



Kimberley Independent School

Emergency Preparedness and Response Plan

2023/2024

Table of Contents

Overview	5
Definitions	5
Emergency Phone Numbers	6
Accident and Emergency Services	7
Calling 9-1-1	7
Summary of important information	7
Duty of Care: in loco parentis	7
Safety Trumps Privacy	8
Roles and Responsibilities	8
THE INCIDENT COMMAND SYSTEM	8
EMERGENCY MANAGEMENT CYCLE	10
MITIGATION AND PREVENTION	11

Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

Kimberley Independent School Mitigation	12
Violence Threat Risk Assessment (VTRA).....	13
Safe School Coordinators (VTRA):.....	14
Developing a School Emergency Management Plan (SEMP).....	14
Response	19
Five All-Hazard Emergency Responses	22
Drop-cover-hold (Earthquake)	22
Evacuate (Fire)	22
Lockdown	22
Lockout (also known as Hold and Secure)	22
Shelter in Place.....	22
KIS Emergency Responses.....	22
First Aid Training and Kits	25
First Aid Attendants and location of medical room and supplies.....	25
First Aid Kit.....	25
Risk Assessment.....	26
Incident	26
Crisis Prevention:	26
Accident Investigation.....	27
Procedure for Accident Investigation	27
Reporting Procedures for Workers Compensation Act	28
Emergency Procedures for an Injured Child or Adult	29
Specific Emergency Procedures	30
Emergency School Closure.....	30
Lost or Missing Child	31
Minor Emergency.....	31
Illness That Emerges During Program.....	31
Minor Emergency Requiring Parents to be Called.....	31
Allergic Reaction	32
Lockdown (due to dangerous person or animal).....	32
Wildlife Encounters.....	32
Dogs	32

Bears and Cougars	32
Bear	33
Cougar	33
Coyotes	33
Wasps/Bees.....	33
Ticks.....	33
Fire	34
Forest Fires.....	34
Earthquake.....	35
Bomb Threat	36
Bus evacuation	37
REAR DOOR EVACUATION DRILL.....	38
SIDE DOOR EVACUATION DRILL:	38
SPLIT DOOR EVACUATION DRILLS:.....	38
Bullying.....	39
Child Abuse Reporting / Attempted Suicide	39
Cleaning up Body Fluid Spills – Standard Precautions	40
Concussion	40
Death and Serious Illness	41
Disposal of Sharps.....	41
Hazardous Material Spill / Explosion Policy	43
Hazardous Material Spill / Explosion Procedures	43
Power Outage	44
Hostile Individuals / Intruders.....	44
Intruders	45
Intruder Alert Procedures:	46
Violent Incidents / Weapons.....	46
Medical Emergencies	47
Communicable Diseases	48
Mental Health	48
Removal of a Student from School for Health Reasons.....	48
Responsibilities of Principal and Teachers in Emergency Situations	49

Social Media Reputation – School	50
Social Media Crisis Response Plan	50
Social Media Safety – Students.....	51
Emergency Communication.....	51
Establish Communication Roles.....	51
Media and an Emergency	53
Work with the Media	54

Overview

Emergencies are unpredictable. We usually have little warning that an event or series of events may cause a massive disruption in our lives and our communities. As one of the major areas in which people gather, schools are places where emergency preparedness is critically important to the well-being of students and employees and to the confidence that parents feel in entrusting their children to the care of educators in BC schools.

A copy of the Emergency Response Plan and Procedures, along with participants' emergency phone numbers, is carried by the Teacher at all times during Kimberley Independent School programs, in the emergency/first aid kit or on their person. At least one cell phone must be operational throughout the program.

All incidents must be reported including near misses.

An emergency drill will be conducted yearly to test the effectiveness of the emergency procedures. This can be performed on the program site or as a tabletop meeting.

Definitions

Emergency: An event or circumstance that is caused by accident, fire, explosion, technical failure, human action or force of nature, that requires prompt coordination of action or special regulation of persons or property to protect the health, safety or welfare and/of a person or to limit damage to property.

Adapted from the BC Emergency Program Act.

Disaster: An event, generally considered to have an even greater impact than an emergency, caused by an accident, fire, explosion or technical failure, or by the forces of nature, and has resulted in serious harm to the health, safety and/or welfare of people, or in widespread damage to property.

Adapted from section 1 of the Introduction to Emergency Management in British Columbia, 2007/BC Emergency Program Act.

Critical Incident: Any incident, whether natural or human-caused, that has a negative emotional impact on those affected resulting in a state of stress or discomfort and feelings of loss of control.

Emergency Phone Numbers

EMERGENCY PHONE NUMBERS

Counselling	<u>(250) 489-4074</u>	Fire Department	250.427.3473
Helpline for children	310-1234		
Mental Health (Children)	(250) 310 6478	Police (non-emergency)	<u>(250) 427-4811</u>
Reporting Child Abuse	250-426-1514	Fortis Gas	1-800-663-9911
BC Hydro/Power Outages	<u>1 800 224 9376</u>	Dangerous Gas	1-800-663-3456
Poison Control Centre	1-800-567-8911	Emergency Animal Control	1-855-622-7722
Hospital (non-emergency)	250-420-2323		
Hospital (emergency)	<u>(250) 426-5281</u>		
Ministry of Children & Families	1-877-387-7027		
Provincial Emergency Response (earthquake, flood, fire)	250-354-5904		
Security Monitoring Company	_____		_____

In School Resource Numbers

Title	Name	Ext.	Cell	Direct Line	Home
Principal	Louisa Neufeld	_____	403 700 8144	_____	_____
Vice Principal	_____	_____	_____	_____	_____
Counsellor	_____	_____	_____	_____	_____
Front Office	Alicia Stevenson	_____	250 427 1779	_____	_____
IT Manager	_____	_____	_____	_____	_____
Facilities Mgr.	Kathy Miles-Boue	_____	250 427 1779	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

School Address: 73 101 Ave, Kimberley, BC, V1A 1A5

Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

Accident and Emergency Services

Our nearest Accident and Emergency service is:

Kimberley Medical Clinic: 260 4 Ave, Kimberley, BC V1A 2Y6

This is not a 24 hour service and closes at 5pm. For any emergencies that occur after 5pm or on the weekend, the nearest Emergency Facility is:

East Kootenay Regional Hospital in Cranbrook: 13 24 Ave N, Cranbrook, BC V1C 3H9

KIS Emergency Numbers:

School Office – 250 427 1779

Louisa Neufeld - Principal - 403 700 8144

Calling 9-1-1

Tell the Dispatcher:

When: Is the school in progress, or did it happen in the past, and at what time?

Where: School name, exact school address, your name, date of birth, specific location of the emergency (i.e. hallway, classroom, gym, etc). If outside, bordering street information and direction (north, south,...) 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 description of each suspect.

School address: 73 101 Ave, Kimberley, BC, V1A 1A5

Summary of important information

Duty of Care: in loco parentis

Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

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, Educators and 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

THE INCIDENT COMMAND SYSTEM

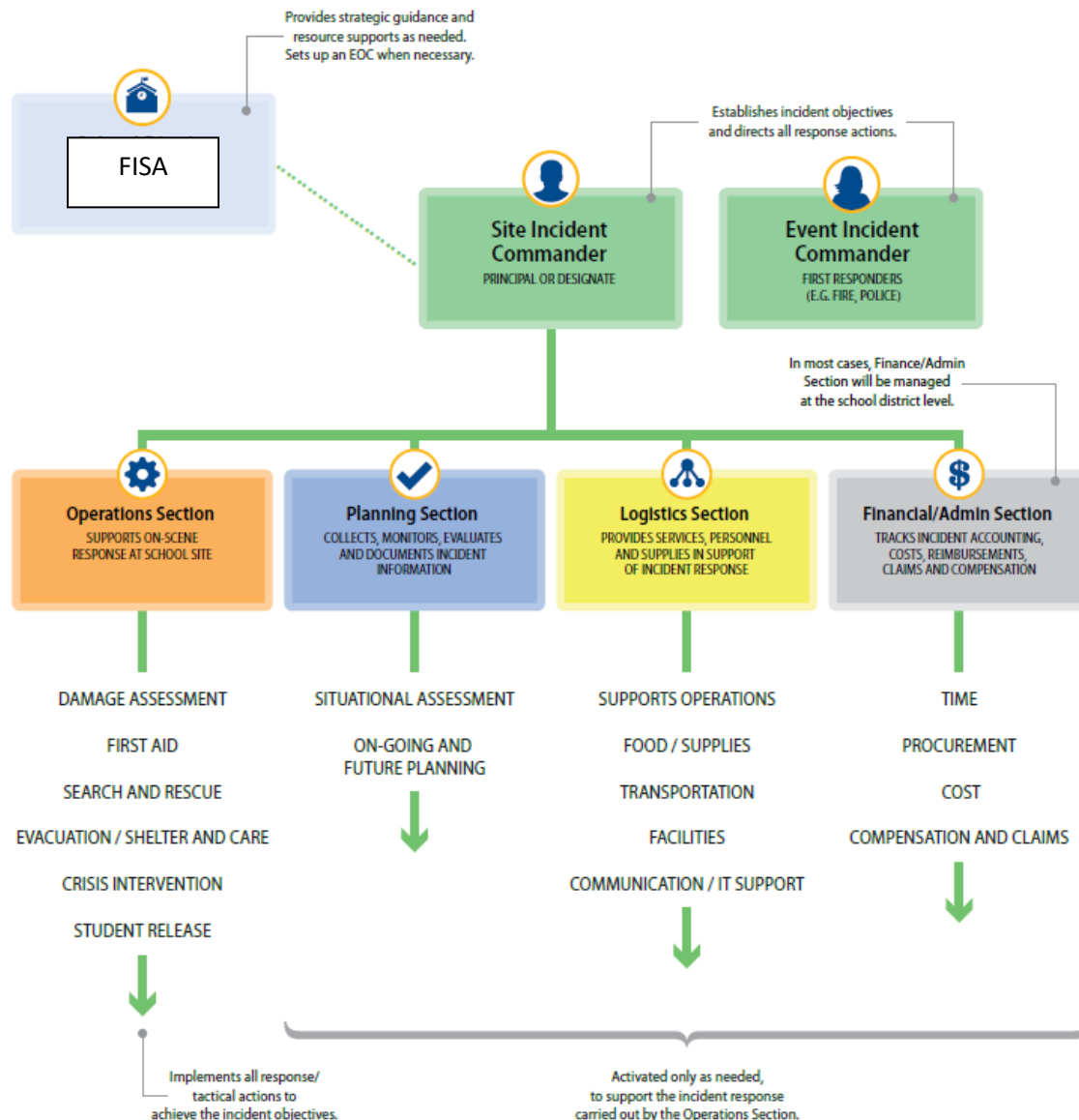
Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

The **Incident Command System (ICS)** is a standardized on-site management system designed to enable effective, efficient incident management by integrating a combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure. The ICS is used to manage an incident

THE INCIDENT COMMAND STRUCTURE



Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

Site Incident Commander

Typically the principal or his/her designate, this individual is in charge of all school responses during an emergency, working in concert with school staff and first responders to achieve the common goal of keeping students, staff and visitors safe.

Event Incident Commander

The Event Incident Commander is the lead first responder to an emergency event such as a fire or earthquake. This individual is responsible for assessing and responding to the situation from an expert's perspective and working closely with the Site Incident Commander to provide fast and efficient response. The Event Incident Commander advises the Site incident Commander on issues related to student and staff safety.

Operations Section

The Operations function lies at the heart of any response related to an event, supporting the on-scene response. This includes damage assessment, first aid, evacuation/shelter and care, crisis intervention, and student release. The Operations Section oversees the safety and security of the building, such as shutting off gas, electricity and water to the school as required, establishes first aid stations and ensures that staff and supplies are deployed to aid in the safety and comfort of students.

Planning Section

The Planning Section collects, monitors, evaluates and documents incident information. This section is also responsible for on-going and future planning.

Logistics Section

The Logistics Section supports all response activities by supplying services, personnel, and supplies.. This includes food/ supplies, transportation, facilities, deployment of staff teams and communication/IT support.

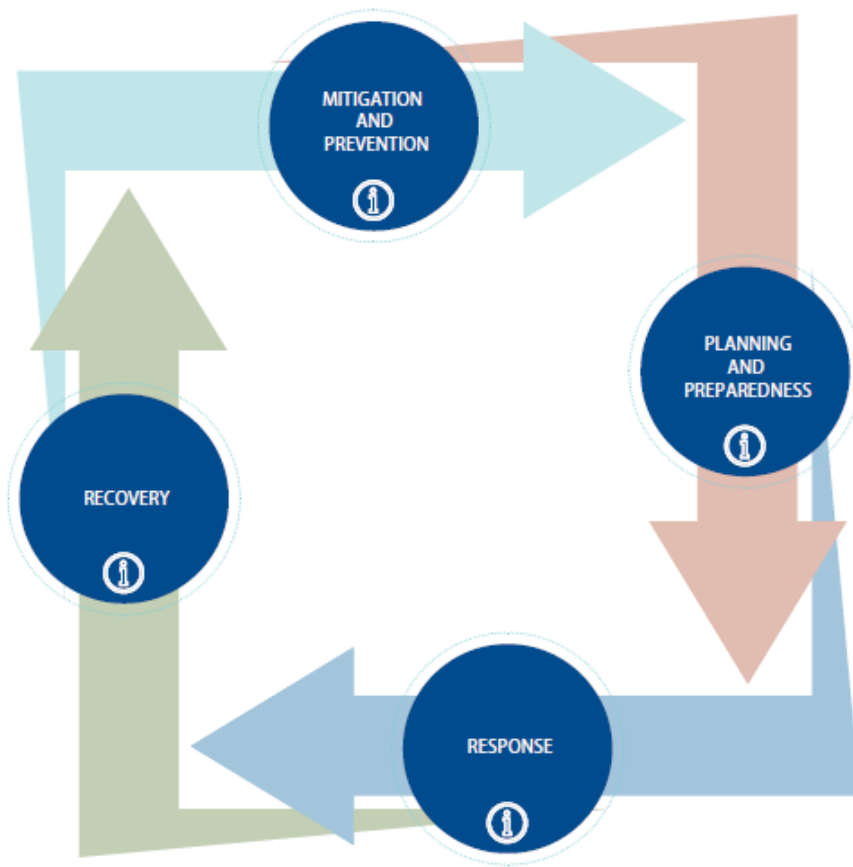
Finance Section

The Finance Section tracks incident accounting, costs, reimbursements, claims and compensations.

EMERGENCY MANAGEMENT CYCLE

Emergency management involves not only the actual response to an emergency, but also a continuous process of preparation, testing/practice and revision. The process can be imagined as an ongoing cycle involving four major aspects, each of which informs the others. In real terms, there may be response activities coinciding with recovery or mitigation activities taking place at the same time as planning. There is, therefore, no clear delineation between each phase, rather they are interconnected and fluid.

The following section of the guide provides an overview of the emergency management cycle and how each of the four phases (Mitigation and Prevention, Planning and Preparedness, Response, Recovery) applies to school emergency management.



MITIGATION AND PREVENTION

Mitigation and prevention include actions to eliminate or reduce hazards and their impacts should an emergency occur. This is an ongoing process, needing constant monitoring and updating. Any school emergency management plan (SEMP) should include actions that need to be taken on an ongoing basis to ensure that schools are as safe as possible and that supplies are kept current and in sufficient numbers. Schools should develop a hazard mitigation plan, which involves identifying hazards, and assessing and reducing risks.

The US Federal Emergency Management Agency (FEMA), in its publication, *Guide for Developing High-Quality School Emergency Operations Plans*, page 36, has identified four categories of hazards including **biological, natural, technological and human-caused events**. The descriptions below are adapted from this publication.

Human-caused

Arising from a deliberate, intentional act to threaten or harm others including terrorist acts, armed violence or bomb threats

EXAMPLES:



Bomb Threat



Fire



Active Shooter



Dangerous Intruder

Natural

Arising from events such as severe weather, earthquakes or naturally-occurring floods

EXAMPLES:



Weather Events



Flood



Earthquake



Avalanche

Technological

Arising from the result of technological or industrial accidents, infrastructure failure or certain human activities which do not result from an intention to harm, including such events as mill explosions, train derailments, water contamination from pesticides or fertilizers.

EXAMPLES:



Power Failure



Explosion



Chemical Leak



Gas Leak

Biological

Arising from contaminated food or infectious diseases, including Salmonella, Botulism, Meningitis, Hepatitis A or Ebola.

EXAMPLES:



Communicable Disease



Infectious Animal



Contaminated Foods



Contaminated Water

Kimberley Independent School Mitigation

Safety Drills and training:

Fire – once monthly
Lockdown Drill – 2 per school year
Earthquake – three per school year
Bus evacuation – 1 yearly

Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

Student Release after a major event (how do parents pick up their child after an emergency - 1 per school year
Building Inspection – Monthly
Playground Inspections – Daily walk around / Weekly documented
Communicable Disease – 1 yearly (table-top)
Child Protection – 1 per school year
Medical (anaphylaxis, etc) – 1 per school year
Fire Safety Inspection – 1 per school year
Site Inspection – 2 per school year
Culture and Climate survey – 1 per school year
Violence threat risk assessment (VTRA) – 2 trained personnel on staff
School Capacity Assessment – 1 per school year
VTRA Training – 1 per school year with trained staff

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.

A threat maker may not actually pose a risk to a target or targets; instead the threat may be a cry for help. The question for school staff is how do we determine the intent of the threat maker?

No two cases are the same. Each incident must be treated as unique.

The strength of this model lies in the use of multi-disciplinary teams that investigate and evaluate all factors and contexts of the student's life and the specific incident of concern.

Stage 1: Data Collection and Immediate Risk-Reducing Intervention

Each school should establish a school-based VTRA team also known as a Stage 1 VTRA team, which includes, at a minimum, the principal, a school counselor and a member of the local police force. The principal will take the lead and is ultimately responsible for the safety of students. The team will work collaboratively to make the best decisions possible with the information gathered. When a principal activates a school-based VTRA team, she must inform FISA Safe School Coordinator and the Board of Directors. FISA and the Board of Directors may not become directly involved at this stage but will be available for consultation and support should the situation warrant it.

Stage 2: Comprehensive Risk Assessment

Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

After the initial level of risk is assessed and immediate risk-reducing interventions have occurred, a further risk assessment may be required. A district or Stage 2 VTRA team includes wider community representation. It is focused on collecting further data beyond the initial data collected by the school-based VTRA team. A district VTRA team includes members of the school-based VTRA team plus mental health professionals, child protection workers, probation workers and others as needed.

VTRA, whether Stage 1 or 2, has four basic steps.

1. Identify worrisome or threatening behaviour. The person making the observation initiates the VTRA process.
2. Immediately, the VTRA team conducts a violence threat risk assessment by collecting relevant data. The VTRA process does not use a profile or a checklist of behaviours to identify an individual who may be on the pathway to violence, but makes use of information gathered from social media, friends, parents, teachers, and others. Data to determine initial level of risk can often be collected in two hours or less, especially with the use of technology.
3. Using the data, determine if a threat maker actually poses a risk. This involves determining how credible the threat is and whether or not the threat maker has the resources and motivation to carry out the threat.
4. Intervene appropriately by implementing risk-reducing interventions. The interventions are designed to protect the threat maker as well as any potential targets.

Best Practice: School districts and authorities should work with their community partners to develop Community Threat Assessment Protocols. These protocols are essential to the successful implementation of VTRA. The protocols set out VTRA activation procedures, roles and responsibilities and communication protocols, including information sharing.

Fortunately, the majority of threat makers do not pose a risk to others. However, all threats must be taken seriously and assessed in a timely manner.

Safe School Coordinators (VTRA):

Appointed Safe School Coordinator	Louisa Neufeld – Principal
Alternative Safe School Coordinators	Alicia Stevenson
	Kerrieann Helland
Board of Directors safe school coordinator	Tiffany Kieboom (Chair)
FISA safe school Coordinator	Kent Dykstra

Developing a School Emergency Management Plan (SEMP)

The school planning process should include the following ten steps.

1. Establish a School Planning Committee
2. Develop a school profile
3. Pre-assign roles according to the ICS structure
4. Develop response protocols
5. Develop a student release plan
6. Develop a communications plan
7. Develop a continuity of operations plan (COOP)

Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

8. Identify and resource necessary equipment and supplies
9. Conduct training and drills
10. Debrief and revise

1. Establish a School Planning Committee.

Preparing a School Emergency Management Plan is a big task and bringing representatives from all areas of school life and from the community to the planning process is beneficial. While all the members of the committee will add expertise and value to the planning process, the responsibility for the safety of students and staff in the school lies with the principal and ultimate responsibility belongs to the board of education

Membership on the planning committee should include:

- principal/vice-principal,
- support staff representative from each relevant area – EAs, custodians, bus drivers, paraprofessionals, clerical staff,
- teaching staff representative,
- parent representatives,
- first responders (fire, police, ambulance),
- student representatives, as appropriate, and
- tenants as appropriate.

3. Assign staff to roles according to the ICS command structure and establish a school-based VTRA team.

As part of a team approach, the Site Incident Commander should review the emergency response roles under the headings of Operations, Logistics, and Planning and identify staff members who are most suited to each role. A valuable exercise at the beginning of the year is to survey all staff regarding special skills that might be useful in an emergency.

- Staff are pre-assigned to emergency response roles as early as possible in the emergency planning process.
- Assignments are made based on the best use of staff talents and qualifications. A sample staff survey is
- included in the ***Templates*** section of this guide.
- Assignments are reviewed annually at the start of the school year to address changes in staffing and other
- adjustments.
- Staff members are cross-trained, so that each person is familiar with more than one role. This allows for individuals
- to fill multiple roles and to fill in for employees who may not be at the school during an emergency.
- Staff members should plan for the possibility that they may not be able to return to their home for some

Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

- time following an emergency. If a situation arises in which a staff member is unable to make arrangements
- for dependents who may be left alone and vulnerable after a disaster, consideration must be given to how
- best to address the competing needs of the staff member and the school community.
- A school-based VTRA team is established to assess threats at the school level. The team should include the
- principal or

4. Develop response protocols.

The most commonly used response protocols are drop/cover/hold on, evacuate, lockdown, lockout (hold and secure), and shelter in place. These will be described much more fully in the section on Response. It is important that the protocols be utilized in context.

5. Develop a student release plan.

School plans must include a student release plan outlining how, when and to whom students will be released from the school during or after an emergency. This process includes sending information letters and student release forms home to parents at the beginning of the school year or when new students register in the school. This information should be kept in several locations, both in hard copy and electronically.

The student release plan should also consider how students will be reunited with their parents or guardians. Plans should include pre-assigned sites for reunification and parents should know the location of the primary and secondary sites. It is important for schools to be prepared for both small-scale and large-scale reunification. Have an allocated area for entry and a secondary for exit should be identified.

Principals, school staff and parents should talk together about the need to have an orderly and regulated release process that protects students. This should occur prior to a drill. Understanding why certain processes are in place will, to the extent possible, allay fears.

Critically important is the need to keep current legal documentation regarding cases where the legal guardian or parent is assigned by the court.

6. Develop a communications plan.

Communication is a critical part of emergency response and coordination. A SEMP must describe how the school will communicate internally and externally during and after an emergency.

Internal communications refers to communication within the school site and includes students, staff, tenants, board of education members, and school district senior management. The internal communications strategy should clearly outline what information will be communicated, when, how and by whom.

External communications refers to communication with any individuals or groups outside the school site and includes parents, first responders, local authorities, business and community organizations,

Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

provincial agencies, and media. The external communications strategy outlines when and how information will be communicated.

First Responders. The Site Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction.

Parents/guardians. The plan should specifically outline when and how the school will communicate with parents/guardians in the event of a critical incident.

Media. The communication plan should specifically outline how media requests will be handled and who will act as spokesperson for the school site. This will usually be the principal, or the chair of the board of Directors, for a school incident. It is equally important that, if a media relations specialist is not available, media training for the spokesperson be provided. The communications plan should also outline how social media will be used as a vehicle for communicating externally and who will assume this responsibility.

Communication tools should include text messaging, emails, phone trees, social media and other appropriate technologies. It should also consider how schools will communicate in the event of a power failure, loss of cell connectivity or wifi and/

7. Develop a continuity of operations plan (COOP).

The objectives of a continuity of operations plan are to restore critical systems and the learning environment as soon as possible. Planning for the continuity of a school system in the aftermath of a disaster is a complex task. Information that is needed to continue the work of the staff and student learning, even if school resumes at an alternate site, should be available digitally, backed up, and stored on a remote server.

8. Identify and resource necessary equipment and supplies.

Part of the planning process includes identifying documentation, equipment and resources to provide first aid, shelter, comfort, basic rescue and care for students and staff for a period that could range from a few hours to a few days.

All documentation should include current student, staff and volunteer lists with pertinent information – contact information, medical information, special considerations etc. This should also be included on an information card that is placed in a lanyard, for example, for each person in the school to wear in the event that it is necessary. All documents relating to the SEMP should be available in a number of modalities and at a number of sites. Hard copies should be filed in the school office, with the district and at one or two other sites that make sense for the context of each school. Electronic copies should be available on harddrives and online for access by handheld devices.

9. Conduct training and drills.

It is important that everyone directly affected, including staff, students and parents, knows about the plan and how they are to act during an emergency. Training for both students and staff before you carry out drills will ensure that responses during an actual emergency are implemented calmly and efficiently.

Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

Prior to carrying out specific drills, all students and staff should be educated about the nature of emergencies and the need for implementing procedures to respond to them effectively. Classroom discussion should include knowledge of the roles and responsibilities of all parties as well as understanding the overarching goals of the process. Staff members should know the SEMP thoroughly enough to be able to make decisions, if necessary, to deviate from a typical response. Drills comprise the practical implementation of training – an opportunity to put theory into practice in a safe environment – with the result that understanding and capacity are improved and anxiety is reduced.

Training and drills are critical to successful emergency response. The time taken to educate all members of the school community and to practice responses will lessen anxiety for all participants. However, it is important to consider the timing and context of drills that students and staff are best able to learn from the experiences.

Consult with local law enforcement when conducting lockdown drills and include them in ways that are sensitive to the ages of the students. Police arriving in full response gear may cause trauma to young children while it may impress upon older students the seriousness of the drill and the situations the response is intended to address.

Best Practice:

- BC Fire Code regulations require that fire evacuations be exercised at schools at least six times each school year:
- three times in the fall and three times in the spring.
- The BC Earthquake Alliance recommends that, in addition to the fire drills, there should be three earthquake drills per school year.
- The RCMP recommends two lockdown drills per year.
- Drills should include variations such as taking alternate routes in the event that a usual route cannot be used. Other variations could include situations where students are not in the classroom, i.e., during lunch or class changes.
-

10. Debrief and revise.

To close the emergency planning cycle, debriefing the event is important to inform the planners about how to improve mitigation, preparedness and response. Debriefing should become a routine part of emergency response drills as well as being an important aspect of recovery from an actual emergency.

Gathering information about what did and did not work well during a drill or response to an emergency ensures a common understandings of how to improve.

- Debriefing after a drill should take place as quickly as possible to ensure that the experience is fresh in people's minds.
- Include all parties in a debrief session so that all perspectives are considered.
- Consult with first responders or local authorities, if necessary, to gather information related to best practice.
- Revise the plan or mitigate as necessary to improve the response for the next drill.

Persons with Special Needs

Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

Students and staff with special needs may require extra support in the event of an emergency. Schools should have plans in place to support these individuals, including their evacuation. In planning for emergency responses, schools must identify any students or staff who may have need for:

- specialized feeding devices,
- personalized management of toileting and any specialized care required (colostomy etc.),
- administration of medications (e.g. insulin),
- stocking medical supplies such as syringes or colostomy bags,
- caring for service animals,
- providing power for electrical devices such as respirators and wheelchairs, and other considerations specific to individual needs related to behavioural concerns

Care must be taken to ensure that persons with special needs will be able to access the same level of care as others. It is important to adapt plans for each identified individual and to keep those plans current. If a staff member or student with special needs arrives at the school after the emergency planning has been completed and they require special consideration in the plan, then this must be done as soon as possible. These individualized plans may involve assigning one adult to each individual to act with and for them during the emergency response.

Off-Site Activities

Students and staff may not always be on school property when an emergency occurs. There may be times when school is in session but students and staff may be out of the building – recess, lunch breaks, PE classes, field trips or attending tournaments or other events. School plans should provide for guidance in the event of the need for response during school sponsored events that take place off school property.

KIS requirements:

- first aid kits in school buses or in cars if staff are driving students,
- first aid training for staff who are driving students or taking students on field trips, and
- providing for cell phones and portable chargers for staff who supervise students off-site
- Staff folders with the student emergency information
- Medical supplies as required
- Additional epi-pen

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.

It is important to note that some of these actions may occur simultaneously and may take place in a different order. These actions serve as a guide for initiating an emergency response.

- ☒  **Assess the situation**
Scale, severity, resources needed etc.
- ☐  **Establish command**
Site Incident Commander takes control.
- ☐  **Determine and activate appropriate emergency response**
Consider the 5 key responses and the nature of the situation.
- ☐  **Activate school team**
Pre-assigned ICS functions.
- ☐  **Execute the plan**
Put plan into action. Liaise with the first responders.
- ☐  **Contact school district or authority**
Alert school district staff as quickly as possible.
- ☐  **Manage the incident**
Focus on student and staff safety/comfort, deploy human and other resources, manage student release etc.
- ☐  **Review**
Review critical incident response and consider what worked and what could be improved.



Five All-Hazard Emergency Responses

Drop-cover-hold (Earthquake)

Drop-cover-hold on response as it is the recommended immediate response for earthquakes.

Drop-Cover-Hold On may be followed by a second response such as evacuation or shelter-in-place. However, it is also appropriate in the event of an explosion that causes buildings to shake or materials to fall from structures. The result is that structures become unstable and materials can fall, explode or disintegrate.

Evacuate (Fire)

When a building or area becomes unsafe, evacuation may be called for. The most common event requiring evacuation is fire, but other circumstances may also require evacuation. These include floods or a bomb threat within the school.

Lockdown

Lockdown is used to prevent intruders from entering occupied areas of a building or when it is necessary to isolate students and staff from a danger outside or within the building. Situations include active shooters or dangerous intruders. Staff and students are restricted in their movements to a specific area which is then protected through locking of exterior and classroom doors and covering windows. There may be other areas of the school that are capable of being locked down and these may also be designated as lockdown locations.

Lockout (also known as Hold and Secure)

lockout is used when it is necessary to secure a school because there is an emergency situation occurring outside the school. The exterior doors are locked and monitored to allow students and staff to enter but otherwise remain locked. Once inside, no one leaves the building. An active police incident in a neighbourhood would trigger a lockout. Confirm with local police when it is safe to lift the lockout.

Shelter in Place

A shelter in place order is used when personal safety is considered to be in danger if anyone leaves the school. It is usually associated with an environmental hazard where hazardous materials are released into the atmosphere. For example, a chemical spill or gas leak in the immediate vicinity of the school. Shelter in place might also be used in the case of a wild animal in the vicinity of the school (e.g. cougar or bear).

In the case of environmental hazards, steps may need to be taken to ensure the school is airtight – turning off furnaces, air conditioning, closing fume hoods and exhaust systems, covering and taping windows – and that the air is safe to breathe.

KIS Emergency Responses

FIRE, LOCKDOWN AND EARTHQUAKE DRILL PROCEDURES

Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

Fire Drill

Alert

Fire alarm activation via panel

Procedure

Classrooms/Gym:

- Students will exit gym/classrooms in an orderly fashion and proceed to muster point along 101 Avenue (south) fence line. Students are to line-up with their homeroom teacher outside.
- Teachers will ensure classroom is clear of students and staff. Before exiting the classroom ensure **lights are off, doors are closed and you have class roster**
- Teachers will immediately take attendance outside and display OK signal if their students are accounted for. Orange alert signal (clipboard) will be displayed if a student is missing.

Outside:

- Students and staff will immediately proceed to muster point along 101 Avenue fence line.
- Students will line up with homeroom teacher for attendance. Teacher will display appropriate signal (clipboard) to indicate OK or missing student.

Front Office:

- One staff member will grab visitor log and daily attendance report
- Administration staff is responsible for ensuring building is clear. Principal will be last to exit the building.

Clear

Principal will announce the "All Clear" once everyone is accounted for.

EARTHQUAKE (SHAKEDOWN) DRILL

Alert

3 short bell rings will start the drill

Procedure

Classrooms:

- Students and staff will get under tables, get in crouched position, face-down and protecting head (maintain position for at least 30 seconds) until “all-clear” announced. Staff will assess room for safety hazards before instructing students to come out from under desk

Gymnasium:

- Students will remain in the gym, flatten themselves against an interior wall and protect their heads

Playground:

- Students will immediately exit the play structures. Students and staff will go to the muster point along the 101 Avenue (south) fence.
- Staff will do a safety/hazard assessment before returning to play.

Clear

1 long bell ring

LOCKDOWN (SECURE & HOLD) DRILL

Alert

2 short bursts followed by one extended ring will signal drill start

Procedure

Principal:

- Will remain in a secure location (office with window/blinds closed and doors locked)

Hallways/Bathrooms:

- Proceed immediately to the nearest open classroom. Teachers in the designated classrooms (closest to bathroom) will clear bathrooms and escort students to the nearest/designated classroom.

Classrooms:

- Teachers will lock classroom doors, turn lights off and close curtains. All individuals present should lay still and quiet on the floor.

Gymnasium/Stage:

- Students and staff to immediately enter Library through equipment room emergency access door. Staff will shut off library lights and lock doors. All students and staff to lay still and quiet on the floor.

Playground/Outdoor Spaces:

- Duty teachers/EAs will take students to the Rails to Trails entrance and proceed to the designated muster point (rock formation) and await further instruction.

Clear

1 long bell ring will signal the all clear.

Not all emergencies require one of the five responses listed here. In fact, epidemics or outbreaks of highly communicable diseases will need a very different type of response, which may include closing schools if the situation is serious enough. Typically, less drastic measures are sufficient.

Emergency contact information for all students and staff should be updated at least annually.

First Aid Training and Kits

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).

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.

First Aid Attendants and location of medical room and supplies.

All classroom have at least one trained first aid staff member. First aid kits can be found in each classroom and in the office.

First Aid Kit

Equipment for First Aid Backpack:

- Mobile phone
- All emergency contact details and medical information for all participants
- Medication for individuals attending the session (to be handed back to parent at the end of session)
- First Aid kit
- Bear Spray
- Burns kit
- Emergency Blanket
- Wipes
- Hand sanitizer
- Lighter
- Flashlight
- Glucose Tablets
- Benadryl
- Bug repellent without DEET
- Tick remover / tweezers
- Spare mittens/socks/hats depending on the season
- Four plastic bags
- Sun screen (spray on)

Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

- Tissues
- Incident report form
- Emergency Procedures

Risk Assessment

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. Monthly workplace inspections are conducted any identified risks/hazards are mitigated.
2. An inventory of hazardous materials is kept in the SDS folder and kept on the premises and both in the office and the janitor closet. Individual SDS sheets are kept in classrooms that keep hazard products safely stored.
3. Procedures have been established for a variety of emergency situations and staff are informed and trained of appropriate actions to be taken in each type of emergency Drills are conducted according to the schedule and feedback is provided after evaluation of the drill.
4. Guidelines for reporting and mitigating incidents have been developed.
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

Incident

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.

Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

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.

- Mitigation must be put in place and communicated with all staff.

Procedure for Accident Investigation

A. Immediate Investigation

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

Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

- Summoning the employee most suitable to assist with the investigation
- Using the KIS Incident form or 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
- After completing the *Incident Investigation Report*, it must be forwarded to the Principal.

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:

Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

- A. Serious Incidents
 - Must be reported immediately via phone call to WCB at **1.888.967.5377**.
 - 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 1 250-427-3473 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 **250-469-707**.

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.

Emergency Procedures for an Injured Child or Adult

In the event of an emergency, the Teachers will:

1. Blow the whistle 3 times
2. Stop all activities and have all participants sit together with an adult to avoid any further emergency situations
3. Lead Teacher will take the lead, and determine the nature and extent of the emergency. If the Lead Teacher is the injured individual, the Assistant Teacher will take the lead
4. Make sure all members of the group are accounted for and safe
5. Assistant Teacher or another adult will call 911 and relay the nature of the emergency

Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

1. Nature of emergency and first aid administered
2. Details of injured person(s)
3. Current location
6. If the area is remote or hard to find, send an adult to meet the ambulance and direct them to the specific location
 1. Inform emergency contact(s) of person
7. Ensure an appropriate adult attends the hospital with them, taking any relevant medical documentation (e.g. Health Card, Allergies)
8. Liaise with emergency services until incident is over
9. Inform all other families of the incident, arrange for pick up, and encourage reaching out for support
10. As soon as reasonably possible, fill out Incident Report Form

***Ensure the injured party is not left alone at any time.**

Specific Emergency Procedures

Emergency School Closure

Closure Before School Day Begins:

- Consult with Principal and obtain recommendations.
- In the event the Principal is unavailable, contact the Board President.
- Contact BC Hydro (1 800 224 9376) in the event of a power outage, if necessary
- Principal to contact local radio and TV stations to request school closure announcement
- 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 Principal and obtain recommendations.
- In the event the Principal is unavailable, contact the Board President or the Principa's designate.
- Call 911/BC Hydro (1 800 224 9376) 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."

Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

- Elementary, Middle School, and special needs students are to be supervised until arrangements are made with parents/guardians for students to return home.

Lost or Missing Child

- Notify 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. 1-877-387-7027
- 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.

Minor Emergency

If a participant falls and/or gets a cut, the facilitator performs first aid. If a child gets a bump, scratch, or bruise, we inform the parent (or other pick- up person) at the end of the session.

Illness That Emerges During Program

If a participant becomes ill during class, one adult will call the parent/guardian or other emergency contact person. The injured participant and the adult will remain adjacent to the group but outside the play space. The parent will walk to the group and pick up the child. If the parent is unable to walk to the group or may not be able to easily find the group, the entire group will return to the meeting space and continue with the day's program there.

Minor Emergency Requiring Parents to be Called

If a child is ill, the Teacher performs first aid as required and the other Teacher/assistant calls the parent or other emergency contacts. The group arranges to meet the parent in the drop-off and pick-up location. After that, the group will continue with the day's program.

Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

Allergic Reaction

KIS will have Benadryl in the first aid kit in case of unexpected life-threatening or non-life-threatening allergies. Benadryl will only be administered if prior consent to administer has been given in the Consent to Handle and Administer Medicine form. Please ensure that you provide an alternative to Benadryl if you are not comfortable with your child consuming this.

Lockdown (due to dangerous person or animal)

- The Teacher blows a whistle 3 times to alert students
- Students come to the facilitator
- Students get behind the facilitator and close to another adult
- If possible, the other adult walks with the students to our safe location
- Once the group is secured, the facilitator calls the other facilitators to identify if the danger has passed
- After the danger has passed, the facilitator calls the program director to let her know about the incident and writes up an incident report

Wildlife Encounters

Dogs

It is very possible that the group may encounter dogs (leashed or unleashed) while in the forest. While dogs are supposed to be “under control” even if off-leash, some dogs are more excitable or aggressive than others. To help prevent children from being bitten by dogs, the following safety tips will be reviewed regularly:

- Do not approach an unfamiliar dog
- Do not run from a dog or scream
- Be still like a tree when approached by an unfamiliar dog
- Be still like a log if knocked over by a dog. Cover your face as much as you can
- Do not play with or touch a dog unless supervised by an adult
- Immediately report stray dogs or dogs displaying unusual behaviour to an adult
- Avoid direct eye contact with a dog
- Do not pet a dog without allowing it to see and sniff you first (and without getting permission from the dog’s owner)

Bears and Cougars

When we are in the forest it is very unlikely that we will encounter a bear or a cougar. However, to be prepared for such an encounter, we will practice the following safety protocols with the children each month:

Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

Bear

If the bear has not seen us, we will leave the area quietly and go to a more public place away from the bear.

If the bear has seen us, we will STOP, back away slowly, and speak in low tone and normal volume with the bear.

Cougar

In the event that we see a cougar, we will:

- STOP
- Make ourselves big
- Back away
- If the cougar does not go away, keep eye contact with the cougar, show teeth and make loud noises
- Arm ourselves with sticks and rocks
- If the cougar does attack, fight back: focus on the nose and face area. Use sticks and rocks as weapons

Coyotes

If a coyote acts unafraid or aggressive, we will take the following action as soon as we notice the animal:

- Raise your arms and wave them in the air to make yourself appear larger.
- Back away slowly, do not turn your back
- Make noise, throw sticks and rocks

Wasps/Bees

If a wasp or bee lands on you, wait for it to fly off or gently blow it off (do not brush it with your hand). If you are faced with a wasp, don't challenge it - it is far better for you to leave the area until the wasp has gone. Do not run or thrash or swat. If there is only one wasp, then keep still and, when safe, move to shade or away from what is attracting the wasp. If stinging seems inevitable, then cover your face with hands or clothing.

If a bee or wasp sting occurs and causes an allergic reaction that causes the airways to be restricted, Benadryl will be administered and emergency services called.

Ticks

Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

It is important to know that ticks are present in Lois Creek Trails, like in most areas in and around Kimberley. Tick bites can be the cause of Lyme Disease, which is serious and life-disrupting. Ticks are most commonly seen in the spring and early summer, and in areas of tall grass. To manage our exposure to ticks, we:

- Choose meadows, creeks, and forested sites more often during spring and early summer
- Teach children how to do a head-to-toe tick check
- Do a tick check as a group if we go through tall grass
- Carry tweezers and/or tick removal kit
- Recommend doing a head-to-toe tick check after every KIS program
- Recommend wearing long pants tucked into tall socks, long sleeves and a hat for Forest School. Light coloured clothing is easier to spot ticks

If a tick is found on a child during the program:

- If unattached: it will be removed from the child and disposed of
- If attached: the tick will be removed and placed in a bag that will be labelled with the child's name, time, date, and given to the parent for possible medical testing

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.

Forest Fires

- The Teacher blows a whistle three times to gather the group
- A head count is conducted
- The group leaves the forest as quickly as possible and gathers next to the closest road, so that the children can easily be dismissed
- The second Teacher calls 911 to report a fire

Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

- The Teachers begin to call parents and alternate contacts for pick up
- The Teacher with the sign in sheet is responsible for calling the program director

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

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 250-427-3473 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.

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 ID

Assess 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.

Bus evacuation

Evacuation Drills For Practice

1. Rear Door Evacuation
2. Side Door Evacuation
3. Split Door Evacuation
4. For a Bus Rolled over

The procedure for emergency evacuation shall be:

1. All loose articles including jackets, books, kits, etc. must be left on the bus.
2. Students will remain seated until it is their turn to unload.
3. When unloading using the front door, students will unload from the front, beginning with the seat behind the driver, then the front seat across the aisle, moving back to second, third, etc. (Drivers are encouraged to use this procedure in the normal unloading of their vehicles).
4. When unloading using the back door, students will unload from the last seat on the driver's side, then the last seat across the aisle, and thus alternating up the aisle to the front of the bus.
5. When using both front and rear doors, both of the above procedures will apply.
6. Students leaving the bus via the back door must crouch, extend their arms to the monitors and hop down.
7. Students will congregate at a safe distance from the emergency scene, away from the traffic and act in a quiet orderly manner.
8. They must remain in this fashion until further directions are given by either the driver or monitor.
9. The "Buddy" system will be used in order to facilitate a quick check to as to ensure that all passengers are accounted for.

METHODS OF EVACUATION USED BY STUDENTS

PALM TO PALM METHOD:

Practice palm to palm method when jumping out of the bus. Notice the Students placing their

Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

palm on to the monitor's palm. This will brace and balance you while jumping out of the bus. It also makes it easier for you to land on your feet.

It is important not to grab the fingers of the monitor when making this jump. Fingers can get tangled up and possibly injure a finger. Always brace your hand!

PALM TO FIST METHOD:

Place your palm on the fist of the monitor while practicing the evacuation drill. Remember, this will brace and balance you while jumping out of the bus, It also makes it easier for you to land on your feet.

SIT DOWN METHOD DRILL:

Sit down on the floor of the bus and scoot forward and brace yourself against the monitor making sure to use the hand method recommended by your Bus Driver.

***REMEMBER, IF YOU HAVE ANY QUESTIONS - TALK WITH YOUR BUS DRIVER**

DRILLS:

REAR DOOR EVACUATION DRILL

1. One of the Monitors will lift the latch and open the rear door.
2. When leaving the bus you will evacuate out of the rear of the bus using the method of evacuation you have practiced.
3. Bend your knees when jumping out of the bus. (By bending your knees, you will cushion the shock of landing on the ground)
5. Do not jump straight up or you will hit your head. Instead, jump straight out!

SIDE DOOR EVACUATION DRILL:

Monitors position themselves next to the door. Students should use the recommended hand technique.

***Make sure to jump straight out and not straight up! Watch your head and bend your knees before jumping off the bus.**

SPLIT DOOR EVACUATION DRILLS:

In this drill, you will be asked to use two different doors to leave the bus.

We are asking you to use this evacuation drill when it is important to leave the bus in a real big hurry!

METHOD:

Two sets of monitors will be assigned. One for the rear door and one for the side door.

You will follow the same exact procedures you were shown in the previous drills as you (the Students) evacuate the bus. You will immediately walk to the designated area to wait for the Bus Driver.

IMPORTANT!

Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

THE STUDENTS EVACUATING FROM THE SIDE DOOR OF THE BUS WALK TO THE FRONT OF THE BUS AS THEY WALK TOWARD THE DESIGNATED AREA.

HELPING YOUR SCHOOL BUS DRIVER

When the School Bus Driver becomes incapacitated and unable to operate the school bus, a Student activates the emergency brake and quickly calls the office to ask for help using the two way radio on the bus.

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 *KIS Child Abuse and Neglect Policy* for Detailed Information

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

- If any employee of Kimberley Independent School 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>

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 (403 700 8144).
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.

Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

15. Do not release students/staff or re-enter until “All Clear” is issued by Fire Department.

AFTER HOURS: Call Louisa Neufeld (Principal) at 403 700 8144.

WHMIS Symbols



Power Outage

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

- Contact Principal.
- Call BC Hydro (1 800 224 9376) to determine reason for power outage, and how long it might last.
- See procedures for “School Closures.”
- Ensure that there are no risks to students from damaged trees or buildings before issuing the “All Clear.”

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.

Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

- **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.

Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

- 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.

Violent Incidents / Weapons

Prevention of Violent Incidents:

- Report all concerns or threats to the Principal immediately. Enact VTRA procedures.
- *Perform risk assessment.* If there is sufficient indication that uttered threats present a risk, contact /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

Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

- 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.

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 the Principal.

Communicable Diseases

For more detailed information, please refer to the KIS communicable Disease Plan.

- Report to Interior Health Region (1-844-870-4756) 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 Interior Health website at interiorhealth.ca.
- Report to Interior health Unit any disease that is affecting a large number (10%) of your school population (e.g. influenza, chicken pox, etc.).
- Interior 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 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,

Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

principal, vice-principal or director of instruction must report the matter to the school medical officer, to the school principal, 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.

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

- Principal will issue Safety Alert by bell rings or 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 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.

Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

- 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.

Social Media Reputation – School

It is important to manage the KIS presence 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 the online presence:
- Set up GoogleAlerts (www.google.com/alerts). You will receive an email whenever your specified terms appear online.
- Regularly conduct a search for your school name
- In crisis management, the Principal and designate will take action immediately:
 - a) The Principal will craft a response. If the response is to be crafted by another staff member, it must be approved by the Principal or board of directors?
 - b) The Principal and board of directors will direct on how to communicate the response?
 - c) A task list will be formulated?

- d) Only the principal and chair of the board of directors will 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.

Emergency Communication

In an emergency situation, only the Principal or designated representative should communicate with outside agencies and the media.

Establish Communication Roles

Depending on the nature of the emergency, several people may need to be involved in communication activities. As part of your preparation, you should establish needs and roles, identify the people for each role, and make sure they understand what they need to do and how their efforts fit into the larger emergency response. In many cases, the same person may play many or all of the roles.

The Site Crisis Response Team may include:

Administrator or Designee (Team Leader)

Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

Secretary

Teacher (s)

Counselor

School Resource/SFPD Officer

Other appropriate on-site staff, which may include: elementary advisor, parent liaison, peer resource coordinator, wellness coordinator, school district nurse, security guards, custodian, etc.

Some key roles and a description of the responsibilities are listed below:

Team Leader:

- Convenes CRT when a crisis occurs;
- Coordinates efforts with emergency services if they have been called;
- Orchestrates the site's response utilizing the Crisis Management Reporting Form as a general guide;
- Ensures that all team members fulfill their responsibilities;
- Arranges for staff coverage as needed;
- Plans CRT meetings regularly during the crisis to report on response of students and staff and actions taken;
- Completes necessary reports and documentation;
- Spearheads evaluation of the site response and oversees any necessary changes to improve site response in the future.
- Ensures that the manual is updated each time revisions are received from the School Health Programs Department.

Media Contact Person:

- Serves as point person if the crisis attracts media attention;
- Alerts the Public Engagement of the crisis and potential for media interest;
- Notifies school to avoid media interviews, stressing the use of "discretion." Staff should refer all media calls to the site media contact person.

Debriefing Lead:

- Assesses impact of crisis and debriefing need of students and staff;
- Prepares and distributes classroom debriefing materials;
- Arranges for additional classroom debriefing facilitators, if needed;
- Arranges for individual and/or small group counseling, if necessary;
- Prepares a schedule of counseling staff or outside counselors available for grief/loss counseling;
- Informs staff of counseling plans;
- Schedules space for small group counseling;
- Arranges for CRT debriefing sessions throughout the crisis.

Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

Parents/Caregivers/Community Lead

- Represents the site with families of any student(s) directly involved in the crisis (e.g. rape, suicide, injury, death);
- Responds to telephone calls from parents/caregivers;
- Prepares letter and attachment(s) for parents/caregivers;
- Arranges for distribution of materials to go home;
- Arranges parent/caregiver meeting, if crisis warrants;
- Arranges for availability of translators to respond to parents/caregivers telephone calls.

Building/Grounds Lead

- Secures building if crisis warrants;
- Arranges change in bus schedule, if necessary;
- Arranges bell schedule change, if necessary.

These questions will help guide planning with your communication team. Note that one person may need to fill several roles, however, back-up people should be identified for each role.

- Who will serve as incident commander?
This person will have the final say on what is communicated.
- Who will be responsible for communication both at the site and at the district?
Make sure you have back-ups who can take over and/or assist if needed.
- Who will prepare and communicate messages?
They will need the Emergency Communication Guidelines and Templates.
- Who will communicate with the district or the site?
- Who will communicate with the Incident Commander?
- Who will answer phones? They will need some coaching.
- Who will post to social media and update the website?
- Who will translate messages?
- Who will liaison with parents?
- Who will serve as employee liaison to keep employees (and at times their families) fully informed of the incident and response efforts?
- Who will serve as community liaison?
- If needed, who will liaison with the media, preferably at a pre-determined off-site location?
- Who will handle communication after the emergency?
- Who can we turn to for help if needed—other districts, County Office of Education, etc.?

Media and an Emergency

When an emergency occurs at school, it is likely that the local and regional media will either call or arrive on the scene shortly after, or at the same time as the emergency response teams. Parents will also be either phoning or arriving at the school. It is essential that timely, accurate information be dispersed AND that sensitive information or information restricted under the Freedom of Information and Privacy Act not be dispersed.

Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

Treat media as guests. Have someone escort them to the meeting area and then walk them to the door. Do not allow media to wander around the school.

Remember, radio and T.V. reports are often the most effective means of informing parents in an emergency.

1. Ask reporters to wait for a few minutes while you attend to the immediate situation for students/staff. Assure reporters that you will return to them very shortly with information.
2. Call FISA to inform them and seek advice if required and contact the Chair of the Board of Directors, and/or Safe School Coordinator of the situation. Do not hesitate to ask for communications assistance.
3. Discuss the designation of a spokesperson/crisis communications manager. If the Principal is not to be the spokesperson, the spokesperson must have access to the Principal, must be available to the media, and should have a cell phone.
4. The Principal and the spokesperson, should immediately prepare a factual statement about what has happened:
 - a. Confirm the obvious
 - b. Be brief
 - c. Stick to the facts
 - d. Do not interpret facts or offer opinions
5. Be ready to answer questions, example: Who is in charge? Who is the spokesperson? Is the crisis under control? Where is the Reception Area, Safe Meeting Place, Alternative School Evacuation Site? Are all staff and students safe and accounted for? How many are injured? How are they being cared for?
6. Plan to debrief staff ASAP, including instructions for dealing with the media.
7. Do not allow reporters to interview students on the school grounds. Students must not be identified without parental consent under the FOIPOP Act.
8. Do not permit reporters to interview students en route to or at a Reception Area, Safe Meeting Place, Alternative School Evacuation Site.
9. You cannot prevent reporters from interviewing students who have left the school grounds or who have left a designated Reception Area, Safe Meeting Place, Alternative School Evacuation Site.

Please refer to the Crisis Response Manual for further information.

Work with the Media

Effective Date: January 2024

Last Revised: January 2024

Review: September 2026

Depending on the event, we may or may not want to reach out to the media. This can be done passively through your social media channels or take a more proactive approach with emails to reporters. In many cases, we won't have a choice; the media will reach out to us. Being prepared to work with the media can make a difference on how the situation, competency, and even commitment to safety is communicated to your parents and the larger community.

Tips for Working with the Media

- Be prepared. Be honest. Be brief. Be accessible.
- Understand all the facts, especially technical ones, and stick to them.
- Keep cool. Do not become defensive; do not lose your temper or argue.
- Develop a written statement to be read and handed out.
- Determine where members of the media can gather in the case of a major emergency.
- This will likely be off-campus but within view of the school.
- Stress concern for student safety and positive actions taken by the school or district.
- Do not make statements about responsibility until all the facts are known.
- Pause and collect your thoughts before you respond to reporters' questions.
- The interview is not over until the reporter leaves. Always be careful about what you say in the presence of a reporter before or after an interview. The microphone may still be on.
- Do not respond to negative questions by repeating words that inflame the situation: "Yes, it is a real tragedy that..."
- Be alert to statements that begin with: Is it true that ...? Are you really saying that ...?
- How do you respond to ...? Are you aware that ...?
- Avoid "what if" questions. You cannot predict the future.
- Do not say, "No comment." Instead, try "I will have to check into the matter. What is your deadline? I will get back to you."
- Do not speak "off the record." The cost can be too high if that agreement is not respected.
- Avoid using education jargon or acronyms.
- If you update news releases during the day, be sure the time of release is at the top of the page.
- Know what is being done to help staff and students cope with the situation.

—Adapted from the National School Public Relations Association's (NSPRA's) The Complete Crisis Communication Management Manual for Schools

For details on Crisis Management, see the KIS Crisis Response Manual