
Emergency Management Planning Guide for Schools, Districts, and Authorities

Supplement for Independent Schools



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Emergency Management Planning Guide

Supplement for Independent Schools

Introduction

The information provided in this document is intended as a practical supplement to the BC Ministry of Education publication *Emergency Management Planning Guide for Schools, Districts, and Authorities* ©2015 (*The Guide*). It is important for persons responsible for independent schools or multi-school systems in British Columbia to be familiar with the content of *The Guide*. The use of any information in this document is at the discretion of individual school authorities, and the user should always obtain professional advice before relying on it.

The purpose of this quick reference is to provide guidelines to ensure the safety of students and staff and is intended to complement existing school policies and information in *The Guide*.

Although it is not possible to anticipate every type of school disturbance that could threaten the safety of staff and students, this document is intended to be helpful in establishing procedures to prevent emergencies, or to contain the potential negative impact of major emergencies, should they occur. This document contains procedures and principles that can be adapted to unique situations.

It is extremely important that staff members consider their personal safety first and not approach any situation that would endanger their own safety or the safety of a student. School personnel should become familiar with the personal safety considerations outlined in *The Guide*, and use this document to develop their own school emergency preparedness plan.

If a crisis occurs, school personnel need to take immediate action to prevent and/or reduce the possibility of further accidents or tragedies. The school is not immune to any type of serious incident, whether natural or intentional, but the school can take preventative steps to minimize both immediate confusion and ultimate consequences of the incident. Staff that is well-trained in crisis management can help a school return to a normal routine as soon as possible in the event of a crisis.

Acknowledgements

1. BC MoE. *Emergency Management Planning Guide for Schools, Districts, and Authorities*. 2015.
2. Axis Insurance Managers Inc. *Risk Management Materials for FISA BC (Associate Member Group)*.
3. British Columbia Public School Employers' Association (BCPSEA).
4. BC Principals and Vice Principals Association (BCPVPA).
5. British Columbia School Safety Association, Vancouver School Board, Burnaby Board of Education, Langley School District. *OH&S Principles for Principals*. Flip Productions Ltd., Nanaimo, and Infoflip Medien GmbH, Germany.
6. Mennonite Educational Institute. *Critical Incident Quick Reference*.



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EMERGENCY PHONE NUMBERS

| | |
|---|--------------------------------|
| Counselling _____ | Fire Department _____ |
| Tele Care Crisis _____ | Poison Control Centre _____ |
| Mental Health (Children) _____ | Police (non-emergency) _____ |
| Reporting Child Abuse _____ | Fortis Gas _____ |
| BC Hydro/Power Outages _____ | Dangerous Gas _____ |
| Poison Control Centre _____ | Emergency Animal Control _____ |
| Hospital (non-emergency) _____ | |
| Hospital (emergency) _____ | |
| Ministry of Children & Families _____ | |
| Provincial Emergency Response (earthquake, flood, fire) _____ | |
| Security Monitoring Company _____ | |

In School Resource Numbers

| Title | Name | Ext. | Cell | Direct Line | Home |
|---|-------|-------|-------|-------------|-------|
| Superintendent/ Headmaster/Principal | _____ | _____ | _____ | _____ | _____ |
| Principal | _____ | _____ | _____ | _____ | _____ |
| Vice Principal | _____ | _____ | _____ | _____ | _____ |
| Counsellor | _____ | _____ | _____ | _____ | _____ |
| Office Manager | _____ | _____ | _____ | _____ | _____ |
| Business Admin. | _____ | _____ | _____ | _____ | _____ |
| IT Manager | _____ | _____ | _____ | _____ | _____ |
| Facilities Mgr. | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |



Tell the Dispatcher:

WHEN: is the incident in progress, or did it happen in the past, and at what time?

WHERE: school name, exact school address, your name and date of birth, specific location of the emergency (i.e. hallway, classroom, gym, cafeteria, etc.). If outside, bordering street information and direction (north, south, east, west) is very helpful.

WHAT: nature of the incident: fight, drugs, unwanted suspicious person, threat, etc. Is the threat/suspect still present? Are there injuries? If so, extent of injuries?

WEAPONS: if weapons are involved, give specifics on the type and quantity.

WHO: name of suspects if known, and victims. Full descriptions of each suspect.

School Address: _____



“All Hazards” Approach

The Guide develops five basic all-hazard approaches that may be adapted as an appropriate response to most emergencies, disasters, or critical incidents. These are:

Drop/cover/hold on

Evacuate

Lockdown

Lockout

Shelter in place

Summary of Important Information in *The Guide*

Independent schools are required to have policies in place to ensure adequate:

- Emergency drill and response,
 - Student safety, and
 - Student supervision.

Duty of Care: *in loco parentis*

The legal concept of “in loco parentis” stipulates that educators are expected to use the same standard of care towards their students – both within the school and on school-sponsored field trips – as a prudent or careful parent would in the same circumstances.

In addition, teachers are expected to exercise special skills, abilities, or experience during certain school activities, even though the ordinary, careful parent might not be in a position to do so. Examples of the special standard of care expected of teachers occur during classes in a science lab, workshop, gymnasium, or “outdoor school.”

In an emergency, educators must ensure that students are cared for until they can be safely reunited with their parents or transferred to an appropriate medical or protective facility.

Safety Trumps Privacy

Because teachers are in a unique position of responsibility towards their students, BC’s privacy laws allow disclosure to next of kin, school officials, and health care providers of information that would normally be protected if it affects the health or safety of a student or students. Teachers and school administrators are allowed the flexibility needed to deal with discipline problems in school, and to perform searches and seizures of prohibited items such as drugs or firearms if deemed necessary. As with all legal matters, legal advice should be sought.

Roles and Responsibilities

Superintendents/Heads of School/Principals are responsible to:

- develop and implement emergency preparedness policies and standards,
- develop a Violent Threat Risk Assessment (VTRA) protocol and team,
- take control and maintain order in an emergency, and work with community agencies,
- ensure that students return safely to parents or guardians as soon as possible,
- conduct regular drills (six fire, three earthquake, and two lockdown drills annually) , and
- report emergencies, disasters, and critical incidents to the Ministry promptly.

Teachers, Support Staff and Students are responsible to:

- be familiar with the emergency management plan
- understand their particular role in carrying it out
- students must also follow instructions given by their teachers

Incident Command System (ICS)

The ICS is a unified approach to an event that requires response from more than one community agency. (*The Guide* pp. 16-22).

Violence Threat Risk Assessment (VTRA)

Schools and authorities are urged to work with their community partners to develop Community Threat Assessment Protocols to be followed in the event of a threat or event involving violence against students or staff. (*The Guide* pp. 23-24)

Developing a School Emergency Management Plan (SEMP)

A ten step process for developing a SEMP, and instructions regarding implementation of the individual steps, appears in *The Guide* (pp. 25-32). It is highly recommended that schools engage in the process prescribed in these pages, so as to have a procedure in place should an untoward event occur.

District Emergency Management procedures are outlined in *The Guide* (pp. 41-43).

Response

When an emergency occurs, it is too late to look up what should be done. Action must be taken immediately, and effects of the emergency will be mitigated most effectively if staff and students are well-trained to take the appropriate actions. Such a response can only occur if extensive preparation has taken place.

Steps in the Emergency Response procedure are outlined in *The Guide* (pp. 33-36). Five standard all-hazard emergency responses, which can be adapted to a wide variety of situations, are outlined on pp. 35-36.

Templates

Templates for several aspects of the Emergency Preparedness Process are included at the back of *The Guide* (pp. 48-end: unnumbered pages). Schools are encouraged to personalize and adapt these forms for their own use and familiarize all staff, students, parents, and community agencies of the procedures to be employed should an emergency arise.

The remainder of this document includes suggested procedures regarding a variety of specific emergencies that schools may adopt or adapt to their individual contexts.

Training and Drills

The school needs to have an adequate number of staff members trained in First Aid and CPR, based on the size of the school (one per 100 students and staff).

1. Drills for each type of emergency preparedness should be run so that students and staff are familiar with procedures. These include:
 - ◆ Fire (6 annually mandated)
 - ◆ Earthquake (3 annually mandated)
 - ◆ lock down (2 annually mandated)
 - ◆ intruder
 - ◆ evacuation, and
 - ◆ controlled dismissal
2. Emergency and First Aid supplies kept on the school premises need to be examined on a regular basis to make sure everything is in order and fully stocked.
3. Emergency contact information for all students and staff should be updated at least annually.

Risk Assessment

Superintendents/Headmasters and School Principals are required by law to control or eliminate hazards. Establishing a School Safety Committee (SSC) and clearly outlining its duties constitutes a conscientious effort to fulfill this obligation.

SSC Risk/Hazard Assessment and Analysis

1. Conduct workplace inspections and identify risks/hazards (see *The Guide* templates).
2. Make an inventory of hazardous materials kept on the premises and their location.
3. Establish procedures for a variety of emergency situations and inform staff of appropriate actions to be taken in each type of emergency.
4. Develop safety plans, responses, and reporting of incidents.
5. Provide orientation for staff members, including:
 - Emergency procedures, including alarm announcements, communication strategies, exits and meeting points, off-site meeting points, fire alarm and extinguisher locations, earthquake kits, and lock down procedures
 - Procedures for emergencies involving hazardous materials
 - Procedures for reporting an accident, violent incident, or injury
 - Procedures for cleaning up blood and other bodily fluids
6. Provide name of First Aid Attendant(s) and location of medical room and supplies.

Crisis Prevention: Ten Tips

1. **Be empathic.** Avoid judging or dismissing the feelings of the person in crisis.
2. **Clarify messages.** Ask questions to encourage clear communication. Use both silence and restatements of the statements made by the person in crisis strategically to create a calm environment in which to deal with the emergency.
3. **Respect personal space.** Stand at least 1.5-3.0 feet from a person who is acting out. Invading personal space may increase anxiety or aggressiveness.
4. **Be aware of your body position.** Standing eye-to-eye and toe-to-toe sends a challenging message. Stand one leg-length away and at an angle to the side.
5. **Ignore challenging questions.** When challenged by a person under your authority, redirect his/her attention to the issue at hand. Avoid power struggles.
6. **Permit verbal venting when possible.** Releasing energy by venting verbally may avert escalation to physical altercation. If suitable, state reasonable limits during lulls in the venting process, always in a calm and level tone of voice.
7. **Set and enforce reasonable limits.** State limits and directives clearly and concisely. Offer choices and enforceable consequences to the acting-out individual.
8. **Keep your nonverbal cues nonthreatening.** The more the individual loses control, the less s/he listens to your actual words. More attention is paid to your nonverbal communication. Keep gestures, facial expressions, movements, and tone of voice relaxed and calm.
9. **Avoid overreacting.** Remain calm, rational, and professional. Your response will affect the acting-out person's behaviour.
10. **Use physical techniques only as a last resort, and only if the individual or others are in danger.** Use the least restrictive method of intervention possible. Physical interventions should be used only by competent/trained staff, as they may be dangerous.

Accident Investigation

All serious accidents, accidents resulting in medical attention, and close-call incidents must be investigated immediately after occurrence.

An administrator or supervisor must lead the investigation and may involve other employees in it. These other employees include:

- A person knowledgeable of the activity being performed at the time of the accident,
- A member of the SSC

The purpose of the accident investigation is to *find the causes* rather than to establish fault.

Procedure for Accident Investigation

A. Immediate Investigation

Administrator or supervisor must immediately initiate the investigation of any incident by:

- Summoning the employee most suitable to assist with the investigation
- Using the WorkSafeBC form found at <http://www.worksafebc.com/forms/assets/PDF/52E40.pdf>
- Inspecting the scene of the accident and taking notes of all equipment, materials, weather and environmental conditions, etc., that were being used or may have contributed to the occurrence
- Interviewing eyewitnesses
- If the incident was serious, obtaining written statements from witnesses and other people who may have been involved in the incident
- Taking pictures, if appropriate
- Completing the *Incident Investigation Report* and forwarding it to the Health and Safety Officer or Administrator.

B. Implement Remedial Actions

The administrator must implement all necessary measures to prevent further consequences or similar future occurrences.

C. Discuss the Investigation Results

The administrator must provide a report of the findings of the investigation to the SSC.

Reporting Procedures for Workers Compensation Act

The Workers Compensation Act makes the school responsible for reporting accidents within set time frames, as follows:

Required Procedures:

- A. Serious Incidents
 - Must be reported immediately via phone call to WCB at _____.
 - Include serious injuries or sudden health changes that may result in death or severe incapacities, such as heart attacks, strokes, explosions, collapse of structures, etc.
- B. Accidents Requiring Medical Attention
 - Must be reported within three days via WCB Form 7 or Employer Connect, *Employer's Report of Injury* form.
 - First Aid Attendants must record in first aid log and assist in filling of Form 7.
- C. Pressure Vessels Incidents
 - Must be reported immediately to the government's Boilers and Pressure Vessels Branch
 - Include boiler explosions or serious malfunctions
- D. Chemical Spills and Discharges
 - Must be reported immediately to the Fire Department fire hall closest to your school at phone number _____ or 911.
- E. Communicable Diseases causing illness in 10% or more of the student population
 - Must be reported to the Regional Health Authority phone number _____.

Recommended Procedures:

- A. Injured Employee must report incident immediately to administrator or supervisor via WCB Form 6A *Worker's Report of Injury or Industrial Disease to Employer* or school approved form. If the employee sought medical attention, s/he must report doctor visit to administrator and first aid attendant as soon as possible.
- B. First Aid Attendant must report to the administrator all first aid treatment cases.
- C. Administrator or Supervisor must report to the SSC all incidents within 24 hours, by faxing or sending an electronic copy of *Interim Incident Report Form* and WCB Form 7. Form 7 should also include First Aid information.
- D. SSC must report to WCB all incidents reported by administrators and supervisors within the set time period.

Bomb Threat

CAUTION: Do not use radios, cellular phones or pagers, as they may trigger an electronic detonator. Do not touch a suspicious device or assume that there is just one device.

Procedure for Assessing Threat

1. **Note the time of the call.**
2. **Ask the following questions:**
 - What time is the bomb set to explode?
 - Where is the bomb located?
 - Is it in the open? Disguised?
 - What kind of bomb is it?
 - What does it look like?
 - Why was it placed in the school?
 - How did it get into the school?
3. **Assess the caller. Is the caller:**
 - Male or female?
 - Calm or frightened?
 - Young, middle-aged or old?
 - Any background noise?
4. **After the call:**
 - Call 911
 - *57 – call trace
 - *69 – caller IDAssess threat (nature, time, location, suspect) and perform a quick check of location
Consult with Superintendent/Headmaster/Principal.
If immediate evacuation is necessary, proceed to **Evacuation Procedures** (below)

Evacuation Procedures

Bomb in known location:

- Evacuate students and staff from the area nearest the threat and then in stages evacuate the surrounding areas of the school.
- Do not use the Fire Alarm.

Bomb in unknown location:

- Use Fire Alarm and relevant evacuation procedures to evacuate all students and staff.
- Police will lead a comprehensive search of the school site.
- Do not re-enter building until an “All Clear” is given by police or the authority.

Bullying

The Healthy Schools BC website contains several good organization contacts and ideas to promote healthy social relationships free of fear and intimidation in schools. Find more information at <http://www.healthyschoolsbc.ca/category/18/anti-bullying>.

The ERASE Bullying online forum and reporting tool available to all students in BC is at <http://www.erasebullying.ca/>.

Child Abuse Reporting / Attempted Suicide

***Refer to FISA BC Child Abuse and Neglect Policy Template for Detailed Information**

Procedures for Reporting Child Abuse and/or Neglect by a Parent/Guardian or Other Person:

- If any employee of _____ has reason to believe¹ that a student is in need of protection², this employee must promptly report³ by phone the matter to the local child protection office where the child has residence (see phone numbers listed in the Emergency Numbers section of this document). It is the responsibility of the child protection worker to assess and, if needed, investigate, not the responsibility of the person doing the reporting.
- When making the report, inform the Principal or Counselor in a timely fashion.
- Document the report and maintain confidentiality of the report.
- Do not contact the alleged person involved in the abuse.

¹The belief need not be certain and is based on information the employee has received or has witnessed.

²A student needs protection in any of the following circumstances: if the student has been, or is likely to be, physically harmed, sexually abused, neglected or exploited, physically or emotionally harmed by the child's parent and/or parent's conduct. The matter must also be reported when harm may be coming from another person and the child's parent is unwilling or unable to protect his or her child.

³Before reporting, make sure you have relevant information about the child and the child's family. This includes details about the circumstances and the reporter's reasons for making the report.

Cleaning up Body Fluid Spills – Standard Precautions

1. Spills of body fluids such as blood, feces, nasal and eye discharges, saliva and vomit must be cleaned up immediately.
2. Wear disposable gloves. Be careful not to get any of the spilled fluid in your eyes, nose, mouth, or open sores.
3. Clean and disinfect any surfaces on which body fluids have been spilled. An effective disinfectant solution is Virox AHP.
4. Discard fluid-contaminated material in a plastic bag along with the disposable gloves. The bag must be securely sealed and disposed of according to local guidance.
5. Non-disposable mop heads and contaminated clothing should be laundered at a minimum of 60 degrees C in water and detergent.

Concussion

A concussion is an injury to the brain caused by a blow or jolt to the head, face or neck. A concussion causes disruption of normal brain functioning. An individual does not have to lose consciousness to sustain a concussion.

Concussions can occur in sports, as a result of a motor vehicle crash, from an assault or in a fall. If the victim exhibits any of the following symptoms, call 911 immediately:

- **Is vomiting repeatedly**
- **Has unequal pupils**
- **Is confused or agitated**
- **Has weakness on one side of the body**
- **Passes out or is unconscious**
- **Is very drowsy or unable to wake up**
- **Has neck pain after a fall**
- **Has slurred speech**
- **Has a seizure**

Further information regarding symptoms and strategies for recovery can be found at:

http://www.bced.gov.bc.ca/specialed/docs/concussion_brochure.pdf

Death and Serious Illness

- ❖ Confirm details.
- ❖ Call 911.
- ❖ Notify Superintendent/Headmaster/Principal.
- ❖ Where death or serious injury occurs to a non-employee in connection with a school activity, contact the Business Administrator to appoint an insurance investigator.
- ❖ Activate the SSC.
- ❖ Create a communication plan for staff, students, parents, and media.
- ❖ Media communications are coordinated by the Superintendent/Headmaster/Principal.
- ❖ Meet with staff.
- ❖ Prepare a statement for staff to read to students (do not use PA system).
- ❖ Prepare a letter to be sent home to parents/guardians.
- ❖ Encourage students to stay in school unless they are released to parents; emphasize the process of caring and grieving, which can be facilitated best in school.
- ❖ Make sure that students sign out before they are released to go home.
- ❖ Ensure students are supervised until they are picked up or released.
- ❖ Circulate among students and staff as they change classes, eat lunch, etc.
- ❖ Set aside specific rooms and identify staff to provide support to other students/staff.
- ❖ Obtain assistance of community agencies as required.
- ❖ Re-establish routine as quickly as is reasonably possible.
- ❖ Complete an accident report if incident occurred at school or en route to or from school.

Disposal of Sharps

1. Never place loose needles and other sharps (those that are not placed in a sharps disposal container) in the household or public trash cans or recycling bins, and never flush them down the toilet.
2. Place all needles and other sharps in a sharps disposal container immediately after they have been used and follow FDA guidelines to dispose of sharps containers.
<http://www.fda.gov/MedicalDevices/ProductsandMedicalProcedures/HomeHealthandConsumer/ConsumerProducts/Sharps/ucm263240.htm>

Earthquake

Refer to <http://sd64.bc.ca/wp-content/uploads/2012/01/EQministryguidebook.pdf>

If you are Indoors:

- ❖ Stay under desks, in doorways, away from windows, against walls.
- ❖ Cover head for at least one minute or until safe to vacate the building.
- ❖ Hold onto the object you are under so that you remain covered. If you cannot get under something strong, flatten yourself against an interior wall. If you are in a wheelchair, lock the wheels and protect the back of your head and neck.

If you are Outdoors:

- ❖ Stay outside.
- ❖ Go to an open area away from buildings or trees.
- ❖ If you are in a crowded public place, take cover where you won't be trampled.

Avoid the Following:

- ❖ Doorways
- ❖ Windows
- ❖ Bookcases
- ❖ Tall furniture
- ❖ Light fixtures
- ❖ Elevators
- ❖ Downed power lines
- ❖ Ocean coastline

Additional Instructions:

- ❖ Wait for shaking to stop. Check yourself and others around you for injuries.
- ❖ Be alert to aftershocks.
- ❖ Decision to evacuate all or part of school should not be automatic. There may be more danger outside the building than inside.
- ❖ Identify safe evacuation routes and safe assembly area (pre-planning necessary).
- ❖ Signal staff and students to evacuate. **DO NOT USE FIRE ALARM.** Do not use elevators.
- ❖ Determine names, ages and possible locations of unaccounted for students/staff, including any students/staff waiting in secure areas of the school for assistance to be removed from the building.
- ❖ Ensure all power, fuel and water mains have been shut off.
- ❖ Check for possible fires, utility leaks, hazardous material spills, and call _____ if help is needed.
- ❖ Implement procedures for communication, safety glasses, face masks, hard hats, search and rescue, first aid, shelter, supervision, student/staff release, etc.
- ❖ Ensure staff/students remain away from buildings, overhead power lines, trees, or other hazards that may fall while outside.
- ❖ Consider school plans for an extended stay with students and/or emergency evacuation to another site.
- ❖ Schools will remain open indefinitely until every child has been released to a parent/guardian.

Emergency School Closure

Closure Before School Day Begins:

Consult with Superintendent/Headmaster/Principal (S/H/P) (_____) and obtain recommendations.

- ◆ In the event the S/H/P is unavailable, contact the Board President or Superintendent’s designate.
- ◆ Contact BC Hydro (_____) in the event of a power outage, if necessary
- ◆ S/H/P contact local radio and TV stations to request school closure announcement

| | |
|--|--|
| | |
| | |
| | |

- ◆ Contact BC Transit (_____) with information about closure.
- ◆ Contact TOCs to inform them of school closure
- ◆ Teachers may not be required to attend when the school has been declared closed, based on school policy.
- ◆ Support staff should consult with their supervisor.

Closure During School Day / Early Dismissal:

Contact the S/H/P (_____) and obtain recommendations.

- ◆ In the event the S/H/P is unavailable, contact the Board President or the S/H/P’s designate.
- ◆ Call 911/BC Hydro (_____) in the event of a power outage, if necessary.
- ◆ In a power outage, ensure all students and staff remain in or return to assigned classroom and wait for instructions from administration about closure.
- ◆ Ensure that there are no risks to students from damaged trees or building before issuing the “All Clear.”
- ◆ Elementary, Middle School, and special needs students are to be supervised until arrangements are made with parents/guardians for students to return home.
- ◆ Secondary students may leave the school as directed by the Administration.

Fire

- Activate the site fire alarm for building evacuation.
- Confirm the location of the fire.
- Call 911 for Fire Department, providing details of incident (e.g. location, nature)
- Determine whether staff and students have safely evacuated the school building.
- Check access routes, gates, and fire lanes to ensure they are not obstructed.
- Inform Fire Department of students/staff waiting in secure areas of the school for assistance to be removed from the building.
- Inform Fire Department of names, ages, and possible locations of unaccounted for students/staff.
- Notify Superintendent/ Headmaster/Principal (_____) of the fire.
- Stand by and be of assistance to the Fire Department as required.
- Ensure that staff and students remain in designated areas until Fire Department gives “all clear.”
- Activate School Safety Committee as necessary.

Hazardous Material Spill / Explosion Policy

Hazardous Materials Policy:

Critical areas for possible hazardous materials may be custodial storage areas, scientific laboratories, shop classes, photographic dark rooms, and art classes. Some of these materials have special disposal considerations. Principals should ensure that personnel involved with these materials are aware of regulations and procedures regarding their safe deployment. Information should be handy in the office regarding the location, purpose, and significance of any hazardous materials kept in the workplace.

Workplace Hazardous Materials Information System (WHMIS) regulations require that Material Safety Data Sheets (MSDS) be readily available to employees handling or exposed to any products that could affect their well-being.

http://www.worksafebc.com/publications/health_and_safety/by_topic/assets/pdf/laboratory_handbook.pdf

Materials in Science Labs: <http://www.bced.gov.bc.ca/irp/resdocs/scisafe/moescisaf.pdf>

Arts and Crafts Materials: <http://www.hc-sc.gc.ca/hi-vs/iyh-vsv/prod/arts-eng.php>

Hazardous Material Spill / Explosion

Procedures

Procedures (if spill is large or the chemical poses a health risk to students/staff):

1. Notify the office immediately.
2. Seal off room by closing doors/windows.
3. Use PA system to announce to all students and staff that a chemical spill has occurred, and give instructions regarding evacuation or remaining in classroom.
4. Call 911 and tell dispatcher this is a HAZMAT incident.
5. Notify Superintendent/ Headmaster/Principal (_____) and Facilities Manager (_____).
6. If necessary, evacuate school building by activating fire alarm system.
7. Ensure that students and staff do not assemble downwind from the escaping fumes.
8. If evacuation is necessary, do not allow anyone to re-enter, even to render first aid, until material has been identified.
9. Determine nature, type of material involved, location and size of spill/explosion/accident.
10. Check for adverse medical symptoms (loss of breath, fainting, etc.) and request immediate medical attention.
11. Indicate location on a site plan for responding crews.
12. Provide name of First Aid Attendant and location of medical room and supplies.
13. Make available the person or persons with firsthand knowledge of products used.
14. DO NOT clean up spill unless familiar with health risks and clean up protocol.
15. Do not release students/staff or re-enter until "All Clear" is issued by Fire Department.

AFTER HOURS: Call _____ at _____.

WHMIS Symbols



Hostile Individuals / Intruders

Responding to an incident involving a hostile individual causes all of us concern. Hostile people are usually unpredictable and we are often uncertain how best to respond to their aggressive behaviour. While each incident is unique and will require modifications as the level of hostility increases, there are general safety considerations that will make such interventions easier.

- **Model control, don't demand it.** Maintain a calm, professional demeanor. By demonstrating self-control, you may avoid increasing anger and anxiety in others.
- **Assess as you approach.** Approach overtly. Disperse any crowd of onlookers. When possible, assign tasks. E.g. "Go to the office and ask for another teacher to come here."
- **Watch the periphery of the area.** Any weapons involved will often be passed to individuals on the periphery. Watch for weapons and other problem individuals.
- **Work in pairs.** Person 1 makes contact and gives direction. Person 2 monitors incident while standing approximately 3 meters from Person 1.
- **Ensure you have a clear exit.** Prior to entering the area, ensure you can leave easily. Never stand with your back to a door as it blocks the exit for the intruder.
- **Allow the intruder a clear exit.** Always ensure there is an exit available to the aggressor. If the aggressor chooses to leave, allow him/her to go.
- **Keep your hands free.** Avoid carrying anything in your hand. It is difficult to appear in control when your hands are not free.
- **Identify yourself by name and/or position.** Don't assume this will bring about immediate compliance. However, it is less likely to trigger a comment such as, "Who do you think you are?" from the aggressor.
- **Listen, listen, listen.** Let them talk. If an angry individual is willing to talk, let him/her talk, regardless of whether or not you agree with him/her. It is a great way to "let off steam."
- **Maintain casual eye contact.** While the issue of eye contact has many variables (gender, culture, etc.) it is important to maintain at least casual eye contact.
- **Keep a barrier between yourself and the individual when possible.** This will allow you to keep a safe distance away and discourage direct and possibly physically violent contact.
- **If you approach a vehicle.** Note the licence plate number and description of the vehicle. DO NOT stand in front of or behind the vehicle. DO NOT stand beside the doors. DO NOT lean into the vehicle.

Intruders

- Determine the location, description and any other information about the intruder. Initiate Intruder Alert Procedures (below) if there is potential risk to staff and students.
- Advise the main office of the incident and where you are going.
- Do not approach the intruder alone.
- Approach in a non-confrontational manner and assess the situation/intruder.
- Maintain a safe distance.
- Identify yourself and ask why the intruder is there.
- Ensure that you do not block the intruder's exit, and identify an exit for yourself.
- Ask the intruder to accompany you to the main office, explaining the safety concerns.
- If the intruder refuses to cooperate, direct the intruder to leave the school site.
- If the intruder refuses to leave, instruct staff to call 911 for police immediately.
- Avoid further confrontation by observing the intruder from a distance.
- Initiate Intruder Alert Procedures (below) if situation escalates and poses a risk to students/staff.

Intruder Alert Procedures:

- Notify Superintendent/Headmaster/Principal.
- Instruct main office staff to announce over the PA system ***"This is a Lockdown Safety Alert – All staff and students report to the nearest classroom. All staff and students must remain in their classroom with the doors secured until further notice."***
- Instruct staff to call 911 immediately for police assistance, providing location, description of intruder, and seriousness of the situation.
- When authorities arrive, be available to direct them.
- Ensure contact with all PE, music, and technology classes.
- Turn off the bell system if possible.
- When the situation is safe, announce ***"All Clear."***
- Activate SSC as necessary.

Medical Emergencies, Communicable Diseases, and Mental Health

Medical Emergencies

- Don't move the individual unless there is immediate danger and don't leave him/her alone.
- Evaluate first aid needs and send for assistance.
- Call 911 as necessary.
- Identify witnesses.
- Check the health record of the individual to identify any pre-existing medical conditions or allergies to medication.
- Notify the parents/guardians.
- If the individual is taken to hospital a staff member should accompany him/her.
- Send pertinent personal and medical information to hospital with the individual.
- Contact Superintendent/Headmaster/Principal.

Communicable Diseases

- Report to _____ Health Region (_____) all students with a suspected communicable disease (i.e. whooping cough, measles, etc.).
- For a complete list of communicable diseases and other school health resources refer to the _____ Health website at _____.
- Report to _____ health Unit any disease that is affecting a large number (10%) of your school population (e.g. influenza, chicken pox, etc.).
- _____ Health Unit is responsible for all communications and for providing information to parents and staff during a communicable disease outbreak.

Mental Health

- If immediate physical threat, call police.
- Don't argue with the individual.
- If possible, decrease contributing stimuli.
- Consider moving the individual to a quiet room in the building with someone.
- Individuals (12-18 yrs) in an acute crisis state with mental health indicators are to be referred to Adolescent Crisis Response Program.
- All other individuals should be referred to Mental Health.
- Check health card for pre-existing conditions and medications.
- Ask individual if they have a current mental health therapist and contact if possible.
- Contact school-based counselor to determine related history if possible.
- Notify parent/guardian.
- Notify Superintendent/Headmaster/Principal.

Removal of a Student from School for Health Reasons

The BC *School Act* makes the following provision for the removal of a student from school, and the same provision may apply to an independent school:

- 91 (4) If a teacher, principal, vice-principal, or director of instruction suspects a student is suffering from a communicable disease or other physical, mental, or emotional condition that would endanger the health or welfare of the other students, the teacher, principal, vice-principal or director of instruction must report the matter to the school medical officer, to the school principal, and to the superintendent/headmaster, and may exclude the student from school until a certificate is obtained for the student from the school medical officer or from a private medical practitioner, permitting the student to return to school.
- The school must continue to make available an educational program for any student removed or excluded from school for health or safety reasons.

Missing Student

- Notify Superintendent/Headmaster/Principal.
- Check the sign-out book to determine if a student is out on a school activity or for medical reasons.
- Check school records to determine who has legal custody of missing student.
- Contact parents/guardians to determine whereabouts of child.
- If student is in the care of Ministry of Children & Families, report to _____.
- Organize a thorough search of the school.
- Obtain the following information, if possible:
 - Where/when the student was last seen
 - What the student was wearing
 - Names of student's siblings and close friends
 - Names of witnesses (if abduction is feared)
 - Student's route and means of transportation to/from school
 - Call 911 for police assistance.
 - Activate School Safety Team as necessary.
 - If student returns, re-notify all parties involved.

Power Outage

Ensure all students and staff remain in/return to assigned classroom and wait for instructions from administration about closure.

- Contact Superintendent/Headmaster/Principal.
- Call BC Hydro (_____) to determine reason for power outage, and how long it might last.
- Contact Facilities Manager.
- See procedures for “School Closures.”
- Ensure that there are no risks to students from damaged trees or buildings before issuing the “All Clear.”

Social Media Reputation – School

If your school has a social media presence, it is important to manage it proactively.

- If someone complains publicly, respond publicly with an apology or explanation or rebuttal, as required. Your school will gain points for responsiveness and credibility.
- Don’t delete negative posts unless they are extremely inappropriate. Rather, address the problem head on (see above).
- If someone is voicing an issue online, address it as soon as possible and publish how you responded online.
- Don’t be afraid to admit a mistake or change a policy if necessary.
- Avoid posting thoughtless or sarcastic comments or jokes, as they are sure to backfire.
- Establish a social media crisis response plan so you are ready to handle situations as they occur.

Social Media Crisis Response Plan

- Monitor your online presence:
- Set up GoogleAlerts (www.google.com/alerts). You will receive an email whenever your specified terms appear online.
- If you are on Twitter, regularly conduct a search for your school name
- Create policies and plans for crisis management, so you can take action immediately:
 - a) Who will craft and approve your response?
 - b) How will you communicate your response?
 - c) Who will be responsible for various tasks?
 - d) How will you manage any additional press?

Social Media Safety – Students

- **Be careful what you post on the Web.** Once it's on there, it's public property and impossible to remove.
- **Use privacy settings.**
- **Don't accept a "Friend" request** unless you know the person.
- **Create a nickname** for your Facebook, Instagram, Twitter, and other social media accounts. Do not use your real name online, or give out any personal information.
- **Clean up your profile.** Photos of illegal or drunken cavortings can hurt your future education or career possibilities.
- **Avoid a sexy or provocative identity online.** It attracts predators.
- **DO NOT SEXT.** You can't take it back, your enemies can use it against you, or you may even be charged with a crime. Only post pictures you would want your parents, teachers, or employers to see.
- **Report** any nude or inappropriate picture you receive on your cell phone to an adult that you trust. Do not delete it; get an adult involved immediately.
- **Be careful what you look at.** Once you see it, it's with you forever and may have a permanently negative effect on your mind, your life, and your future.
- **Do not go alone to meet someone in person that you met on the internet.** They may not be who they pretended to be online. However, if you do, take another person along and meet in a public place. Take your cell phone along and have an exit plan.

Violent Incidents / Weapons

Prevention of Violent Incidents:

- Report all concerns or threats to the Superintendent/Headmaster/Principal immediately. Enact VTRA procedures.
- *Perform risk assessment.* If there is sufficient indication that uttered threats present a risk, contact Superintendent/Headmaster/Principal.
- Safety Plan may include:
 - Description of behaviour
 - Potential triggers for behaviour
 - Calm down and self-talk strategies
 - Non-physical interventions to prevent behaviour
 - Identification of staff member or team who will intervene
 - Identification of intervention techniques that will be used
 - 911 calling guidelines
 - Communication procedures during and after an incident

If a Violent Incident Occurs:

- Call 911 for police assistance and send for extra staff assistance.
- Assess your ability to intervene safely.
- Walk to the scene with another staff member – do not intervene alone.
- Disperse crowd on approach; give simple, loud, verbal commands – “STOP!”
- Use combatants’ names, if possible.
- Watch for weapons and proceed accordingly (see below).
- Obtain medical assistance, as necessary.
- Assign staff to stay with any injured parties and accompany to hospital if necessary.
- If a crime has been committed, try to screen off the scene to protect evidence.
- Designate staff persons to obtain names of witnesses (keep witnesses separate if the police are attending the scene).
- Contact Superintendent/Headmaster/Principal.
- Activate the School Safety Committee as necessary.
- Notify parents as necessary.
- Complete documentation as required (if staff involvement, complete WCB form).

If Weapons are Involved:

- Keep distance (7 metres minimum).
- Do NOT attempt to take the weapon(s) away.
- Ask the individual to put the weapon down and walk away from it.
- Do not confront the individual in front of others.
- With the assistance of another staff member, escort the individual to the office.
- Immediately secure all weapons with minimum handling.

Responsibilities of Principal and Teachers in Emergency Situations

Safety Alerts to be used in response to a life-threatening emergency to ensure the safety of students, staff, and volunteers. Please refer to the five All-Hazard Emergency Responses in The Guide pp. 35-36. Use the correct applicable term when announcing the Safety Alert.

Principal/HS/Headmaster:

- Principal will issue Safety Alert by PA: ***“This is a (Drop-Cover-Hold On, Evacuate, Lockdown, Lockout, or Shelter in Place) Safety Alert. Secure the area.”***
- Secure any areas where the public address system cannot be heard: fields, parking lots, restrooms, etc.
- Call 911.
- Notify Superintendent/Headmaster/Principal, as required.
- Cancel bells.
- Meet police.
- Evacuate specific rooms if appropriate (decision by principal).
- A PA message of ***“All Clear. The past condition is clear.”*** to resume the regular schedule.
- Issue written notification to students, staff, and parents to explain the reason for the safety alert.

Teachers:

- Gather students into nearest classroom.
- Check the hall for passing students/volunteers and direct them to immediately enter the nearest classroom.
- Teachers instruct students to duck and cover.
- Lock door and stay put.
- Close windows and blinds. Turn out lights.
- Stay away from windows, doors, and outside walls.
- No one is admitted to the room.
- No talking. No phone calls out. Maintain complete silence.
- Police will identify themselves.
- Principal has keys for access if needed.
- Adult answers phone if it rings.
- Write down names of persons in the room.
- Follow direction from the police (RCMP).
- Exit only when you hear the ***“All Clear”*** announcement.
- Bring students to off-site assembly area.
- Write down names again at off-site assembly area, if so instructed.
- Direct students to return to classes as advised.

If classes are not in session, direct all staff and students to the nearest room where space is available and follow Safety Alert procedures as appropriate.