remain with them at the site. Regular announcements will be made on the radio providing parents with information about the location of the children. In the instance of a community evacuation, it may not be possible to contact parents/guardians by phone; therefore, it is important to use the radio as a means of gathering information.

Finally it is important for the school to have accurate information specifying home and work telephone numbers and information about any health problems your child might have.

We hope that you find this information reassuring and of interest to you. Please contact us if you have any questions.

Yours sincerely,

## SECTION 2 – Resources to Help You



### Emergency Checklist

### Emergency Do's and Don'ts

#### Emergencies:

- Accident - Anaphylactic Shock/Serious Injury
- Accident - Bus/Vehicle
- Assaults / Fights
- Assaults / Sexual Assaults
- Bomb Threat
- Chemical / Hazardous Material Accident
- Fire
- Gas Leak
- Intruder(s)
- Intruder – Violent Intruder
- Large Group Crisis
- Missing Child / Kidnapping
- Tornado / Wind Warning
- Utility Failure
- Weapons

## Emergency Checklist

- Contact parent(s)/guardians(s) and/or agencies if necessary.
- Coordinate and supervise related management activities at the school unless a police criminal investigation has been undertaken.

SITUATION	IN-CHARGE
<b>Bomb threat</b>	<b>Principal</b>
<b>Bomb</b>	<b>Police</b>
<b>Weapons</b>	<b>Police</b>

- Initiate the emergency team response for team members to fulfill their specific duties.
- Supervise specific activities relating to the needs of the school staff, students, and others involved in the crisis.
- Identify and obtain assistance for any victims.
- Begin data gathering from appropriate, reliable witnesses.
- Prepare phone message for clerical staff.
- Prepare written materials i.e.: agendas, announcements to students, description of “stages of grief”, letter to parents/guardians, etc. Review written materials with investigating agencies.
- Gather required information and complete all necessary forms.
- Call the staff together at the appropriate time (before the day starts or at the end of day-as appropriate) to describe the incident, what could happen in the next few days, plans to that point etc.
- Hold staff meetings as necessary. This is essential. Bring in appropriate personnel / experts to share information i.e.: Board Health and Safety Coordinator, investigating officers etc.
- Include student reps to school council and student government leaders in information sharing as well as school council chair as appropriate.
- Arrange for substitute staff as necessary.
- Make announcements to students if considered appropriate.
- Arrange fact sharing between staff and students.
- Make parent(s)/guardian(s) aware of the facts, actions taken by the school and why.
- Provide opportunities for students/parents to ask questions
- Notify LKDSB P’s/VP’s, if necessary
- Offer some guidance as to how parents may support their children following a crisis.
- Call upon the Kettle and Stoney PointHELP Team as needed.
- Have physical traces of the crisis removed ASAP after the investigation is over.
- Be visible to provide a sense of security and stability.

### **Principal-Follow up Responses (see charts)**

- Hold second and follow up staff meetings as necessary if the emergency is an ongoing one (i.e.: a threat).
- Let students, staff, parents know about ongoing counselling.
- Follow up letters to parents may be needed or hold a parent meeting in conjunction with school council.
- Meet with families of victims.
- Let people know about arrangements for funerals, memorial events.
- Provide follow up information for staff, students, school council.
- Provide education for staff and students about the appropriate topic (i.e. communicable diseases, death and dying, violence-through training workshops, presentations, curricula). Work with student groups in the school to provide the follow up in-service to students.

### **Vice Principal/Designate**

- Act as the principal in absence of the principal.
- Supervise and assist in specific activities as designated. i.e.: emergency equipment.
- Supervise staff with pre-arranged roles i.e.: the crisis team coordinators and the Emergency Response Team members.

### **Secretary**

- Obtain the emergency kit.
- Coordinate the phones and ensure that prepared message is used.
- Operate office computer to obtain student and staff information.
- Screen phone calls not associated with the emergency.

### **Custodian(s)**

- Report immediately to the school's communication centre/ command centre, as identified by the principal to perform assigned duties.

### **Designated Staff**

- Supervise the immediate care of persons who are injured or who are witnesses.
- Assist in relocating students to safe areas of the building/grounds.
- Listen to students to obtain as much information as possible.
- Observe students to be able to provide descriptions of witnesses.
- Observe students and suggest counselling where appropriate.
- Observe and support colleagues.

### **Responsibilities of All Staff**

- Remain with students at all times.
- Cover classes as designated.
- Check class list and take attendance list in case of an evacuation.
- Lead students to safety based on required procedures.
- Observe students and suggest counselling where appropriate.
- Observe and support colleagues.

## Emergencies: Do's and Don'ts

DO	DON'T
<ul style="list-style-type: none"> <li>• remain calm and in control</li> <li>• be polite</li> <li>• be directive with instructions</li> <li>• try to defuse the situation</li> <li>• use sense of humour if appropriate</li> <li>• be concerned for the care, welfare and safety of all involved</li> <li>• give the person in crisis specific options</li> <li>• allow the person in crisis to leave, if appropriate or ensure safe withdrawal</li> <li>• use appropriate language</li> <li>• slow down, walk to the scene</li> <li>• get help if you are anxious about approaching the scene</li> </ul>	<ul style="list-style-type: none"> <li>• become emotionally involved</li> <li>• be hostile</li> <li>• give ambiguous instructions</li> <li>• escalate the problem</li> <li>• confront</li> <li>• try to be a hero</li> <li>• box the person into a corner</li> <li>• try to detain the person in crisis, if appropriate</li> <li>• swear</li> </ul>
DO SAY	DON'T SAY
<ul style="list-style-type: none"> <li>• Hi! May I help you?</li> <li>• Do I know you?</li> <li>• I do not recognize you. Are you new here? /Are you a student here?</li> <li>• Stop_____ (fighting)</li> <li>• The police have been called.</li> <li>• You in the (red jacket), go to the office. Tell them we have a (student who is having a severe asthma attack) and report back to me.</li> </ul>	<ul style="list-style-type: none"> <li>• Who are you?</li> <li>• What are you doing here?</li> <li>• Do you belong here?</li> <li>• Stop it! (too vague)</li> <li>• Cut it out! (too vague)</li> <li>• Get help! (not specific enough)</li> </ul>

## EMERGENCY PROCEDURES WHEN LOCKDOWN IS NOT REQUIRED

(Accident, injury, fight, intruder/trespass)

<p><b>Accident / injury</b></p> <ul style="list-style-type: none"> <li>• Distinctive school signal</li> <li>• Emergency response team ERT report to the office</li> <li>• Unassigned staff report to the office</li> <li>• Principal or designate to take charge of the situation</li> </ul>	<p>ERT control the area Identify and obtain assistance for victim Gather information from appropriate witnesses</p>
<p><b>Fight</b></p> <ul style="list-style-type: none"> <li>• Emergency response team ERT report to the office</li> <li>• Unassigned staff report to the office</li> <li>• Principal or designate to take charge of the situation</li> </ul>	<p>Control the area and try to diffuse if possible.</p> <p>Identify and obtain assistance for victim.</p> <p>Gather information from appropriate witnesses.</p> <p>Direct students involved to the office (if possible have staff members accompany them to the office).</p> <p>Based on the severity and circumstances the Police may be involved.</p> <p>Contact the supervisory officer if the Police are called.</p>
<p><b>Intruder/Trespass</b></p> <ul style="list-style-type: none"> <li>• Principal or designate to take charge of the situation</li> </ul>	<p>Confront and direct the individual to report to the office or leave the campus.</p> <p>Make notes on description.</p> <p>Gather information from reliable witnesses about the individual.</p> <p>If the individual is unwilling to comply, call the Police (additional information pg 49).</p>



## EMERGENCY PROCEDURES WHEN LOCKDOWN IS NOT REQUIRED

(Bomb threat and weapons search)

<p><b>Bomb Threat</b></p> <ul style="list-style-type: none"> <li>• Principal to take charge of investigation.</li> <li>• Collect data on the phone call.</li> <li>• Call Police and Supervisory Officer</li> <li>• If Police search is to be conducted a Shelter in Place may be called to protect staff and students during the search.</li> <li>• <b>No cell phone use.</b></li> </ul>	<p>All staff and students within the school are to remain within the classrooms until further notice.</p> <p>Students in hallways or washrooms must return to class immediately.</p> <p>Staff adjacent to washrooms should do a quick check.</p> <p>Students on study periods should report to an area designated by the Principal.</p> <p>All students on athletic fields should return to the school immediately to an area designated by the Principal.</p> <p>Exterior doors locked/ windows closed/ ventilation systems turned off.</p> <p>Principal determines whether to bring in students from the portables based on the seriousness of the situation. (Additional information pg 45)</p>
<p><b>Weapons</b></p> <ul style="list-style-type: none"> <li>• Principal to take charge of investigation.</li> <li>• ERT may be required to secure an area.</li> <li>• Call supervisory officer.</li> <li>• After the initial investigation Principal may need to contact the Police.</li> <li>• If a Police search is required the Principal may call a Shelter in Place to protect staff and students.</li> </ul>	<p>Secure the area.</p> <p>Based on information received a search of lockers, backpack or a vehicle may be necessary.</p> <p>If Shelter in Place is activated same as above.</p> <p>(Additional information pgs 50 and 55)</p>

## Emergencies: Accident/Anaphylactic Shock/Serious Injury

### CALL 911-AMBULANCE

<p style="text-align: center;"><b>Emergency Response</b></p> <ul style="list-style-type: none"> <li>• A Distinctive school signal and an announcement will assemble the school's E.R.T. with staff qualified in first aid.</li> <li>• Assess.</li> <li>• Call 911 – ambulance.</li> <li>• Administer first aid through qualified staff.</li> <li>• Call the family.</li> <li>• Contact Superintendent and use Emergency Reporting Format.</li> <li>• Anaphylactic shock             <ul style="list-style-type: none"> <li>□ Administer Epinephrine Auto-Injector (Epi-Pen)</li> <li>□ Reassure</li> <li>□ Lie student on side in case of vomiting</li> <li>□ If breathing does not improve or symptoms reoccur re-administer Epi-Pen every 10-15 minutes while waiting for the ambulance.</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Follow-up Response</b></p> <ul style="list-style-type: none"> <li>• Fill out student accident report form/contact OSBIE.</li> <li>• If an employee is injured, fill out an employee accident/injury report and fax it to central office. Follow up with union/association office.</li> <li>• Contact health and safety officer if appropriate.</li> <li>• Collect all appropriate data             <ul style="list-style-type: none"> <li>□ Witnesses and information</li> <li>□ Teacher and information</li> <li>□ Take pictures</li> </ul> </li> <li>• Complete supervisor's accident report.</li> </ul> <p>Critical Injury Reporting</p> <ul style="list-style-type: none"> <li>• Follow W.I.E.S. Procedures             <ul style="list-style-type: none"> <li>✓ Secure the site</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Supporting Documents</b></p> <ul style="list-style-type: none"> <li>• student accident report</li> <li>• W.I.E.S. employee accident/incident report form (to central office within 48 hours)</li> <li>• Workplace safety and insurance act</li> </ul>	<p style="text-align: center;"><b>Tips</b></p> <ul style="list-style-type: none"> <li>• Each school should ensure that             <ul style="list-style-type: none"> <li>□ Staff currently qualified in first aid are available</li> <li>□ CPR training although not legislated is advisable</li> </ul> </li> <li>• First aid kits available and inspected regularly</li> <li>• Teachers given lists of students with medical conditions at the beginning of each semester</li> <li>• Anaphylactic students to be identified at opening staff meeting and Epi-Pen procedures reviewed</li> </ul>

## Emergencies: Accident-Bus/Vehicle

### CALL 911

<p style="text-align: center;"><b>Emergency Response</b></p> <ul style="list-style-type: none"> <li>• Call 911 (ambulance, police) as dictated by the nature of the accident.</li> <li>• A Distinctive school signal and an announcement will assemble the school's E.R.T. with staff who are qualified in first aid.</li> <li>• Contact Superintendent and use Emergency Reporting Format #3.</li> <li>• Take attendance and account for all staff/students (if appropriate).</li> <li>• Notify the families using hard copy of bus lists, school list</li> </ul>	<p style="text-align: center;"><b>Follow-up Response</b></p> <ul style="list-style-type: none"> <li>• Fill out a student accident report</li> <li>• If an employee is injured, fill out an employee accident/injury report and fax it to central office. Follow up with union/association office.</li> <li>• Contact health and safety officer if appropriate.</li> <li>• Collect all appropriate data from E.R.T. members and witnesses until investigation is assumed by an emergency agency.</li> <li>• Critical Injury Reporting             <ul style="list-style-type: none"> <li>○ Follow W.I.E.S. Procedures</li> <li>○ Secure the Site</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Supporting Documents</b></p> <ul style="list-style-type: none"> <li>• Employee accident/injury report form</li> <li>• Accident report</li> <li>• Workplace Safety and Insurance Act.</li> </ul>	<p style="text-align: center;"><b>Tips</b></p> <ul style="list-style-type: none"> <li>• Ensure printed bus lists are up-to-date.</li> <li>• Include on bus lists special medical considerations and consider signed medical release from parents at beginning of year -- if any.</li> </ul>

## Emergencies: Assaults/Fights

### Call 911-Ambulance/Police (if required)

<p style="text-align: center;"><b>Emergency Response</b></p> <ul style="list-style-type: none"> <li>• Proceed to the scene. A Distinctive school signal and an announcement will assemble E.R.T.</li> <li>• Assess-Determine if medical or police assistance is required</li> <li>• Call 911-ambulance and police</li> <li>• If medical assistance needed ensure first aid is given by qualified person</li> <li>• Maintain student control</li> <li>• Contact Superintendent</li> <li>• Formulate list of witnesses. Separate individuals and begin to gather information</li> <li>• Direct participants to the office and ensure they are escorted</li> <li>• Notify parents on a timely basis</li> <li>• Take pictures for civil liability purposes</li> <li>• A support person as requested and as chosen by the victim should remain with the victim where possible. Be sensitive to the needs of the victim</li> </ul>	<p style="text-align: center;"><b>Follow-up Response</b></p> <ul style="list-style-type: none"> <li>• Contact and cooperate with police if assault charges need to be filed</li> <li>• Take appropriate disciplinary action according to the “safe learning environment” policy</li> <li>• Complete a violent incident response form</li> <li>• Collate and file all documentation</li> <li>• Prepare written report for SO including actions taken</li> <li>• If an employee is injured fill out Employee Accident/injury report and fax to central office</li> </ul>
<p style="text-align: center;"><b>Supporting Documents</b></p> <ul style="list-style-type: none"> <li>• Safe Learning Environment section of this binder</li> <li>• School code of conduct</li> <li>• Violent incident report form</li> <li>• Workplace Safety and Insurance Act-<u>Reg. 1101</u> (first aid)</li> <li>• Protocol between the Police and School Boards</li> <li>• Suspension/expulsion policy</li> </ul>	<p style="text-align: center;"><b>Tips</b></p> <ul style="list-style-type: none"> <li>• Each school should:             <ul style="list-style-type: none"> <li>□ Violent threat <b>TRUMPS</b> suspension</li> <li>□ Inform staff and students of code of conduct</li> <li>□ Consider in-service for parents re safe learning policy/codes of conduct and the consequences for not adhering to behaviour code</li> <li>□ Train appropriate staff in CPI</li> </ul> </li> </ul>

## Emergencies: Assaults/Sexual Assaults

### Call 911-Ambulance, Police

<p style="text-align: center;"><b>Emergency Response</b></p> <ul style="list-style-type: none"> <li>• A Distinctive school signal and an announcement will assemble E.R.T.</li> <li>• E.R.T proceed to the scene - assess</li> </ul> <p><u>Student Victim:</u></p> <ul style="list-style-type: none"> <li>□ Ambulance 911 if needed</li> <li>□ Advocate to go in ambulance</li> <li>□ Call police and do not disturb evidence</li> <li>□ If under 18, notify parent/guardian</li> <li>□ If over 18, offer to contact parent/guardian</li> <li>□ If under 16 notify CAS</li> <li>□ Call Superintendent</li> <li>□ Offer telephone # of Sexual Assault Crisis Centre and T.E.R.T.</li> <li>□ Begin gathering names of witnesses, information about the location etc. and separate witnesses until police arrive. Do not take statements</li> </ul> <p><u>Staff Victim:</u></p> <ul style="list-style-type: none"> <li>□ Ambulance if needed</li> <li>□ Police. Do not disturb evidence</li> <li>□ Offer to notify family member</li> <li>□ Call SO, federation/union officer</li> <li>□ Offer phone # of Sexual Assault crisis and Kettle and Stoney PointHELP Team</li> </ul>	<p style="text-align: center;"><b>Follow-up Response</b></p> <ul style="list-style-type: none"> <li>• Contact and cooperate with police if assault charges need to be filed.</li> <li>• Take appropriate disciplinary action.</li> <li>• Complete a violent incident response form.</li> <li>• Collate and file all documentation.</li> <li>• Prepare written report for SO including actions taken.</li> <li>• If an employee is injured fill out Employee Accident/injury report and fax to Health and Safety Officer.</li> <li>• Student accident report form.</li> </ul>
<p style="text-align: center;"><b>Supporting Documents</b></p> <ul style="list-style-type: none"> <li>• Safe Learning Environment section of this binder             <ul style="list-style-type: none"> <li>□ Harassment, sexual harassment</li> </ul> </li> <li>• School code of conduct</li> <li>• Violent incident report form</li> <li>• Workplace Safety and Insurance Act- <u>Reg. 1101</u> (first aid)</li> <li>• L.K.D.S.B. school –police protocol</li> <li>• Suspension/expulsion policy</li> </ul>	<p style="text-align: center;"><b>Tips</b></p> <ul style="list-style-type: none"> <li>• Each school should:             <ul style="list-style-type: none"> <li>□ Violent threat <b>TRUMPS</b> suspension</li> <li>□ Inform staff and students of code of conduct, harassment and sexual harassment</li> <li>□ Consider in-service for parents re safe learning policy /codes of conduct and the consequences for not adhering to behaviour code</li> <li>□ Train appropriate staff in CPI</li> </ul> </li> </ul>

## Emergencies: Bomb Threat

### Call 911

Emergency Response may require Shelter in Place

- Based on board protocol, when a threatening phone call is received:
  - Call 911-police
  - Collect data on the “threatening phone call” form
  - Call E.R.T. and initiate a search
  - Decision to evacuate is made in conjunction with police and based on findings of the initial search
  - Shelter in Place if Police decide to search the Building
  - See procedures that follow
  - Written threat-do not handle
    - Photographs and clean-up /removal will be done by the police

1. Emergency and Crisis Response- Bomb Threat

2. Threatening Phone Call Information Form

## Emergencies: Chemical/Hazardous Material Accident

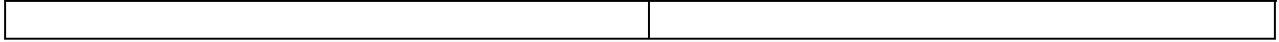
### Call 911- Fire

<p style="text-align: center;"><b>Immediate Response-Shelter in Place</b></p> <ul style="list-style-type: none"> <li>• Call fire and police (911)</li> <li>• Contact the superintendent</li> <li>• Determine need to evacuate as indicated by mandates of emergency preparedness agencies</li> <li>• Under some circumstances it may be best to leave students in school, keep all doors/windows closed</li> <li>• turn off outside ventilation systems</li> <li>• Outdoor accident             <ul style="list-style-type: none"> <li>❑ Bring students who are outside into the building</li> <li>❑ If decision to evacuate, direct staff and students via PA and by sections of the school. Use doors on the side of the building opposite the hazard. Evacuate in orderly fashion to an assembly area</li> <li>❑ Take school evacuation kit/class lists</li> </ul> </li> <li>• Indoor accident             <ul style="list-style-type: none"> <li>❑ Evacuation                 <ul style="list-style-type: none"> <li>▪ Stage 1-Direct the evacuation from the PA system. Use fire exits and fire evacuation procedure. Use an alternate route depending on location of accident</li> <li>▪ Stage 2-assemble in a central spot for directions to evacuate the site if necessary</li> </ul> </li> </ul> </li> <li>• Cooperate with emergency preparedness agencies</li> </ul>	<p style="text-align: center;"><b>Follow-up Response</b></p> <ul style="list-style-type: none"> <li>• Complete student accident report form if necessary</li> <li>• If an employee is injured fill out an employee accident/injury report and fax it to the Health and Safety officer</li> <li>• Work with emergency agencies to determine causes</li> <li>• Follow-up with disciplinary/legal actions if necessary</li> <li>• Document actions</li> <li>• Complete Potential Incident Report</li> </ul>
<p style="text-align: center;"><b>Supporting Documents</b></p> <ul style="list-style-type: none"> <li>• Evacuation plan with 2 “assembly sites” on campus in case of outdoor hazard</li> <li>• Parent procedures to pick up students at alternate sites</li> <li>• Critical incident report form</li> <li>• Workplace safety and insurance act- <u>Reg. 1101</u> first aid</li> </ul>	<p style="text-align: center;"><b>Tips</b></p> <ul style="list-style-type: none"> <li>• In service students re evacuation procedures</li> <li>• Ensure parents have information re alternate sites i.e.: start up newsletter</li> <li>• Have regular “fire” drills and practice building evacuation to stage 2 sites on campus to prepare for potential evacuation to alternate sites off campus</li> <li>• Prepare an emergency kit</li> <li>• Develop “all clear “ signal that is only used with permission of the fire department</li> </ul>

## Emergencies: Fire

### Call 911- Fire

<p style="text-align: center;"><b>Immediate Response</b></p> <ul style="list-style-type: none"> <li>• Activate the fire alarm system and ensure evacuation of the building according to established fire procedures. Stage 1 -- evacuate according to signs, move 30 meters from exit doors, and out of fire route</li> <li>• Call 911</li> <li>• E.R.T. members ensure designated areas are clear</li> <li>• Principal/designate at the exit closest to the fire panel to meet the fire department</li> <li>• Take Evacuation Kit (attendance, LKDSB emergency phone numbers and student profile sheets, class lists, bus lists)</li> <li>• Contact Superintendent</li> <li>• Cooperate with fire department who has control at the emergency scene</li> <li>• Teachers             <ul style="list-style-type: none"> <li>□ Last to exit classroom, close door, take attendance list</li> <li>□ Take attendance and provide to E.R.T. attendance coordinator</li> </ul> </li> <li>• Activate stage 2-evacuation plan if necessary or as advised by the agencies in charge</li> </ul>	<p style="text-align: center;"><b>Follow-up Response</b></p> <ul style="list-style-type: none"> <li>• Complete student accident/OSBIE report form if necessary</li> <li>• If an employee is injured fill out an employee accident/injury report and fax it to the Health and Safety officer</li> <li>• Work with emergency agencies to determine causes</li> <li>• Gather data from E.R.T., staff and students. Take pictures</li> <li>• If the cause is arson, or if fire alarm is pulled as a “prank” follow up with disciplinary/legal actions if necessary</li> <li>• Document actions</li> </ul>
<p style="text-align: center;"><b>Supporting Documents</b></p> <ul style="list-style-type: none"> <li>• W.I.E.S. Fire Safety Plan</li> <li>• Fire Evacuation plan and emergency evacuation plan</li> <li>• Critical incident report form</li> <li>• Workplace safety and insurance act <u>Reg. 1101</u> first aid</li> <li>• Suspension/Expulsion policy</li> </ul>	<p style="text-align: center;"><b>Tips</b></p> <ul style="list-style-type: none"> <li>• Post fire drill procedures and exits in each classroom</li> <li>• In-service staff and students with regard to location and use of safety equipment</li> <li>• Inspect equipment regularly</li> <li>• Have regular “fire” drills and practice stage 1 building evacuation and move to a stage 2 site on campus to prepare for potential evacuation to alternate location off campus</li> <li>• Prepare an emergency kit</li> <li>• Develop “all clear “ signal that is only used with permission of the fire department</li> <li>• Record students who leave site</li> </ul>



## Emergencies: Gas Leak

### Call 911 - Fire

<p style="text-align: center;"><b>Immediate Response – Shelter in Place</b></p> <ul style="list-style-type: none"> <li>• Call E.R.T. and assess</li> <li>• Call 911-fire and Utility Company</li> <li>• Do not activate the fire alarm, ring the bells or turn light switches or other equipment on or off</li> <li>• Stage 1 evacuation</li> <li>• Take Evacuation Kit (attendance, W.I.E.S. emergency phone numbers and student profile sheets, class lists, bus lists)</li> <li>• Contact the superintendent</li> <li>• Cooperate with the fire department who has control at the scene</li> <li>• Move to stage 2 evacuation if necessary and/or as advised by agencies in charge.</li> <li>• Take attendance</li> </ul>	<p style="text-align: center;"><b>Follow-up Response</b></p> <ul style="list-style-type: none"> <li>• Alert parents via phone and media</li> <li>• Complete student accident report form, employee accident/injury form if necessary</li> <li>• Potential Incident Report</li> <li>• Notify Health and Safety Officer and Maintenance Department</li> <li>• Prepare written release to parents if necessary</li> </ul>
<p style="text-align: center;"><b>Supporting Documents</b></p> <ul style="list-style-type: none"> <li>• Effective Lockdown Procedures</li> <li>• Shelter in place and evacuation plans</li> </ul>	<p style="text-align: center;"><b>Tips</b></p> <ul style="list-style-type: none"> <li>• Prepare shelter in place (accountability) and evacuation plan</li> <li>• Need a stage 1 and a stage 2 evacuation plan</li> <li>• Stage 1 is “fire drill” exit procedure</li> <li>• Stage 2 is assembling students to prepare to move off campus</li> <li>• Practice “Shelter in place” with a move to stage 1 and stage 2 evacuation</li> <li>• Need alternate sites off campus</li> <li>• Record students who leave site</li> </ul>

## Emergencies: Intruder(s)

**Call 911- Police, if necessary**

<p style="text-align: center;"><b>Immediate Response</b></p> <ul style="list-style-type: none"> <li>• <u>Individuals</u> <ul style="list-style-type: none"> <li>❑ Approach with caution. Ask him/her to report to the office</li> <li>❑ Contact school office to report presence and location</li> <li>❑ Principal/supervisor may use a distinctive school signal and an announcement to assemble the school's E.R.T.</li> <li>❑ Contact police if necessary</li> </ul> </li> </ul> <p>Notify Director of Education if police are called</p> <ul style="list-style-type: none"> <li>• <u>Gangs</u> <ul style="list-style-type: none"> <li>❑ Call 911-police to inform re any gang behaviours. Anything gang related must be reported to the police.</li> <li>❑ A distinctive school signal and an announcement will assemble the school's E.R.T.</li> <li>❑ If possible observe discreetly from a distance and gather data</li> <li>❑ Call superintendent</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Follow-up Response</b></p> <ul style="list-style-type: none"> <li>• May need to advise person(s) of visitor procedures and possible need for trespass warnings.</li> <li>• Gather information from witnesses.</li> <li>• Trespass letter or charge if necessary.</li> <li>• Contact other schools (P or VP's as appropriate) if individuals/groups are identified</li> <li>• Cooperate with other schools in follow through with disciplinary measures</li> <li>• Document actions.</li> </ul>
<p style="text-align: center;"><b>Supporting Documents</b></p> <ul style="list-style-type: none"> <li>• Have floor plan, keys etc. available if needed by police</li> <li>• Safe learning environment section of this binder</li> <li>• Violent incident response form</li> <li>• Workplace Safety and Insurance Act <u>Reg. 1101</u>-first aid</li> <li>• School-Police protocol</li> </ul>	<p style="text-align: center;"><b>Tips</b></p> <ul style="list-style-type: none"> <li>• Inform students and parents of visitor procedures</li> <li>• Post sign at all entrances directing visitors to the office</li> <li>• Maintain visitor book</li> </ul>

## Emergencies: Intruder-Violent Intruder with Weapon

### Call 911- Police

<p><b>Immediate Response - Lockdown</b></p> <ul style="list-style-type: none"> <li>• Call 911-police. Say “I have a violent intruder with a weapon at _____ (school/specific location). Provide as much information as possible. Caller should remain on the line as long as possible to provide up to date information to police</li> <li>• Lockdown             <ul style="list-style-type: none"> <li>❑ E.R.T. response if safe to do so and communication with outside classes (outside cover)</li> <li>❑ Staff quick look in hall for students</li> <li>❑ Remain in classrooms</li> <li>❑ Classroom doors &amp; windows locked</li> <li>❑ On floor away from door if gunshots</li> <li>❑ Release no one until all clear</li> <li>❑ Post TIP chart on external window</li> <li>❑ Wait further instructions</li> </ul> </li> <li>• Contact Superintendent</li> <li>• Cooperate with police re possible evacuation. Rooms will be evacuated at police direction</li> <li>• If evacuation-collect attendance and inform police of missing staff/students</li> <li>• Notify parents</li> <li>• Discharge students according to evacuation plan and as authorized by Superintendent and appropriate authorities</li> </ul>	<p><b>Follow-up Response</b></p> <ul style="list-style-type: none"> <li>• Complete student accident report form if necessary</li> <li>• Write to all parents and apprise them of the situation and how it was resolved</li> <li>• Provide appropriate counselling for staff and students. Call Kettle and Stoney PointHELP Team if necessary. Activate EAP counselling if necessary for staff</li> <li>• Review safe learning environment procedures and identify improvements in procedures</li> <li>• Follow up with appropriate disciplinary/legal action in consultation with police and Superintendent, if violent intruders are students</li> <li>• Document actions</li> <li>• Prepare media release in consultation with media relations personnel and Superintendent</li> </ul>
<p><b>Supporting Documents</b></p> <ul style="list-style-type: none"> <li>• Effective Lockdown Procedures</li> <li>• Effective Lockdown Procedures chart for each classroom with room #, number of teachers, number of students and number of injuries</li> <li>• Evacuation plan</li> <li>• Violent Incident Response Form</li> <li>• Safe Learning Environment Policy</li> <li>• School -- Police Protocol</li> <li>• Suspension/expulsion policy</li> </ul>	<p><b>Tips</b></p> <ul style="list-style-type: none"> <li>• Violent threat <b>TRUMPS</b> suspension</li> <li>• Media relations regarding police response will be handled by police representative</li> <li>• A press area may be set up at the scene</li> <li>• See media tips</li> <li>• Effective Lockdown Procedures chart for each classroom</li> </ul>

## **Large Group Crisis**

### **Call 911**

Large groups of students and staff may be involved in a crisis situation such as asphyxiation, food poisoning, or exposure to communicable diseases.

#### **Immediate Response**

##### **Asphyxiation**

- Evacuate building
- Call 911 fire department
- Call Maintenance Department/Health and Safety Officer

##### **Food Poisoning**

- Notify Health Unit
- Administer first aid
- Building and staff to follow directives of medical authorities
- Call Superintendent / Health and Safety Officer

##### **Communicable Diseases**

- Check source of information
- Call Health and Safety Officer
- If applicable, Director's office will notify the Medical Officer of Health
- Follow guidelines on communicable diseases
- Notify parents when deemed appropriate

#### **Follow up Response**

- Complete accident report form/employee accident/injury form if necessary
- All communications with the media will be handled by the Director/designate
- Develop and dispatch communications to parents

## Emergencies: Missing Child/Kidnapping

**Call 911- Police, if necessary**

<p style="text-align: center;"><b>Immediate Response</b></p> <ul style="list-style-type: none"> <li>• A Distinctive school signal and an announcement will assemble the school's E.R.T.</li> <li>• Check OSR re any custody data</li> <li>• Conduct a school search and attendance check</li> <li>• Call parents/guardians/emergency numbers as appropriate</li> <li>• If child is still missing- Call 911 police</li> <li>• Contact Superintendent</li> <li>• Begin information gathering and cooperate fully with police as they arrive</li> <li>• Try to keep witnesses separate from each other and try to ensure they do not leave until police arrive</li> </ul>	<p style="text-align: center;"><b>Follow-up Response</b></p> <ul style="list-style-type: none"> <li>• Complete Violent Incident Response form</li> <li>• Prepare appropriate communication to parents</li> <li>• Prepare appropriate communication and counselling for staff and students</li> <li>• Contact Kettle and Stoney PointHELP Team/Employee Assistance Plan centre if necessary</li> <li>• Document actions</li> </ul>
<p style="text-align: center;"><b>Supporting Documents</b></p> <ul style="list-style-type: none"> <li>• Violent Incident Response form</li> <li>• Safe Learning Environment section of this binder</li> </ul>	<p style="text-align: center;"><b>Tips</b></p> <ul style="list-style-type: none"> <li>• Inform students and parents of visitor procedure in the school</li> <li>• School code of conduct</li> <li>• In-service office staff re release of students, calling students out of class</li> <li>• Inform all appropriate staff of custody orders. Custodial parents should inform the school when legal responsibilities change</li> <li>• Post signs directing visitors to the office</li> </ul>

## Emergencies: Tornado/Wind Warning

<p style="text-align: center;"><b>Immediate Response – Shelter In Place</b></p> <p>Tornado warning:</p> <ul style="list-style-type: none"> <li>• Announce activation of tornado response plan and direct students and adults to designated areas</li> <li>• Ensure that students and adults who are outside are brought immediately into the building</li> <li>• Ensure that no students or adults remain in a gym, portable, or upper level of the school</li> </ul> <p>If a Tornado strike occurs:</p> <ul style="list-style-type: none"> <li>• Call 911</li> <li>• Call Superintendent and update as situation develops</li> <li>• Cooperate with authorities</li> <li>• Determine need to evacuate.</li> <li>• Notify parents and discharge students according to Board protocol</li> </ul>	<p style="text-align: center;"><b>Follow-up Response</b></p> <ul style="list-style-type: none"> <li>• Complete student accident report form/employee accident/injury forms if necessary</li> <li>• Prepare appropriate counselling for students and staff</li> <li>• Document actions</li> </ul>
<p style="text-align: center;"><b>Supporting Documents</b></p> <ul style="list-style-type: none"> <li>• School Tornado Drill Procedure</li> <li>• Inclement Weather Administrative Procedures</li> <li>• Evacuation Plan</li> </ul>	<p style="text-align: center;"><b>Tips</b></p> <ul style="list-style-type: none"> <li>• Prepare Tornado drill floor plan</li> <li>• Practice tornado drill</li> <li>• Update Emergency kit</li> </ul>

## Emergencies: Utility Failure

<p style="text-align: center;"><b>Immediate Response</b></p> <p style="text-align: center; color: orange;"><b>Shelter in Place</b></p> <ul style="list-style-type: none"> <li>• Assemble E.R.T. May need to send communications to classrooms via E.R.T. members</li> <li>• Discuss service interruption with building services/plant department             <ul style="list-style-type: none"> <li>□ Assess the period of time the service will be interrupted</li> <li>□ Assess the need to arrange early dismissal. Consider time remaining in the school day, weather, ages of students</li> </ul> </li> <li>• Contact the superintendent using the Emergency Reporting Format #3</li> <li>• Under certain circumstances it may be necessary to close the school. Do this in conjunction with Superintendent</li> <li>• It may be necessary to evacuate the school             <ul style="list-style-type: none"> <li>□ Do so in conjunction with Superintendent</li> <li>□ Take emergency kit</li> </ul> </li> <li>• Ensure alternate site for phone calls</li> </ul>	<p style="text-align: center;"><b>Follow-up Response</b></p> <ul style="list-style-type: none"> <li>• Alert parents via phone and media</li> <li>• Complete student accident report form, employee accident/injury form if necessary</li> </ul>
<p style="text-align: center;"><b>Supporting Documents</b></p> <ul style="list-style-type: none"> <li>• Effective Lockdown Procedures</li> <li>• Shelter in place and evacuation plans</li> </ul>	<p style="text-align: center;"><b>Tips</b></p> <ul style="list-style-type: none"> <li>• Prepare shelter in place (accountability) and evacuation plan</li> <li>• Need a stage 1 and a stage 2 evacuation plan</li> <li>• Stage 2 is assembling students to move off campus</li> <li>• Practice “Shelter in place” with a move to stage 1 and stage 2 evacuation</li> <li>• Need alternate sites off campus</li> </ul>

## Emergencies: Weapons

### Call 911- Police

<b>Immediate Response</b>	<b>Follow-up Response</b>
<ul style="list-style-type: none"> <li>• Evaluate the situation and determine if ambulance is needed. (911)</li> <li>• Call police</li> <li>• Ensure first aid rendered by a qualified person if there is a victim</li> <li>• Based on the situation Principal may need to activate a Shelter in Place for a Police search or Lockdown if individual is in possession of a weapon</li> <li>• If you come into possession of a weapon, avoid handling/contamination (use rubber gloves). Take pictures</li> <li>• Place in a secure locked area</li> <li>• Gather information and separate witnesses until police arrive</li> <li>• Cooperate with police re possible evacuation. Rooms will be evacuated at police direction</li> <li>• Contact Superintendent</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Violent Incident Response form</li> <li>• Gather data from all sources</li> <li>• Take disciplinary/legal action in consultation with police and superintendent according to the Safe Schools binder</li> <li>• Complete student accident online OSBIE report and employee accident/injury form if necessary</li> <li>• Document actions</li> <li>• Provide appropriate counselling for staff and students. Call Kettle and Stoney PointHELP Team if necessary. Activate EAP if needed</li> <li>• Review Safe Learning Environment section of this binder</li> <li>• Write to parents and apprise them of the situation</li> <li>• Prepare media response with Director or designate</li> </ul>
<b>Supporting Documents</b>	<b>Tips</b>
<ul style="list-style-type: none"> <li>• Lockdown and Shelter in place plan</li> <li>• TIP Bristol board chart for each classroom</li> <li>• Safe learning environment policy</li> <li>• Violent incident report form</li> <li>• School police protocol</li> <li>• Suspension/expulsion policy</li> </ul>	<ul style="list-style-type: none"> <li>• Violent threat <b>TRUMPS</b> suspension</li> <li>• Media relations regarding police response will be handled by police representative</li> <li>• TIP chart for each classroom</li> </ul>

## CONSIDERATIONS FOLLOWING AN EMERGENCY



### **Communications to:**

- **Staff**
- **Students**
- **School Council / Parents**
- **Media**

### **Sample Letters**

### **School Counsellor Guidelines**

### **Meeting with Students**

### **Specific Guidelines for Communicating with Students**

### **Identify Students at Risk**

### **Death & Dying: Guidelines for Classroom Discussion**

### **Stages of Grief**

### **Evaluation**

### **Evaluating the School's Response to Emergency**

### **Staff Questionnaire**

### **Emergency Response Team Questionnaire**

## After An Emergency: Communications to Staff

### Sample Agenda

Staff members (teachers and support staff) need to be continually informed about the status of the emergency. They need to meet as soon after the immediate response as possible. A sample agenda with time for questions and answers is as follows:

- an update of information specific to the emergency
- allow expression of feelings and mutual support
- a review of the events of the day
- update from persons involved in the investigation (or at a follow up staff meeting)
- update from the health and safety office if necessary (or at a follow up staff meeting)
- identification of students and staff at risk
- sharing of information re: counselling support
- next steps
- provision of written copies of communication to parents
- provision of information re communication to students
- review policies on dealing with the media
- share arrangements for any funerals or memorial services

If staff are unable to attend because of duties arrange for someone to share information as soon as is reasonably possible.

## After an Emergency: Communications to Students

### Some things to consider:

- **When the announcement will be made**
  - All students should be informed simultaneously.
  - Delay gives rise to rumour, which will only add to the problem. Delay can also anger students and parents prompting the feeling that no one really cares.
  
- **What the announcement will say**
  - Consider a straightforward sympathetic announcement of a loss with a simple statement of condolence. Use discretion re details. Be as truthful as possible when responding to student questions but remember that early information is not always accurate.
  - Avoid judging.
  - The announcement should answer:
    - What happened
    - Who was involved
    - What is happening now
    - What information is needed
    - What will happen next
  
- **How the announcement will be made**
  - Secondary-PA system. Principal may wish to involve student leaders to present a prepared script as well.
  - Elementary-may wish to give the teachers a script for the announcement especially when dealing with younger students.
  
- **What reactions there are likely to be**
  - Have teachers allow sufficient time after the announcement for students to discuss their feelings in their classrooms. This will also give teachers an opportunity to refer students who may need additional counselling.

## **After an Emergency: Communications to School Council/Parents**

### **Some things to consider:**

Contact school council chair to discuss a parent/community meeting. Such a meeting should occur as soon as possible after a crisis. Parents will want to know what the school is doing to keep their children safe. The more information provided to the community the more trust that you build.

- Send home a letter with students at the end of the first day of an emergency.
  
- Inform parents of parent/community meeting.
  
- Specifically invite parents of students at risk.
  
- Consider the following guidelines:
  - ❑ Hold the meeting away from any site that may trigger reactions.
  - ❑ Make the room accessible and comfortable.
  - ❑ Place participants in a horseshoe or a circle.
  - ❑ Space caregivers / counsellors around the room.
  - ❑ Refreshments, tissues etc.
  
- Consider the following agenda items:
  - ❑ Statement of purpose of the meeting-to share information and feelings but not to criticize individuals or institutions.
  - ❑ Meeting ground rules.
  - ❑ Presentation of information.
  - ❑ Presentation of the principals' feelings about what happened.
  - ❑ Presentation about what the school is going to do.
  - ❑ Presentation of information about responding to students at risk.
  - ❑ Presentation of information about helpful resources - may involve helpful agencies here.
  - ❑ Process for gathering suggestions for improvement.
  
- Provide time and space for counselling.

## After an Emergency: Communications to Media

### Some things to consider:

- Identify a media representative at the district level and at the school level.
- The principal may assume this role at the school level upon approval of the Director.
- Practice emergency scenarios and statements.
- Ensure that all staff members are aware of who is to address the media.
- Prepare a written release in conjunction with appropriate personnel. This must involve the superintendent/director's office. Give out the same information when responding to different media groups.
- The written release will be the basis for information to students, staff and parents.
- If investigation is taken over by another agency, this agency becomes the media contact. Cooperate in developing the media release.
- Focus on:
  - Reassuring people that a situation is under control
  - Getting out important information - what has been done to contain the emergency, what has been done to help those affected by the emergency, what has been done to prevent the emergency from recurring
  - Let people know about future meetings and events
- Be truthful and as open as possible without compromising privacy or giving unnecessary detail.
- Do not speak off the record.
- Do not speak when you are unprepared (information incomplete or unverifiable). It is better to tell someone that you are unable to provide information at this time but will take the person's name and number and call back only when you can read a prepared release.
- Have media calls screened so these calls can be returned after appropriate consultations.
- Notify all local media of any scheduled news conference. Do not permit exclusive interviews.
- **Staff members must not talk to the media.**

**After an Emergency:  
Sample Letter: Information**

May 7, 2007

Dear Parents/Guardians:

On Friday May 4, 2007 at approximately 1:10 p.m. two students discovered a threatening note from an unknown person. This note outlined a plan to carry out the threat on Friday May 11, 2007. All threats received at the school are taken seriously and procedures are in place that we follow in case of such an emergency. In consultation with (Name of Police Service) and Senior Administration, decisions are made in an effort to ensure the safety and well being of all students and staff.

The following steps have been taken:

- The police were called immediately and arrived on the scene shortly after the call.
- Staff has been informed of the nature of the situation.
- The police are continuing the investigation at the present time.
- There will be a police presence at the school this week and on Friday.
- Both the police services and the fire department are working to assist us.

We would request that anyone who has any information about a potential threat to please call the school and ask to speak to the principal or the vice principals.

The safety of our students is of the utmost importance and we continue to work with the police in updating our procedures in matters such as this.

As we obtain more information we will communicate further with the school community.

We need and appreciate your help and support in matters such as this

Yours truly,

**After an Emergency:  
Sample Letter: School Community**

Thursday May 10, 2007

To Our School Community:

I am writing this letter to update all members of our school community about the resolution to the recent situation of possible risk here at \_\_\_\_\_ on Friday, May 11<sup>th</sup>.

I want to assure everyone that all who have been involved in the investigation are confident that the potential crisis is now over.

Yesterday we received a confession letter. This was followed by two announcements to the student body, one by me and a second by the investigating detective. This morning a student and parent came to the school to meet with the investigating team. The team is confident that no criminal intent was involved. The school, of course, must follow through with consequences according to the Education Act, the "Hillside School Board's Safe School Policies" and recent safe school legislation from the Ministry of Education. These steps have been taken. If a similar situation occurs in the future, criminal charges will be pursued.

Friday, May 11<sup>th</sup> will continue to be a regular school day. We have reviewed a number of safety precautions with staff throughout the week and we will continue to have a police presence on Friday as a reassurance.

I want to take this opportunity to thank students, parents and staff for the communication and cooperation throughout this very difficult week. We will need, I believe, to involve our student leaders in some form of ongoing discussions with all students about appropriate actions, decision-making and consequences. We all, as a community, need to keep talking to our children and young adults about how something that may start out as an unintentional thing has a way of taking on "a life of its own".

As we have talked to students today we have discovered that some of our senior students had some knowledge about all of this. We do regret that it took so long to get to a resolution.

In closing I want to emphasize to all of you that this is a great school and a safe school. Every day our kids accomplish great things in the classroom and beyond. We need to continue to focus on the good things that happen here and we need to continue to look out for one another.

Yours truly,

## **After an Emergency: School Support Services Guidelines**

In the case of violence, suicide, or other death, it is up to counsellors and principals to console and tend to people close to the victims. Here are some ideas for doing that:

- 1. Call in Board support services - e.g., Kettle and Stoney PointHELP Team, Counsellors, Employee Assistance Personnel, or other counselling supports - as appropriate.
- 2. Prepare a list of counselling sites and guidelines for referral, and disseminate it if appropriate at the initial staff meeting, as well as the following:
  - An overview of the “stages of grief”.
  - The warning signs of suicide.
  - A referral form for students at risk.
  - Guidelines for helping.
- 3. Have both group and individual counselling available throughout the day, particularly for people at risk. Use the following:
  - In-building staff.
  - Peer helpers.
  - Kettle and Stoney PointHELP Team
  - Counsellors outside the school or district.
  - Community resources.
- 4. Call the parents of students who were close to the victim and ask them to monitor their children.
- 5. Let parents know when, in your professional judgment, a student should be seen by a counselling professional in the community.
- 6. Maintain and monitor the “student at-risk” lists you receive from staff. Call in those students as soon as possible.
- 7. In the case of suicide, don’t let troubled students leave school without their parents or guardians. Consider contacting your community’s social services program for extra support

## **After an Emergency: Meeting with Students**

### **The Initial Classroom Meeting**

The initial meeting to inform students about an emergency should occur in a classroom. The teacher needs to be sensitive to students' reactions, and expect a wide range. The teacher also needs to be able to refer students to Psychology Dept. Staff should the need arise. Such a meeting might take the following form:

- 1. The announcement--based on facts, free of judgments, told in students' language, direct yet discreet to protect people's privacy.
- 2. Presentation of the school's response to the event.
- 3. Discussion and acceptance of feelings--fear, anxiety, guilt, responsibility, anger, confusion, and so on.
- 4. Sharing of information about the "stages of grief," if appropriate.
- 5. Sharing of memories of victims, if appropriate.
- 6. Sharing of information about helping resources, including counsellors.
- 7. Encouragement of students to continue to discuss feelings (e.g., with parents)
- 8. Discouragement of blame or spreading rumours while facts is not yet known.
- 9. Reassurances that students are safe.

### **General Guidelines for Communicating with Students**

- 1. Be open and honest; request help from the Kettle and Stoney PointHELP Team, other Counsellors if you're uncomfortable and reluctant to participate in discussions.
- 2. Show students that you take everyone's feelings seriously and wish to help them.
- 3. Listen to students; don't try to challenge their feelings or analyze motives.
- 4. Use phrases like "I'm sorry this happened," "It's sad," or "I feel lots of different emotions right now," rather than phrases like "I understand" or "I know how you feel," which may not be perceived as genuine.
- 5. Have translators available for students, as appropriate.

## Specific Guidelines for Communicating with Students

1. Reach out to students and give them an opportunity to talk.

Asking, “What’s wrong?” may be met with a shrug and a muttered, “Nothing.” It’s important not to give up at this point; teenagers have to be convinced that someone is really concerned before they’ll talk about their feelings. Questions that truly ask for information, seek clarification, or reach out for feelings are the most effective.

Interested questions are helpful, but statements that begin “Why didn’t you ....?” Are not helpful because they steer the conversation toward blame and shut down communication.

2. Help students identify their feelings.

Honesty applies particularly to feelings. If you tell students you’re not angry when your actions show you are, they may decide that you can’t be trusted.

Communication should be a two-way street. Teenagers are sometimes reluctant to discuss their failures, disappointments, or feelings of depression to adults who appear never to have failed or experienced doubt and depression. Self-disclosure builds trust with students if it isn’t overdone.

Talking about your own feelings is not always easy; it’s difficult to open up and express feelings like these, for example:

- “I feel anxious when I see that you’re unhappy and I don’t know why.”
- “I’m really sad today.....”

3. Avoid labelling, judging, criticizing, or giving unsolicited advice.

Once a student starts talking, staff members should try to listen without making judgments or giving advice. Statements such as “You’ll get over it soon” imply that you don’t take the student’s problems seriously. When you listen carefully for words and feelings behind words, you communicate two very important messages: You take the student’s problems seriously, and you care enough to want to help.

Students have a high regard for honesty and directness, especially in adults. They are not many years away from the devastating honesty of childhood, and they feel contempt for many of the white lies or evasions with which adults smooth their lives.

The most common complaint of teenagers concerning adults is that they don’t listen. Staff members may be so eager to solve a student’s problem that they offer the solution before they really understand the problem or the feelings behind it. So take the time to listen to students.

4. Act quickly, suggest other helping resources, and refer students to them if appropriate.

When a student threatens suicide, it is safest to enlist the help of a professional, such as the school counsellor, Kettle and Stoney PointHELP Team, a mental health worker, or crisis centre counsellor who specializes in helping adolescents. Be sure to identify these resources ahead of time so that you’re prepared in a crisis.

If the situation is volatile, bring additional support into the situation immediately.

## **After an Emergency: Identify Students at Risk**

Teachers are on the front line for the identification of students at risk:

- Identify any students close to the victim and any students who may have other issues triggered by the tragic event.
- Maintain a list of students at risk and turn a copy in to the school counsellors or principal.
- Maintain a list of students who leave class for counselling support.
- Let school counsellors or administrators know about any relevant conversations you overhear

## **After an Emergency: Death & Dying: Guidelines for Classroom Discussion**

### **Students at Risk**

- 1. Before the discussion, identify close friends of the person who died who appear to be particularly upset. Pay close attention to students who have experienced recent or numerous deaths, who have emotional problems, or who for any reason think that they had some responsibility for the death. Refer these students to school counsellors, administrators, and other helping resources.

### **Contents of the Discussion**

- 2. Review the facts involved in the death as they were presented in the initial announcement: who died, what happened, when it happened, where it happened. Share the facts without being graphic.
- 3. Allow the students to discuss their feelings and concerns. Here are some things to remember:
  - Students look for causes of death. Some students, particularly young students, may be afraid that they wished the death or somehow caused it to happen. Carefully and directly explain how the person died in order to help allay these feelings.
  - Students may feel uncomfortable grieving or sharing their feelings. Share your own sadness as a way of showing that it's all right to grieve.
  - Students may have the same feelings as adults yet may express them differently, even irreverently. Avoid judging student's expressions of feelings.
  - Students may feel deserted. Reassure them that they don't need to be alone and that their feelings of loss are shared and can help people support each other.
  - Students, particularly young students may have unrealistic images of death. Don't use fantasies or abstractions (e.g., death as sleep, death as a long trip, or death as the result of God's wanting good people).
  - Students may ask the same questions repeatedly over several days. Be patient with your responses, reassure students, and give them the information they want to know as well as you can.

### **Funerals and Memorial Activities**

- 4. If students are unfamiliar with funerals or memorial activities, you may want to give them some basic information:
  - People attend funerals and memorial activities to say good-bye to the person who died, and to support the person's family.
  - People may be crying because they're sad.
  - People may say prayers or special thoughts about the person who died.
  - The body may be in a box called a casket, which is later taken to a cemetery and lowered into the ground; or, if cremated, the ashes may be in an urn.
  - People often gather together afterward to talk and to comfort each other.

## **After an Emergency: Stages of Grief**

The psychiatrist Elizabeth Kubler-Ross, in her book *On Death and Dying* (New York: Macmillan Publishing Company, 1969), developed a set of five stages commonly seen in dying patients. The same five stages conceivably characterize students trying to come to grips with a loss (e.g., the death of a friend). Although adolescents don't necessarily manifest the characteristics of each of these stages, and they don't necessarily progress from one stage to the next in the following sequence, some of their behaviours might be more understandable seen in this context.

### **Stage 1: Denial**

("This can't be happening.")

Denial acts as a buffer. It gives the person time to regroup, take stock, and eventually mobilize other defences.

### **Stage 2: Anger**

("I hate her for doing that.")

Anger allows the full force of emotions to be felt by the person. It may be directed (e.g., by railing at the person who died), or diffused (e.g., by acting belligerent with everyone).

### **Stage 3: Bargaining**

("If I become a better person, maybe he'll get better.")

Bargaining is an attempt to postpone something that will inevitably happen or even to negate something that has already happened.

### **Stage 4: Depression**

("What's the use of even trying anymore?")

Depression is the preparation for acceptance. It is the initial realization of what will happen or already has happened, and it brings with it the full sadness of reality.

### **Stage 5: Acceptance**

("What's done is done. I have to get on with my life now.")

Acceptance is the beginning of the end of the struggle with a death or other loss. It is a demarcation point for reconciling with the past and progressing into the future.

## After an Emergency: Evaluation

Following are three questionnaires you can use to evaluate the school's response to the emergency. Administer these as soon as possible after the emergency.

Be sure to:

- Analyze and interpret the questionnaires in a timely way i.e. within a week
- Let the people who responded know the results
- Let people who responded know what you will do with the results
- Make appropriate changes in procedures based on the results

Consider modifying the language of the student questionnaire, depending on the age of the students. You may want some teachers to read the questionnaire to the students.

The questionnaires could form a meeting agenda for groups such as the Emergency Response Team, the student council etc.

**After an Emergency:  
Evaluating the School's Response to Emergency**

**Student Questionnaire**

We've had a rough time during this emergency. We'd like to know what you think about how the school handled the crisis we can do even better next time. Please circle  either 1, 2, 3, or 4 for each item.

**Overall, how satisfied are you with how the school handled the crisis?**

Very unsatisfied      Very satisfied  
1                      2                      3                      4

Comments:

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**How satisfied are you with how the first announcement was made?**

Very unsatisfied      Very satisfied  
1                      2                      3                      4

Comments:

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**How satisfied are you with your classroom activities relating to the emergency?**

Very unsatisfied      Very satisfied  
1                      2                      3                      4

Comments:

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**How satisfied are you with getting counselling when you needed it?**

Very unsatisfied      Very satisfied  
1                      2                      3                      4

Comments:

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**How satisfied are you with getting support from teachers?**

Very unsatisfied                      Very satisfied  
1                      2                      3                      4

Comments:

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**How satisfied are you with getting support from other school adults?**

Very unsatisfied                      Very satisfied  
1                      2                      3                      4

Comments:

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**How satisfied are you with the school's efforts to prevent this from happening again?**

Very unsatisfied                      Very satisfied  
1                      2                      3                      4

Comments:

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**What was the most helpful about the way the school handled the emergency?**

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**What was the least helpful?**

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**What would you suggest for the school to do differently the next time there's an emergency?**

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.....

Your name (only if you want to put it down) \_\_\_\_\_

Your teacher's name \_\_\_\_\_ Your grade \_\_\_\_\_

Thank you for completing this questionnaire.



**After an Emergency:  
Staff Questionnaire**

Please complete this questionnaire to help us improve our response to emergencies in the future. Return this questionnaire to \_\_\_\_\_ by \_\_\_\_\_. Circle ↻ either 1, 2, 3, or 4 for all applicable items.

	Not Helpful		Helpful	
	1	2	3	4
<b>Overall response to emergency</b>				
Comments:	_____			
	_____			

	Not Helpful		Helpful	
	1	2	3	4
<b>Notification of emergency</b>				
Comments:	_____			
	_____			

	Not Helpful		Helpful	
	1	2	3	4
<b>Staff meeting(s)</b>				
Comments:	_____			
	_____			

	Not Helpful		Helpful	
	1	2	3	4
<b>Access to counselling support for staff</b>				
Comments:	_____			
	_____			

	Not Helpful		Helpful	
	1	2	3	4
<b>Access to counselling for students</b>				
Comments:	_____			
	_____			



Not Helpful                      Helpful  
1                      2                      3                      4

**Presence of and support from Emergency Team and principal**

Comments:

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Not Helpful                      Helpful  
1                      2                      3                      4

**Accessibility of information from Emergency Team and principal**

Comments:

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Not Helpful                      Helpful  
1                      2                      3                      4

**Reliability of information from Emergency Team and principal**

Comments:

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**What was the most helpful about the way the school responded to the emergency?**

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**What was the biggest obstacle?**

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**What would you suggest for future responses to emergencies (consider the makeup of the Emergency team, the need for in-service training, the procedures used, and so on)?**

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.....  
Your position in the school \_\_\_\_\_

Thank you for completing this questionnaire.



**After an Emergency:  
Emergency Response Team Questionnaire**

Please complete this questionnaire to help us improve our response to emergencies in the future. Return this questionnaire to \_\_\_\_\_ by \_\_\_\_\_. Circle ↻ either 1, 2, 3, or 4 for all applicable items.

	Not Helpful		Helpful	
	1	2	3	4

**Overall response to emergency**  
Comments:

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	Not Helpful		Helpful	
	1	2	3	4

**Notification of emergency**  
Comments:

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	Not Helpful		Helpful	
	1	2	3	4

**Emergency Response Team meeting(s)**  
Comments:

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	Not Helpful		Helpful	
	1	2	3	4

**Staff meeting(s)**  
Comments:

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	Not Helpful		Helpful	
	1	2	3	4

**Access to counselling support for staff**  
Comments:

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Not Helpful                      Helpful  
1            2                      3            4

**Access to counselling for students**

Comments:

---

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Not Helpful                      Helpful  
1            2                      3            4

**Support from fellow members of Emergency Team**

Comments:

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Not Helpful                      Helpful  
1            2                      3            4

**Accessibility of information from principal**

Comments:

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Not Helpful                      Helpful  
1            2                      3            4

**Reliability of information from principal**

Comments:

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**What was the most helpful about the way the Emergency Response Team responded to the emergency?**

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**What was the biggest obstacle?**

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**What would you suggest for future responses to emergencies (consider the makeup of the Emergency team, the need for in-service training, the procedures used, and so on)?**

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Name \_\_\_\_\_ Position \_\_\_\_\_

Thank you for completing this questionnaire.



# RELATED BOARD POLICY DOCUMENTS

## POLICY, REGULATIONS & ADMINISTRATIVE PROCEDURES

- Access to Pupils
- Access to Schools and Board Property
- Administration of Medication
- Bullying
- Child Abuse
- Critical Injury Response
- Discrimination and Harassment in the Workplace
- Emergency and Crisis Response Plan
- Emergency and Crisis Response Plan – Bomb Threat
- Emergency Callouts for Students and Staff
- Emergency Contingency: Boil Water Order
- Employee Identification Badges
- Fire Drills and Safety Plan
- Flushing Internal Water Lines
- Footwear Safety
- Health Related Emergency Procedures
- Hot Weather Procedures and West Nile
- Incident Reporting
- Inclement Weather
- Pandemic Influenza Protocol/Plan
- Progressive Discipline
- Reporting Hazards and Non-Medical Injuries
- Reporting an Injury or Illness Requiring Medical Treatment Following a Work Related Incident
- Reporting Requirements under Reg. 521/01 – Collection of Personal Information – Safe School Act
- Safe Arrival
- Safe Intervention with Students
- School Bus Emergency Communication Process
- School Fire Plan Guidelines
- Students with Anaphylaxis
- Technology Shop Safety Procedures
- Tornado Response Protocol
- Tragic Events Response
- Use of Volunteers
- Video Surveillance
- WHMIS

