

ABERDEEN HALL PREPARATORY SCHOOL

# Emergency Response Plan

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Policies and procedures to deal with emergencies at the school

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## **EMERGENCY NUMBERS**

<b>Ambulance / Fire Department / Police Department</b>	<b>911</b>
<b>Kelowna Police Department</b>	<b>250 762 3300</b>
<b>Kelowna General Hospitals</b>	<b>250 862 4000</b>
<b>Forest Fire</b>	<b>1 800 663 5555</b>
<b>Healthlink BC</b>	<b>811</b>
<b>Gas Leaks and Odours</b>	<b>1 800 663 9911</b>
<b>Power Outages and Emergencies</b>	<b>1 8887693766</b>
<b>Earthquake, Flood, Dangerous goods spill</b>	<b>1 800 663 3456</b>
<b>Poison Control Center</b>	<b>1 800 567 8911</b>
<b>Interior Health – Kelowna Central health</b>	<b>1 250 868 7788</b>
<b>Includes:</b>	
• Kelowna Alcohol and drugs services	
• Mental Health	
• Pregnancy test and counseling	
<b>Central Okanagan RCMP Victim Services</b>	<b>1 250 470 6242</b>
<b>Youth and Family Services</b>	<b>1 250 763 2405</b>
<b>Youth and Mental Health</b>	<b>1 250 868 7788</b>
<b>Bereavement Helpline</b>	<b>1 877 779 2223</b>
<b>Elizabeth Fry Society (sexual abuse victims)</b>	<b>1 250 763 4613 ex 105</b>
<b>Stepping Stones (Private Counselling)</b>	<b>1 250 763 7414</b>
<b>Brix Chiropractic and Wellness: Haley Gershony (Registered Clinical Counselor)</b>	
	<b>778 436 9366</b>
<b>Reach out Youth Counselling <a href="http://reachoutyouthcounselling.com">http://reachoutyouthcounselling.com</a></b>	<b>250 763 7892</b>



## **PHILOSOPHY**

Aberdeen Hall School has undertaken the task of planning for different crisis situations. It is our contention that by thinking through possible crisis and providing possible solutions to them, all persons involved in dealing with these situations will be better prepared to handle them in the best possible manner.

The school approached this issue by providing what we feel are safe, logical, humane steps to be considered when faced with a crisis situation. Our primary concern is for the health and safety of all.

## **EMERGENCY RESPONSE PLAN DESCRIPTION**

Aberdeen Hall has developed an Emergency Response Plan to address prevention, intervention and post-intervention of crisis situations. This plan clearly outlines steps to be taken in the event of a crisis and provides steps for preventative follow-up.

It is understood that every crisis situation has the potential for certain unique characteristics; therefore this plan is not proposed as a total plan of action for every crisis. It is, however, presented as a logical series of steps that can be used to deal with specific crisis. It is understood that the individual making the decisions at the time of the event will need to use his/her best judgment in applying or modifying this plan to handle the situation in the safest, most efficient and compassionate way.

## **DEFINITIONS OF A CRISIS**

A condition which arises suddenly and without warning and adversely affects Students, Faculty and Staff; a condition which may or may not be life threatening.

### **CRISIS IDENTIFICATION**

- Accidents (On/Off Campus)
- Bomb Threats
- Chemical leaks/spills
- Contagious Disease
- Dangerous and Irate Person on Campus
- Dangerous animal on campus
- Death of student, staff or faculty
- Fallen aircraft
- Fire/Explosion
- Food Poisoning (On Campus)
- Hostage situations
- Natural disasters
- Serious injury or illness of student or faculty
- Sexual assault/abduction on campus
- Suicide or attempted suicide
- Weapons threats
- Other conditions which might occur and effectively utilize the Campus Management Plan

## **Planning and Training**

### **Head of School August Checklist**

- Each August, list those people who may be named acting Head of School for your building when you're absent; post it in the administrative office.
- Each August establish an Emergency Response Team. Assign responsibilities for each member.
- Each August, with the staff and custodians, review all utility turn-off points and check the ability of each person to operate these safely. Include gas, oil, water, electricity and boilers.
- Develop a telephone tree for your staff. Give each person on the list 5 to 8 people to call in case of an emergency.
- Have first-aid equipment and instructions in designated areas. Review First Aiders certification. Make a new years list and post at the office
- Every year, review the responsibilities of personnel during/after emergencies with your staff and be certain that they have this checklist available at their desks.

### **Student September Checklist**

- Review crisis procedures with students.
- Carry out drills for; fire, secure and hold and lockdown

Where possible, it is advantageous to have police partners present during training, and to assist with the training of staff and students. Information for parents may include newsletters, school or board websites or an invitation to an evening session on lockdown plans. Fire and EMS should be invited to training sessions where possible.



## **Communication with parents**

A newsletter should be sent to each home at the beginning of the school year, to inform parents of lockdown procedures and to encourage parents to reinforce with their children, the importance of understanding the procedures and following staff direction.

Parents need to be informed of where they should proceed in the event of an actual incident involving a lockdown. Communication with parents around the importance of lockdowns is vital. 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, it is recommended that a communication to parents be sent home with each student at the conclusion of the school day or as soon as possible.

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

## **ALTERNATIVE EVACUATION LOCATIONS**

### **UBCO Gymnasium**

UBC Okanagan  
Athletics & Recreation  
3333 University Way  
Kelowna, BC V1V 1V7

### **Preschool Scenario 1**

UBCO Daycare centre  
1262 Discovery Avenue  
V1V 1V9

### **Preschool Scenario 2**

Green Gables  
228 Valley Rd  
Glenmore, Kelowna, BC  
V1V 2G2

In the event the school has to find alternative accommodation for more than a few days the following plan will be initialized:

- 1) Contact UBCO and see if there is classroom space
- 2) Contact Argos Property Group

## **CRISIS LEVELS**

A crisis will be identified as a Code Blue. There are three levels.

Level I – Lockdown e.g. violent attack within the school

Level 2 – Hold and Secure e.g. violent incident outside the school, severe weather warning, incident in the school which requires students to remain in class (e.g. epileptic fit in a hallway, fight in a hallway).

Level 3 – Duck and Cover e.g. attack on the school structure earthquake, hurricane

The Head of School should determine the level if he is not available a member of the Emergency Response Team (ERT) should make the call. No delay should take place trying to contact a member of the ERT, any adult can make the call in an emergency.

## **Blue Code 1 - Lockdown Procedure**

“**Lockdown**” should only be used when there is a major incident or threat of school violence within the school, or in relation to the school.

### **Initiating Lockdown**

At the first indication of a major incident of school violence, notification must go to the office and the Lockdown commenced immediately.

All staff (especially those working in the main office) should be trained that when information is received in the office of a situation requiring a lockdown, whoever receives that information, will immediately activate the school’s:

1. Public Address (PA) system, announcing the lockdown.

“Blue Code Level 1 Lockdown the school. Repeat this is not a drill, Blue Code Level 1 Lockdown the school”

While the announcement is being made other members of the front office should:

2. Call school custodian to notify the Dome.
3. Use the horn in the main hall and outside to alert anyone not in the building and in an area where the PA system cannot be heard.
4. If possible call recess duty teachers on their cells to alert them to the reason for lockdown so they can decide on best course of action.
5. Lock the external doors if the issue is outside.
6. Call 911(if the lockdown was not initiated by police)
7. Once the police have given the all clear. The Emergency Response Team and the office will go through procedure to advise the school.

The words to be used are affixed to the wall next to both phones in the main office. There should be no hesitation in announcing the lockdown, and the decision to call the lockdown should be made immediately by whoever receives the call to the office, and should not be delayed for the purpose of checking with Administration before announcing a lockdown.

## **Lockdown in Classrooms**

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;

- stay away from doors and windows;
- turn off lights;
- close blinds;
- beware of sight lines
- if there is a window in the classroom door, consider covering window;
- take cover if available (get behind something solid);
- remain absolutely quiet;
- teachers to take attendance;
- no cell phone use unless necessary to communicate regarding the incident
- Cell phones should be shut off or put on vibrate.

## **Portables**

Due to thin wall construction it is recommended that desks be tipped onto their sides with desk-tops facing out, and all desks placed in a circle, with students/staff locating within the circle, down on the floor below the top edge of the desk.

## **Washrooms:**

As washrooms can not be locked students need to evacuate washrooms if at all possible and get to an area which can safely be locked down.

### **Ground Floor:**

Office staff must check the washrooms prior to locking down themselves, if it is safe. Any students found in the washrooms must be taken to the nearest safe room to lockdown. Director of Junior School's office would be a safe room

### **First Floor:**

Grade Two teacher must check the washrooms prior to locking down themselves, if it is safe. Any students found in the washrooms must be taken to their classroom to lockdown.

As a last resort, staff or students if trapped in a washroom, should attempt to enter a stall, lock the door and climb on top of the toilet.

## **Open Areas – Procedures During Lockdown**

Open areas including libraries, hallways and office 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. In the event of a lockdown these areas should be evacuated:

### **Main hall, library and office**

Adults should decide if they remain in the building or go outside depending on what they know about the lockdown situation. Teachers and students in the library should move across the hallway into the MPR. If anyone is teaching in the MPR they should assist with the rapid movement of those in the library after securing their own students.

### **Dome:**

The custodian will call the Dome and inform them of the Lockdown. Depending on the situation either:

Wedge the revolving doors shut and move students to lay against the concrete wall.

OR

Exit the dome and go to the UBCO gymnasium

### **Outside of School Buildings when a Lockdown is called**

Those who are outside the school when a lockdown is called, shall not re-enter the school, but shall proceed immediately to the university gymnasium. Once at the location, staff and students should remain in that location until further advised by administration or police. Attendance at the off-site evacuation location must be taken.

### **Controlled Evacuation**

Police will make the decision as to whether a controlled evacuation of a school under lockdown, is a viable option, and will 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. 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 Lock down**

The decision to end a lockdown shall only be made after approval of the on-scene police, Incident Commander. A room by room visit will be made by a member of the Management team. The words "All Clear" will be used.

***The school will conduct a minimum of two lockdown drills during each school year.***

A short debriefing will take place after each drill, to identify areas of

improvement.

## **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 occurs, the ERT will organize the following:

- Notify parents (in person if possible)
- Assign separate areas for media, parents, counseling
- Communicate with staff
- Document all students checking out
- Announce the availability of counseling and location
- Teachers identify students who need counseling
- Document who receives counseling and needs follow-up
- ERT meets to debrief at the end of the day

## **Plan Review**

Each school plan shall be thoroughly reviewed annually.

## **Blue Code Level 2 “Hold and Secure”**

“Hold and Secure” should be used when:

- It is desirable to secure the school due to an ongoing situation outside and not related to the school (e.g., a bank robbery occurs near a school but not on school property). In this situation, the school continues to function normally, with the exterior doors being locked until such time as the situation near the school is resolved.
- An environmental or weather related situation, where it is necessary to keep all occupants within the school, to protect them from an external situation. Examples may include chemical spills, blackouts, or weather conditions.

At the first indication of a major incident of concern occurring near the school or a severe weather warning, notification must go to the office and “Hold and Secure” procedure commenced immediately.

All staff (especially those working in the main office) should be trained that when information is received in the office of a situation requiring a hold and secure, whoever receives that information, will immediately activate the school’s:

## HOLD AND SECURE

1. Public Address (PA) system, announcing the Hold and Secure. Press 400 to activate the PA.
2. “Blue Code Level 2 Hold and Secure. Repeat this is not a drill Blue Code Level 2 Hold and Secure”

While the announcement is being made other members of the front office should:

3. Call school custodian to notify the Dome.
4. Use the horn in the main hall and outside to alert anyone not in the building and in an area where the PA system cannot be heard.
5. If possible call recess duty teachers on their cells to alert them to the reason for Hold and Secure so they can decide on best course of action.
6. Lock the external doors if the issue is outside.
7. Call 911(if the Hold and Secure was not initiated by police and requires police attention)
8. Once the police have given the all clear. The Emergency Response Team and the office will go through procedure to advise the school.

The words to be used are affixed to the wall next to both phones in the main office. There should be no hesitation in announcing the hold and secure, and the decision to call the hold and secure should be made immediately by whoever receives the call to the office, and should not be delayed for the purpose of checking with Administration before announcing a hold and secure.

### **Office:**

Once the announcement has been made and people have returned to the building the exterior doors must be locked.

### **Portables:**

Portable doors must be locked.

### **Controlled Evacuation**

Police will make the decision as to whether a controlled evacuation of a school under “Hold and Secure”, is a viable option, and will 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 Hold and Secure has been called, staff and students shall not respond as they normally would to a fire alarm, but shall remain inside, if it is safe to do so. 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 Hold and Secure**

The decision to end a lockdown shall only be made after approval of the police. A member of the ERT will make the announcement.

***The school will conduct a minimum of two Hold and Secure drills during each school year.***

A short debriefing will take place after each drill, to identify areas of improvement.

### **School Recovery following a Hold and Secure**

A debriefing should occur in all situations following a Hold and Secure. The nature and severity of the incident, will dictate who should be included in the debriefing.

Communication with parents is vital.

### **Plan Review**

Each school plan shall be thoroughly reviewed annually.

### **Blue Code Level 3 – “Duck and Cover”**

Violent attacks such as an earthquake or a plane landing on the building happen with no warning; therefore, action must be taken at the first indication of an attack. Even in the most severe attacks, buildings rarely collapse completely. Injury and even death are most often caused by the shattering and falling of non-structural elements such as window glass, ceiling plaster, lighting fixtures, chimneys, roof tiles, and signs. There will be no time to think of what to do.

In the event of an earthquake or external attack:



## Classroom:

Teacher must issue “Duck and Cover” command

- Immediately face away from windows and take cover under or beside desks, counters or tables.
- Assume “Crash” position on knees, head down, one hand clasped over neck (or neck/head covered with book or jacket) and one hand holding on to the furniture. Posture must be such that the most vulnerable areas (the neck and chest) are protected. Teachers must immediately take steps to protect themselves and prevent personal injury during an earthquake. Teachers have an extremely important role to play in assisting students through the post earthquake recovery stage.
- Count aloud for the duration of the earthquake. After the shaking stops start counting again and count aloud to sixty (60).
- If the teacher is injured, two student monitors should have designated authority to give instructions.
- Sixty seconds after the shaking has stopped, students should be instructed to check carefully for injuries and dangerous objects such as broken glass before moving and standing up. Students should be instructed to be silent during this time.
- Apply life saving first aid interventions only. Do not delay the evacuation of uninjured students.
- Instruct students to evacuate. Students should be in a single file with shoes on. Do not wait for instruction from the office.
- Follow predetermined exit routes. If an exit route is blocked, teachers should calmly but firmly lead students to an alternate exit.
- Avoid overhead wires that may have broken during the earthquake. Lead students directly away from the building and into an open space.
- Survivors and walking wounded should be evacuated first. The seriously injured must be left for the school’s designated search and rescue team.
- If a secondary earthquake or “aftershock” occurs, students/staff should “Squat and Cover” (Place head close to knees, clasp hands behind neck, cover side of head with arms (if cover is available use it or place back against an interior wall). The “Duck and Cover”

procedure is not advised as the ground may be littered with debris from the initial shock. Repeat the above post earthquake instructions and continue evacuation procedures.

### **Lead class to a safe assembly area.**

- Account for all students before leaving the room. Reassure any student that is trapped or to badly injured that they will be fine and you are going for help. The priority is to get as many out of the building as possible. Report evacuation information to ERT. Let ERT know as soon as possible if injured or trapped student/staff have been left in the building.
- Give additional first aid as required.
- Pair older students with younger students. Secondary students can be paired within classes.
- Students must wait to be reunited with parents or guardians before leaving the site.

In other areas of the school, at the first sign of an earthquake, occupants should:

- Move away from windows, shelves and heavy objects that may fall.
- Take cover under a table or desk, in a corner or doorway.
- In halls, stairways and other areas where no cover is available, move to an interior wall, kneel, clasp hands behind neck, and cover side of head with arms.
- In the library, move away from where books and bookshelves may fall, take cover.
- Stay inside for 60 seconds after shaking stops. Usually the most dangerous place during a quake is just outside of the building where debris may fall; exit only after the shaking has stopped.
- In science labs, extinguish all burners if possible, before taking cover; stay away from hazardous chemicals that may spill.

### **Special Considerations for Students and Staff with Disabilities:**

Provisions should be made to move students in wheelchairs to safety in interior doorways away from glass, where possible, or beneath heavy furniture tables. If possible, they should be moved to the most structurally reinforced areas of the room such as an interior wall corner of the room.

Individuals with mobility impairments should have someone assigned to assist them in an emergency. It is important for the assigned assistant to become familiar with the emergency response plan and any modifications that may be needed specific to the individual student.

### **Evacuation Procedure**

After an earthquake, building evacuation must occur as soon as possible, due to the possibility of aftershocks, building collapse, fires and explosions.

Students will:

- Evacuate the building in single file when instructed by the teacher or monitor
- Keep calm
- Wear shoes
- Not use an elevator
- Take coats, if possible

Teachers will:

- Instruct students to evacuate 60 seconds after all shaking has stopped
- Lead class to the designated assembly area
- Prepare to choose alternative escape route in case of fire or exit blockage
- Give first aid, if necessary
- Not re-enter the building unless instructed by the Head of School
- Not allow students to leave unless parent or authorized person comes for them, as per the school's Emergency Preparedness information

Office staff will:

- Take the First Aid Kits
- Take the attendance and contacts binder
- Evacuate the building
- Report the ERT

***The school will conduct a minimum of two Duck and Cover drills during each school year.***

A short debriefing will take place after each drill, to identify areas of improvement.

## **STUDENT DISMISSAL PROCEDURES**

In the event of a situation that requires the school to close, for example a severe weather warning or a major power cut. The following procedure should be followed

Once the dismissal order is received from the Head of School administration will:

1. Relay dismissal instructions to every classroom by the most rapid and efficient means.
2. A SMS message will be sent to the parent body by the Director of Communications
3. Designated school personnel will inspect the entire structure once dismissal is completed to assure the building is empty and any precautions dictated by the disaster plans are taken.
5. Head of School may request assistance from administration and/or appropriate emergency agencies to assure that students disperse from the school building to minimize hazards and reduce congestion.

### **Evacuation Procedure to off-site location**

In the event of a situation that requires the immediate evacuation of the school the following procedure will be followed:

Preschool Students:

Students will be transported to the safe location by the preschool teachers in their vehicles and the school's white van driven by authorized personnel. The teachers will drive them to:

- A) UBCO daycare center if Aberdeen Hall has to close.
- B) Green Gables Daycare Glenmore using the service road by the school.

Teachers will ensure the following items are taken:

- First Aid kit
- Emergency Cards
- Snacks and Drinks
- Books and Toys

ERT meets to debrief at the end of the day

Junior and Senior School:

In the event Aberdeen Hall has to close students will walk to UBCO gymnasium.

School offices will bring:

- A) First Aid Kits
- B) Emergency information binder

Once at the location the Director of Communication will send a SMS message to the parent body to advise them of pick up location.

### **ACCIDENT /SERIOUS ILLNESS (on campus) Accident/Medical Emergency Procedure**

If member of AH faculty or staff is alerted to an incident they must attend the victim immediately and assess the situation. If they can make eye contact with another member of AH faculty or staff they should do one of the following:

- A) In the event of a serious medical emergency they should wave their hands in the air indicating they need support immediately
- B) In the event of a minor injury that does need support from another adult they should do a thumbs up

### **Medical Emergency**

If the situation is assessed as an emergency the supporting member of AH faculty or staff should contact the school office (using their cell phone or closest phone) to give an account of the incident and ask for an ambulance to be called if required. They should clear the area of people, calm the atmosphere and insure that the area is made safe.

The attending AH Faculty or staff should talk calmly to the person who is hurt and carry out basic first aid until help arrives.

### **Office Staff**

When the office staff are alerted they should write down the following information:

1. Name of injured person
2. Brief description of the injury or medical situation (for anaphylaxis response see below)

They should call 911 and provide the information above and the location. They should call a member of the Administrator on Duty (AOD) and apprise

them of the situation. If the member of Administration does not have First Aid Training they should call a qualified member of staff and send them down to the incident. They should stand outside and wait for medical services to arrive.

### **Administrator on Duty (AOD)**

Member of Administration should go to the accident site appraise the situation. Ensure that everything is being done correctly. They should then call a person the injured person suggests and provide them with information. They should decide who will be taking the injured person to the hospital.

### **First Aid**

Trained member of staff should go to the accident site appraise the situation. Ensure that everything is being done correctly and feedback to the manager on site.

### **Administrator on Duty (AOD)**

Once the injured person has been taken by the emergency services and the situation is under control the AOD should talk to staff/students who witnessed the accident and write an incident report. The report must be given to the Head of School.

A meeting to review the incident should take place within 24 hours.

### **Anaphylaxis Response**

In the event of a suspected anaphylaxis response the following procedure should be followed:

Supporting AH faculty or staff should ask the person if:

- 1) They have been diagnosed with anaphylaxis and if they have an epi-pen  
If the answer is yes the supporting AH faculty or staff member should assist in giving the epi-pen

If the person is unable to administer the pen themselves the AH faculty or staff should give them the injection .

**NOTE: the AH faculty or staff must note the time the pen is administered.**

### **Office staff**

When the office staff is alerted they should write down the following information:

- 1) Name of student/Staff member
- 2) Grade if known
- 3) State that it is believed a student/Staff member has had anaphylaxis response
- 4) They should call 911 and provide the information above and the location. They should call a member of the management team and apprise them of the situation. If the member of management is does not have First Aid Training they should call a qualified member of staff and send them down to the incident. They should stand outside and wait for medical services to arrive.

### **Administrator on Duty (AOD)**

Member of Administration should go to the accident site appraise the situation. Ensure that everything is being done correctly. They should then call a person the anaphylactic person suggests and provide them with information. They should decide who will be taking the anaphylactic person to the hospital.

### **First Aid**

Trained member of staff should go to the accident site appraise the situation. Ensure that everything is being done correctly and feedback to the

### **Administrator on Duty (AOD)**

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## **Administrator on Duty (AOD)**

Once the student has been taken by the emergency services and the situation is under control the AH faculty or staff should talk to any students/persons who witnessed the incident and write an incident report. The report must be given to the Head of School.

A meeting to review the incident should take place within 24 hours.

## **ACCIDENT OFF CAMPUS (including school bus accidents)**

Call Police or 911

Determine who is involved

Complete incident report

Secure emergency / health cards if possible

Evaluate situation and develop a plan

Notify families

Update Communications

Announce the availability of counseling and location

Identify students that need counseling

Document who receives counseling and needs follow-up

ERT meets to debrief at the end of the day

## **CHEMICAL ACCIDENT**

Call 911

Determine source of leak/spill

If source is off campus - shut off all AC, vents, and fans. Have students remain inside unless otherwise instructed.

If source is on campus - evaluate outside upwind unless otherwise instructed and consider alternate site.

Authorities will evaluate what chemicals are present and they will remove them

Secure emergency health cards

Documentation disposition of affected students

Send information about incident with anyone going for medical treatment

Notify families of affected persons

ERT meets to debrief at the end of the day

## **CONTAGIOUS DISEASE**

Contact Interior Health

Using input from Health Services decide on an approach that will best address the situation



Meet with parents, if appropriate  
ERT meets to debrief at the end of the day

### **DANGEROUS OR IRATE PERSON ON CAMPUS**

Call Police or 911

Check identification if possible. Determine whether the person has a legitimate reason to be on campus.

If the person is identified as a parent or person with a legitimate reason to be there, utilize a combination of extreme politeness, courtesy and firmness to structure and de-escalate the behavior.

If students or staff witnessed the situation, inform them of the facts once the situation is resolved.

Announce the availability of counseling and location

Identify students that need counseling

Document who receives counseling and needs follow-up

ERT meets to debrief

### **HOSTAGE SITUATION**

Call Police or 911

Activate CERT

Make sure they know there is an armed person inside the school and his/her last known location

Isolate the area

Evacuate the building, allow no reentry

Secure student/staff rosters

Notify staff

Designate separate area for the media

Identify spokesperson to communicate with the hostage taker, "if needed" until law enforcement arrives

Notify families of all person involved

Announce the availability of counseling and location

Identify students that need counseling

Document who receives counseling and needs follow-up

ERT meets to debrief at the end of the situation

### **NUCLEAR THREAT**

Activate ERT – Code Blue Level 2 Hold and Secure

Notify staff

Move students to safest location

Monitor emergency broadcast system

Update Communications

Announce the availability of counseling and location

Identify students that need counseling  
Document who receives counseling and needs follow-up  
ERT meets to debrief at the end of the situation

### **SEXUAL ASSAULT/ABDUCTION ON CAMPUS**

Call Police or 911  
Activate ERT  
Care for victim (do not touch victim)  
Secure emergency/health card  
Isolate witnesses (do not allow them to talk to anyone)  
Detain suspect if possible  
Inform staff  
Notify family (in person if possible)  
Announce the availability of counseling and location  
Identify students that need counseling  
Document who receives counseling and needs follow-up  
ERT meets to debrief at the end of the situation

### **SUICIDE OR ATTEMPTED SUICIDE**

Call Police or 911  
Activate ERT  
Isolate the area  
Isolate the witnesses  
Suspend class schedule (everyone stays where they are)  
Notify nurse  
Secure emergency/health card  
Notify parents (in person if possible)  
Assign separate areas for media, parents, counseling  
Communicate with staff  
Document all students checking out  
Announce the availability of counseling and location  
Teachers identify students who need counseling  
Document who receives counseling and needs follow-up  
ERT meets to debrief at the end of the day

### **WEAPONS ON CAMPUS**

Activate ERT  
Determine degree of danger (make a plan of action)  
Confiscate weapon discreetly, if possible  
If weapon is a gun, call Police or 911  
Report weapons on campus to them  
Notify parents of the student  
Announce the availability of counseling and location

Identify students that need counseling  
Document who receives counseling and needs follow-up  
ERT meets to debrief at the end of the day

## **MEDIA**

1. Direct all media inquiries to the Head of School. This avoids confusion in times of a crisis and ensures consistency of information given to the media.
2. If you don't want it printed or broadcast, don't say it!
3. Say it in 30 seconds. Twenty seconds is even better. Try to get as close as you can to a newspaper headline. Ask yourself, "How is this going to sound on the radio and look on TV and in print?"
4. Never say, "No comment." This sounds like "I refuse to answer on the grounds it will incriminate me." Instead, say, "I'll have a statement later." Then, do just that as soon as you get organized.
5. Never wear dark glasses during a television interview.
6. Don't be misled by "off the record" unless you want to entrust your career to the media.
7. Never give reporters your personal opinion. Reporters view what you say as your school's viewpoint.
8. Avoid being outwardly hostile toward the media. Remember, the way you treat the media is often the way the media will treat you. The Golden Rule applies with the media, just as it does with the human race.
9. Always convey to the reporter that you are trying to help him/her meet his/her deadline.
10. Be organized! Be in charge! The media respects this. Often the presence of a newspaper reporter's notepad, a photographer's lens or an interviewer's microphone will cause chaos all by itself. This causes confusion as reporter jostle for a position to get your statement.
11. Do not permit interviews with students or staff on the premises during a crisis, and do not permit videotaping inside the building except in the spokesperson's office or designated media room.
12. Do not disclose information about any staff member or student. Such information should be released only at the discretion of the family. Sometimes it is up to the city's police department to release information.
13. Emphasize what the school is doing to contain and resolve the crisis. Be proactive. Always get your story out first.
  - Remember that the truth never catches up with the lie.
  - A good statement in the original story is worth more than a half a dozen letters to the editor.
  - Dribbling out information keeps an embarrassing story alive.
  - You don't have to respond immediately to a telephone call from a reporter.

## **Remember**

"Under pressure, the mouth speaks when the mind is disengaged."

---Henry Ford

## **DEBRIEFING OUTLINE**

Debriefing during and after a crisis event allows the crisis team to process experiences. The purpose is not so much to gather information or interrogate as it is in a military sense, but to be able to vent feelings, bolster morale, prevent burnout and foster teamwork.

1. Set a short debriefing session at the end of each day and when the crisis seems to be resolved. A crisis situation is most intense soon after the event or when people first learn about it. A meeting may need to be called midday on the first day. Having lunch together would be a good time to relax a little and do some sharing.
2. Give each participant an opportunity to describe the activities of the day. What was the role of each in containing and resolving the crisis?
3. Allow stories to be told of personal tragedy and grief. Repeating the stories helps crisis workers deal with the trauma. Remember, the crisis team members will also be impacted by what is seen, heard, and felt.
4. Explore what team members need from each other to make their jobs go more smoothly.
5. Review what went particularly well and compliment, stroke and praise. Crisis work is a strain on the team members. People will be tired. Acknowledge their efforts and thank them.
6. Decide where the problem areas were and how they can be corrected now or avoided in the future. Team members' responsibilities may need to be changed or the crisis plan itself revised based on this new information.
7. Provide the follow-up services for those affected the most. Traumatic experiences can result in post-traumatic stress or have a continuing influence on a child's vulnerability to psychological problems.

**Evaluation after Drill or Event**

**Date** \_\_\_\_\_ **Evaluator** \_\_\_\_\_

**Building** \_\_\_\_\_ **Type of Crisis** \_\_\_\_\_

**How would you rate the response in each of the following areas?**

**Some areas will not be applicable.**

**Emergency Response Team (campus team)**

**Good-----Needs Improvement-----Not Applicable**

**Explain/Recommendations** \_\_\_\_\_

**Building Administration**

**Good -----Needs Improvement-----Not Applicable**

**Explain/Recommendations** \_\_\_\_\_

**Building Support Staff**

**Good -----Needs Improvement-----Not Applicable**

**Explain/Recommendations** \_\_\_\_\_

**Transportation**

**Good -----Needs Improvement-----Not Applicable**

**Explain/Recommendations** \_\_\_\_\_