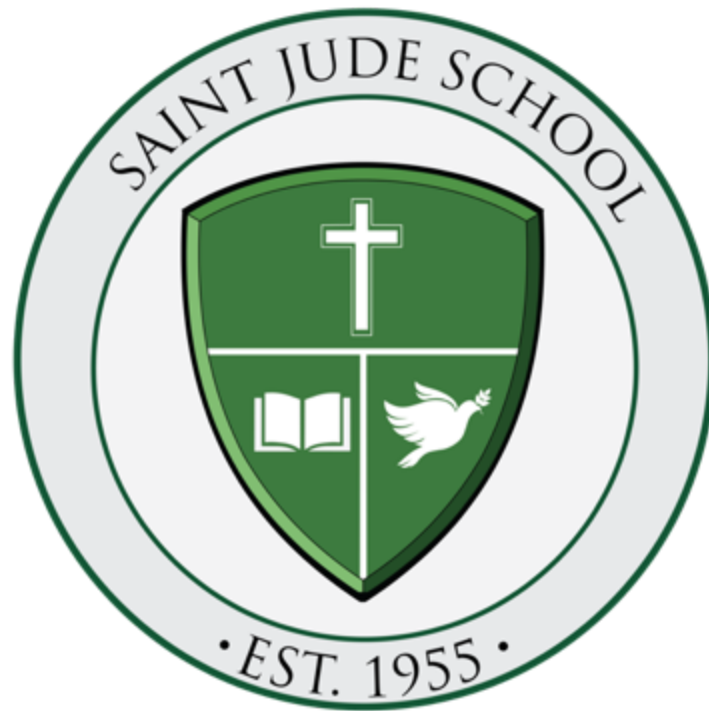


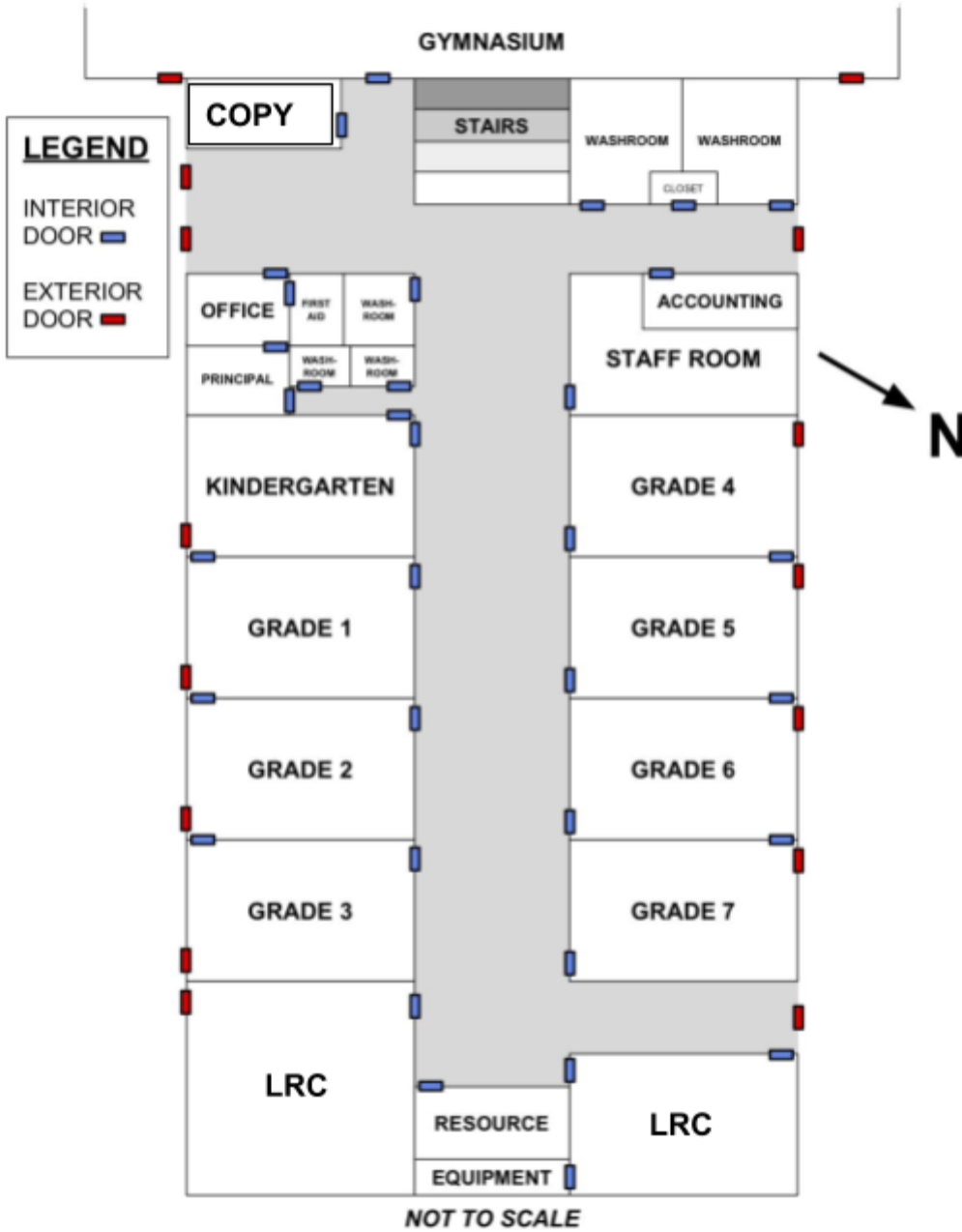
St. Jude School



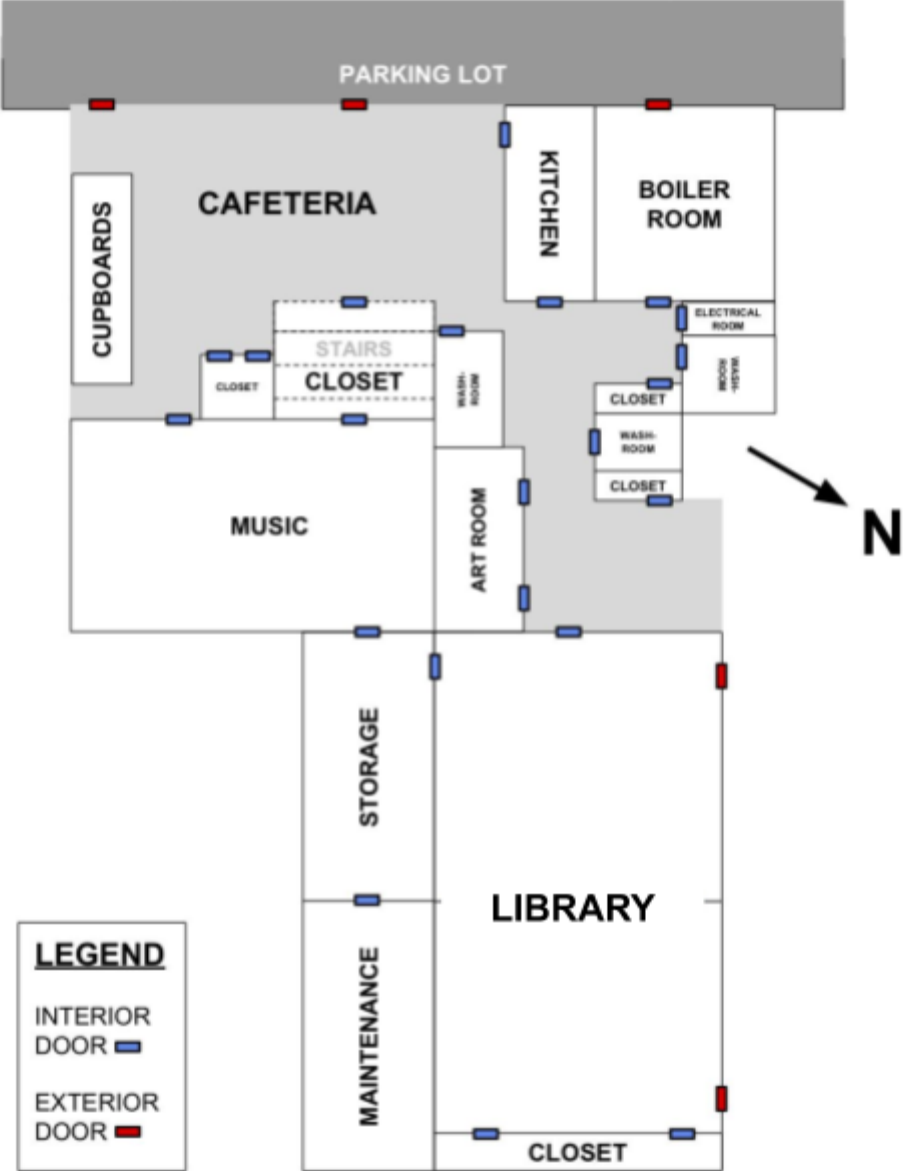
School Emergency Management Plan

(Revised November 2020)

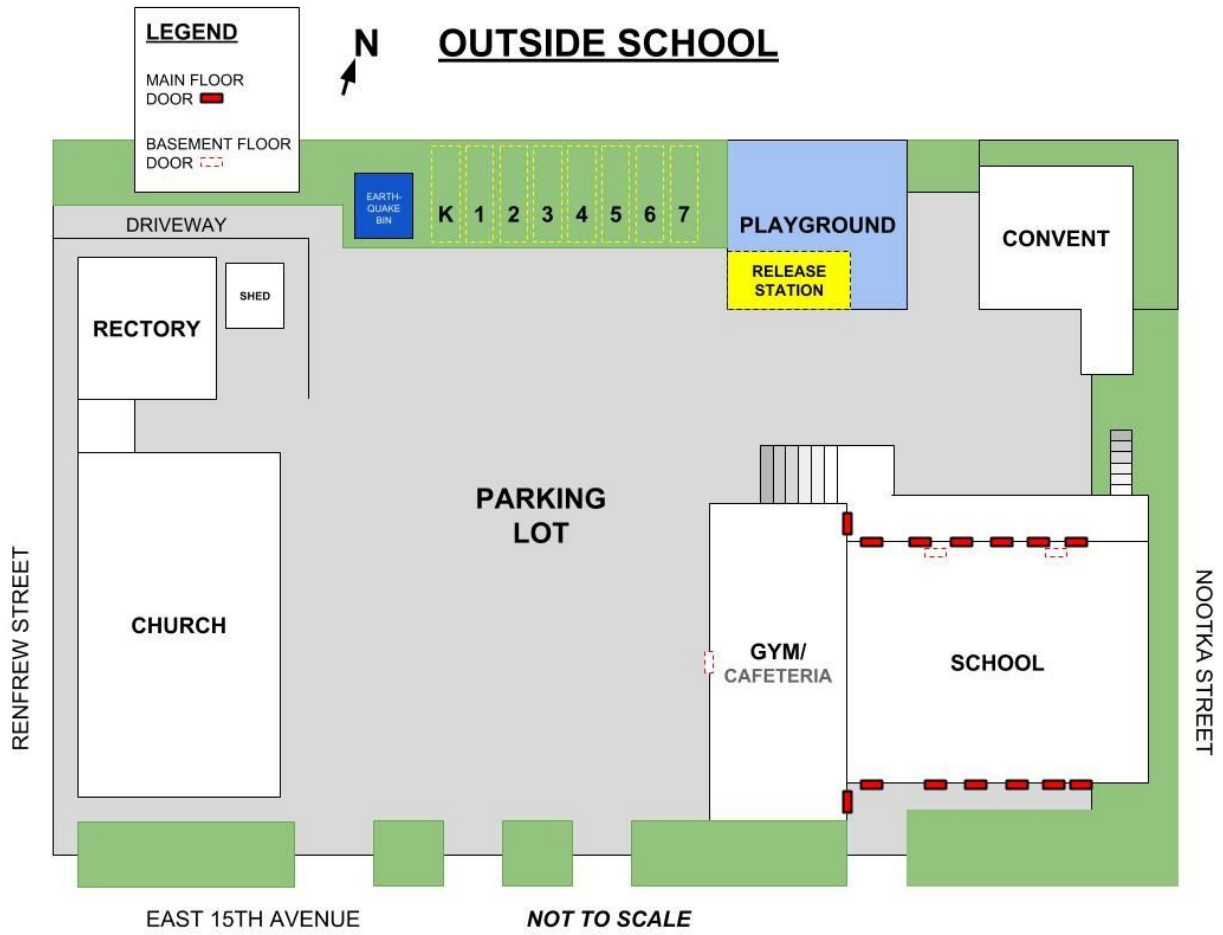
MAIN FLOOR MAP



BASEMENT FLOOR MAP



NOT TO SCALE



FIRE – EMERGENCY PROCEDURES

Fire Drill Procedures (During Class Time)

A map of your exit procedures should be completed by the administration, and each Teacher or staff member should post a copy of these in their classroom or teaching space by each exit door. Each classroom or teaching space should have an emergency backpack that contains an emergency procedures duotang with a class list, the emergency i.d. tags for your class, a first aid kit, and medical information for each student. **Teachers will always be warned when a fire drill will happen - a general time frame will be provided.**

Each class will practice fire drills independently several times to familiarize their students with the proper procedures below:

- Each class will exit by a designated door
- For fire drills, exit is immediate (no stopping for coats or shoes, etc.)
- Students will quickly and quietly line up at the exit door, and follow the teacher in an orderly fashion
- The last student will close the classroom door
- The class will walk quickly to their designated spot on the grass area, and the teacher will perform a **head count first to make sure that the correct number of students have exited the building**
- If there are students missing, then the teacher would then take roll call to determine which students are missing
- Send an appointed student to the Principal or other designated adult to report if all students are accounted for or not - student should state the grade
- When the “all clear” announcement is made, teachers will lead their class back into the school in a quiet and orderly manner
- During the drill, appointed staff members will sweep the gym change rooms, Library and bathrooms to make sure that there are no students in these areas of the school
- Students should be informed that if they are not in their classroom during a drill, the student is to leave the school via the nearest exit and quickly join their class out on the field

Fire Drill Procedures (Outside of Class Time)

In the event of a fire alarm before school, during recess, during lunch, or after school, the following staff members will be designated an area of the school to clear:

- Gym – Angelo, Chris or nearest staff
- Bathrooms – Chris or Rita or Irene or nearest staff

- Upstairs – Erwin or Carolyn or nearest staff
- Downstairs - Chris or nearest staff

Remaining staff members will go immediately to the grass area to attend to the students, who should be lined up in their designated spot on the grass area. Teachers will join their own classes as quickly as possible and then follow the above procedures for accounting for their students. If necessary the teachers can pick up an attendance list from the principal and check who is present from their class. Then an appointed runner reports any missing students to the principal or other designated adult.

In the event of an actual fire, the above procedures shall be followed. **As the planned exit may be blocked, the teacher or adult in charge will determine the safest route to be taken to evacuate the building.**

PARENTS ROLE

All Parents need to sign in at the office as soon as they enter the building if they are planning on staying longer than just picking up their child(ren). In the event of a Fire Drill or a Fire, parents are to evacuate in a calm fashion out the nearest exit and assemble on the grass field. Parents are to individually check in with the Principal, the Secretary or the Vice Principal. Parents are to follow the instructions of the Principal, the Secretary or the Vice Principal. **Parents are not to go to their children at this time.**

LOCKDOWN – EMERGENCY PROCEDURES

St. Jude's School follows the Lockdown Procedures that are currently in place by the Vancouver Police Department. This is a summary of those procedures:

Lockdown (Intruder)

Once a Lockdown has been activated with an **“Activate Lockdown Immediately”** announcement, the following procedures should be followed by staff:

- **Check hallways/common areas and get people into rooms immediately - PULL STUDENTS INTO ROOM EVEN IF NOT PART OF GRADE**
- Close, lock and barricade (if possible) doors
- Cover and stay away from windows and doors; turn off lights
- Ensure everyone is silent – CELL PHONES ON SILENT - In the event of a real lockdown text message via whatsapp communication will be used
- Once the door has been secured, **DO NOT OPEN THE DOOR FOR ANYONE. DO NOT OPEN even if the fire alarm sounds, unless there is physical evidence of a fire**
- Keep everyone calm
- Remain in lockdown until the drill is announced as being over – in the event of a real lockdown, **remain in lockdown until police have attended and authorized you to leave - DO NOT OPEN YOUR DOOR - POLICE WILL OPEN IT**
- Remember to trust your instincts

Hold and Secure (External Hazard)

Once a Hold and Secure Lockdown has been activated with an **“Activate Hold and Secure Immediately”** announcement, the following procedures should be followed by staff:

- Check hallways/common areas and get people into rooms immediately
- Close and lock doors
- Continue teaching. Do not allow students to leave the classroom or the school building without explicit permission from the teacher - i.e. no writing name on the board to go to the washroom - make sure you track students
- Ignore any bells for recess/lunch, etc., until further notice
- Listen for instructions and follow necessary procedures
- Be prepared to check internal communication systems
- Keep everyone calm
- Remain in lockdown until instructed that the threat is over

PARENTS ROLE

All Parents need to sign in at the office as soon as they enter the building if they are planning on staying longer than just picking up their child(ren). In the event of a Lock Down parents are to seek shelter immediately in the nearest and available space that is lockable. Parents must follow the directions of staff and remain calm.

EARTHQUAKE – EMERGENCY PROCEDURES

Earthquake Protocol

When the siren goes off indicating that an earthquake is imminent, students and adults immediately “duck, cover and hold” and wait for the siren to stop. Once the siren stops, students and adults are to count to 60. If the shaking has not started, or has not stopped, the counting begins again. Counting continues until either the shaking stops, or four cycles of counting have been completed. If for some reason an earthquake occurs without the siren going off, the “duck, cover and hold” procedure would begin as soon as the shaking was felt, and then the same counting procedure would take place. Students and adults will then come out from cover, do a quick self body check, running their hands slowly down all parts of their body and stopping to check their hands every few seconds to see if there is any blood. After the body check has been completed, they will do a quick visual check of a partner.

At this point either the principal will announce that everyone should exit the building, or the teacher will give the command to exit the building. Students and adults should get their jackets, backpacks and lunch kits, and exit the classroom following the direction of the teacher or another adult in charge in an orderly manner. The teacher, or another adult in the classroom, must take the emergency backpack with them. Classes will then walk to the grass area and line up by grade. Classroom teachers should meet their class on the grass area if the class was being taught by a specialist teacher.

At this point teachers should open their backpacks and hand out the emergency Id. tag to each student. The students must wear their Id. tag around their neck. If there are tags left over, a runner should bring the extra Id. tags to the Command Post so that these left over tags can be checked against the attendance binders. The runner would then return to their class lineup.

The Id. tags of any students who are missing should then be given to the Damage Assessment/Search & Rescue team so that they know who they are looking for when they begin their search.

One adult from each Student Team should then go to the shipping container and get the bin for their colour group. That person should take the bin to the designated spot for their group on the field (see map), and hold up the large colour group sign. At this point students can be dismissed to their colour group.

If you are outdoors when an earthquake happens, stay outside. Go to an open area away from buildings or trees. If you are with a crowd of people, take cover where you won't be trampled.

Avoid doorways, windows, bookcases, tall fixtures, light fixtures, elevators, downed

power lines and ocean coastlines.

If the earthquake siren goes off and you are in the gym our protocol at this point in time is for an immediate evacuation. The immediate evacuation means that the teacher in charge will direct students immediately where and when to exit - get to the stage side and exit through the doors on the stage side of the gym. **Special care must be given to examining overhead structures.** A safe and immediate evacuation is the primary focus for all people in the gym.

Staff List: Roles and Responsibilities

Chris van der Pauw	Command Post
Irene Goh	Command Post
Rita Corea	Release Station
Judy Losna	Release Station
Aurora Gumban	Release Station
Vanessa Van Hombeeck	Release Station
Nana Rubina	First Aid Station
Alison Hannah	First Aid Station
Lukas Fitz	Damage Assessment/Search & Rescue Team
Angelo Campanile	Damage Assessment/Search & Rescue Team
Erwin Mow	Damage Assessment/Search & Rescue Team
Angie Chao	Blue Group – Student Team 1
Antonella Cannova	Blue Group – Student Team 1
Jessica Glinsbockel	Blue Group – Student Team 1
Sue Ann Wong/Sharon	Green Group – Student Team 2
Sonia Di Fonzo	Green Group – Student Team 2
Rosella Pimentel	Green Group – Student Team 2
Dolores Collins	Red Group – Student Team 3
Shannon McKenzie	Red Group – Student Team 3
Tess Hombrebueno	Red Group – Student Team 3
Carolyn Smillie	Yellow Group – Student Team 4
Stephanie/Lucy	Yellow Group – Student Team 4
Lauren Handy	Yellow Group – Student Team 4

Note:

- Angelo / Chris to check the gym before exiting the building
- Angelo / Chris to check the resource room and downstairs washrooms and music room before exiting the building
- Irene /Chris to check the sick room and staffroom before exiting the building
- Irene / Chris to check the student washrooms before exiting the building
- Irene / Chris to bring out the attendance binders and sign in/sign out binder

Command Post

Description of Roles and Responsibilities

Chris van der Pauw and Irene Goh (and the **Release Station Staff** for the first few minutes)

Following the onset of the seismic emergency, the Principal (or designate) will give the command to evacuate the school building. If the Public Address System is out of service, the individual teacher will give the command to evacuate to his/her class. The Siren should go off as an early warning but we cannot always rely on this due to technology.

The Command Post Team will assemble at the Command Post (see map).

* one person will remain at the Post

* The Release Station Team will go to the Shipping Container (big blue bin) to retrieve their necessary supplies and will set up their station.

Once the initial organization is completed and things have settled down, one person will remain at the Command Post and the other may go where needed.

There will be periodic updates to Student Assembly Area Teams. The signal will be a **long whistle blast** to call one adult from each team to come to the Command Post for information.

The Command Post will have the updated daily attendance books.

The Command Post will notify the Release Station of any injuries that have been reported to them from the First Aid Station so that those parents may be admitted to the field.

(Information/forms from *Responding to a School Emergency; Putting an Effective Plan in Place* are included)

Release Station

Description of Roles and Responsibilities

Rita Corea, Judy Losna, Vanessa Van Hombeeck, Aurora Gumban

The team will go directly to the Command Post and will then gather the supplies that they need from the shipping container to set up the Release Station which will be located by the swing sets.

Rita, Carmie, Aurora, and Tessie will release the class they were with to the classroom teacher if possible, or to their Student Team if they are set up, then report to the Command Post before moving to the Release Station.

Once the Release Station is set up one senior student from each of the Student Teams will be sent as runners to the Release Station.

Runners will be sent from the Release Station team to Student Teams to retrieve students whose parent/guardian has arrived to pick them up. Emergency forms must be checked to make sure the person arriving to pick up a child is listed as an emergency pick up person. Children may only be released to adults their parents have designated for this purpose. The team will work with runners who may be changed throughout the day.

While the runner is retrieving the child(ren), the Release Station Team will complete the Master Release Form and have the parent/guardian sign the form. One member of the Release Station Team will initial the form.

Student Teams will release students to runners only and **BE SURE THAT EACH CHILD IS WEARING THE Id. TAG.**

A member of the Release Team will take the Id.TAG and put it in the appropriate grade envelope when the child is released to the parent/guardian.

(Information/forms from *Responding to a School Emergency; Putting an Effective Plan in Place* are included)

First Aid Station

Description of Roles and Responsibilities

Nana Rubina, Alison Hannah

Basic First Aid training has been received by all staff members every two years. In the event of a major school-wide emergency, each staff member should deal with minor wounds (band-aid wounds, nosebleeds, etc.)

* Do not put **ANY** creams, lotions, soaps, disinfectants, ointments, etc. on **ANY** wound - water only!

Once the First Aid Station Team are relieved of their students, they will go to the shipping container and gather the first aid supplies. They will then set up the First Aid Station (see map).

All serious injuries must be reported to the Command Post and then the students are taken to the First Aid Station if they are mobile. If the injured person cannot be moved, first aid personnel will attend the injured person where they are. Injured people who are trapped in the school building and located by the Search & Rescue Team may need to wait for paramedics to arrive if they cannot be moved.

Command Post personnel will notify the Release Station of injured children so that their parents may be admitted to the yard.

Any parents working at the school during the emergency will assist the First Aid Station if they are medical personnel or trained in first aid. Other parents will go where they are needed.

If there is time the staff of the First Aid Station will set up the emergency toilets (dig hole in the ground, place a bucket in the hole, line the bucket with a plastic garbage bag and drape the area with black poly for privacy). If they are unable to do this, other adults who are available should set up the emergency toilets.

(Information/forms from *Responding to a School Emergency; Putting an Effective Plan in Place* are included)

Damage Assessment/Search & Rescue Team

Description of Roles and Responsibilities

Erwin Mow, Angelo Campanile, and Lukas Fitz

Once the Damage Assessment/Search & Rescue Team members are relieved of their students they will report to the Command Post. As a team they will then complete a walk-about outside the building to evaluate its safety. At the same time, they will get signs from the Release Stations and place these signs around the school so parents will know where they should go to have children released.

They will then report to the Command Post the status of the building. After reporting about the condition of the building they will then go to the shipping container and retrieve all of their marked supplies.

They will then report back to the Command Post to receive a list of students and adults who have been reported and verified as missing. With the appropriate safety gear physically placed on their bodies (i.e. hard hats, gloves, etc.) and in their possession, the Damage Assessment/Search & Rescue Team will then conduct a systematic search of the inside of the school. They will use the forms provided to check the safety of each room in the school. More information about how to search effectively and how to mark rooms that have been checked is located in the shipping container in their marked supplies.

The safety of the team must be considered at all times.

Once the team is inside the building, when students or adults have been located, they will be appropriately tagged as follows:

- Green – able to move and be evacuated to their Student Assembly Team – minor help needed
- Yellow – minor injury, but may be evacuated to be taken to the First Aid Station – delayed help needed
- Red – major injury – may be able to be evacuated, or may have to remain in their location until the Fire Department attends – immediate help needed
- Black – deceased

Bearing in mind their own safety, the Damage Assessment/Search & Rescue Team will attempt to locate all missing students and adults, and will then report back to the Command Post.

(Information/forms from *Responding to a School Emergency; Putting an Effective Plan in Place* are included)

Student Assembly Teams

Description of Roles and Responsibilities

Angie Chao	Blue Group – Student Team 1
Antonella Cannova	Blue Group – Student Team 1
Jessica Glinsbockel	Blue Group – Student Team 1
Sue Ann Wong/Sharon	Green Group – Student Team 2
Sonia Di Fonzo	Green Group – Student Team 2
Rosella Pimentel	Green Group – Student Team 2
Dolores Collins	Red Group – Student Team 3
Shannon McKenzie	Red Group – Student Team 3
Tess Hombrebueno	Red Group – Student Team 3
Carolyn Smillie	Yellow Group – Student Team 4
Stephanie/Lucy	Yellow Group – Student Team 4
Lauren Handy	Yellow Group – Student Team 4

As soon as they are able, one of the adults from each colour group should go to the shipping container and get their colour group's bin. They should hold up the sign for their colour group so that teachers know they can dismiss their class to the colour groups. Students know which group they are in because there is a colour dot on the plastic sleeve that their Id. tag is located in. Seat children on the ground in a circle. Check **Id. tags** to ensure that each child is in the correct team. Family members should be together. Use the Assembly Area list of names to do a roll call and report results to Command Post. (You may use an older student as a runner to the Command Post.)

Once the students are calm, supplies from the colour group's bin can be handed out to the students to keep them entertained. If necessary the comfort kits can be handed out to students as well.

Students may not leave the Student Assembly Team until a senior student runner comes to retrieve the student. When a runner does come to the Student Assembly Area, send the child(ren) with the runner.

ACTIVITIES:

- reassure the children that they will be taken care of
- pray quietly
- older children comfort younger ones
- talk
- exercise
- huddle/nap
- read or play games

(Information/forms from *Responding to a School Emergency; Putting an Effective Plan in Place* are included)

Earthquake Procedure Parents

Description of Roles and Responsibilities

After an earthquake, or any major emergency requiring evacuation of the school, you will receive a text message from **St. Jude School Remind App** asking you to come to the school and pick up your child(ren) as soon as possible. These procedures should be followed:

- DO NOT attempt to phone the school. If the phone lines are open, they may be needed for emergencies.
- If communication systems are down and no messages can be communicated out then the procedure is to still make your way to the school in a safe manner
- When you (or an alternate caregiver) arrive at the school to pick up children, you will find them assembled on the field, or in the school.

If on the field, you must report to the Release Station near the swings.

If we have re-entered the school, report to the Release Station in the gym.

BE PATIENT AND CALM - RELEASING STUDENTS WILL TAKE TIME. WE WILL ALL BE ANXIOUS AND IF WE WORK TOGETHER EVERYONE WILL BE SAFE.

When you get to the Release Station, report (one at a time) to a staff member. They will send a runner to bring your child(ren) to you.

PARENTS WILL NOT ENTER THE FIELD UNLESS THEIR CHILD IS INJURED.

In the case of an injured child, the parent or parents will be asked to put on a name tag and will be taken to that child. Your other children will stay in their colour team area until you are ready to leave.

When your child is brought to the Release Station, a staff member will have you sign a Master Release Form and then you may be on your way.

PLEASE NOTE THAT YOU WILL ONLY BE ABLE TO TAKE YOUR OWN CHILDREN, OR THE CHILDREN FROM OTHER FAMILIES WHERE THE PARENTS HAVE AUTHORIZED YOU, IN WRITING ON THEIR CHILD'S REGISTRATION FORM, AS AN EMERGENCY RELEASE ADULT.

Supplies – Command Centre

Student attendance binders – brought outside
Class lists
Form 63 – School Emergency – Status Report
Checklist E – Command Centre – Emergency Checklist
Clipboards
Pens/Pencils
School maps
Log book
Battery operated radio
Envelopes and Ziploc bags
Folding table
Folding chairs
Tent

Supplies – Student Release Station

Emergency Release Information forms for each student
Labels – to identify team and parents
Clipboards
Pens/pencils
Envelopes/grade – for completed release forms
Folding tables
Chairs
Sign – “Parent Reception Area”
Signs – “Emergency Evacuation – Students on School Field”
Tents
Checklist M – Parent Reception Centre Team – Emergency Checklist

Supplies – First Aid

Dust masks
Whistles
Glow sticks
Tarps
School map
Gloves
Alcohol wipes
Towels
Clipboards
Pens/pencils
Checklist J – First Aid and Triage Team – Emergency Checklist
Form 27 – First Aid Report Form
First Aid Kits
Hand sanitizer
Tent

Damage Assessment/Search & Rescue

School maps
Safety vests
Hard hats
Dust masks
Safety glasses
Work gloves
Glow sticks
Whistles
Flashlights
Fire extinguisher
Clipboards
Coloured tape – green, yellow, red, black
Neon Spray Paint
Tarps
Caution tape
Tools – wrench, crowbars
Battery operated radio
Garbage bags
Checklist G – Damage Assessment Team – Emergency Checklist
Checklist H - Utilities and Fire Team – Emergency Checklist
Checklist K – Search and Rescue Team – Emergency Checklist

Supplies – Student Assembly Teams

Paper
Felts
Cards
Basketball/soccer ball
Football
Skipping ropes
Pens/pencils
Hand sanitizer
Student lists
Checklist I – Student Care and Shelter Team – Emergency Checklist

Supplies – Sanitation Items

Buckets with lids
Garbage bags
Toilet paper
Sanitary napkins
Wet wipes
Hand sanitizer

Supplies – General/Additional Emergency Supplies

Rope
Utility knife
Dust masks
Safety goggles
Work gloves
Shovels
Multi-head screwdriver
Axe
Vice grip
Sledge hammer
Lantern
Flashlights
Batteries
Water proof matches
Roll of black polyethylene

OTHER SCHOOL EMERGENCIES – PROCEDURES

Administrative Team

Leader – Chris van der Pauw

Alternate – Rita Corea

Alternate - Carolyn Smillie

Alternate - Dolore Collins

Alternate - Erwin Mow

Alternate - Irene Goh

Role

The Leader or Alternate is the first person notified in the event of a school emergency, or crisis situation – they do the following:

- Mobilize the CMT (Crisis Management Team) and establish chain of command
- Set up Command Centre, in the event of a school emergency when the school has to be evacuated
- Contact the family/families and staff members most directly affected by the emergency or crisis
- Inform the staff, parent community and handle the media (if necessary)
- Ensure review of the plan and procedures after the event

Administrative Support Person

Leader – Rita Corea

Alternate – Carolyn Smillie

Role

The Administrative Support Person oversees administrative duties so the Principal can focus on the crisis situation or school emergency; they ensure staff needs are considered; they oversee the office area – they do the following:

- Keep the secretary informed of developments and how to handle requests for information
- Assist with preparation of written information for staff and parents
- Are available to staff to answer their questions and address their concerns
- Assign support staff to areas where needed
- Call in substitute teachers to assist regular teachers
- Act as a liaison with the Parent Grade Level Phone Tree Leaders
- Ensure counseling support is available to individual staff members with a qualified professional or priest
- Arrange for staff and team debriefings

Gatekeeper

Leader – Dolores Collins

Alternate – Erwin Mow

Alternate - Carolyn Smillie

Role

The Gatekeeper ensures students, emergency personnel, parents, visitors, and volunteers are directed to appropriate areas – they do the following:

- Seal off the school when an emergency situation is in progress
- Direct students to their classes or to the counseling area that may be set up during a crisis
- Ensure students who leave with a parent or other adult designated for this purpose by their parent have checked out through the office
- Greet and direct emergency personnel, parents, visitors or volunteers to appropriate areas
- Provide identification badges for those who will be working at the school
- Keep on-going list of tasks to be done by volunteers
- Direct media to the school principal
- Sets up a Press Room, if necessary

Student Care Person

Leader – Carolyn Smillie

Alternate – Sue Ann Wong/Sharon Stanley

Role

The Student Care Person ensures student needs are considered and arranges support services for students – they do the following:

- Provide teaching staff with information on leading class discussions or defusing sessions
- Provide staff with a list of “at-risk” behaviours
- Arrange individual and small group counseling for students, as required
- Set up counseling centre with additional counseling personnel, if appropriate
- Provide appropriate resources and referrals to students, staff, and parents
- Ensure follow-up is available for students affected by the incident

How To Deal With Other School Emergencies

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

If any employee has reason to believe that a student is in need of protection, this employee must promptly report by phone the matter to the local child protection office where the child has residence. 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.

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.
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

Death and Serious Illness

- Confirm details
- Call 911
- Notify Superintendent/Principal
- Where death or serious injury occurs to a non-employee in connection with a school activity, contact Catholic Mutual to appoint an insurance investigator
- Activate the CMT
- Create a communication plan for staff, students, parents, and media
- Media communications are coordinated by the Superintendent's Office
- Meet with staff
- Prepare a statement for staff to read to students
- 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 Superintendent's Office or 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

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>

If the 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/Principal and the janitor
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 materials involved, location and size of spill/explosion/accident
10. Check for adverse medical symptoms (loss of breath, fainting, etc.) and request immediate medical attention
11. Indicate location on a site plan for responding crews
12. Provide name of First Aid Attendant and location of medical room and supplies
13. Make available the person or persons with firsthand knowledge of products used.
14. DO NOT clean up spill unless familiar with health risks and clean up protocol
15. Do not release students/staff or re-enter until "All Clear" is issued by the Fire Department

Hostile Individuals/Intruders

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

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

Intruder

- Determine the location, description and any other information about the intruder
- Advise the main office of the incident and where you are going
- Do not approach the intruder alone
- Approach in a non-confrontational manner and assess the situation/intruder
- Maintain a safe distance

- Identify yourself and ask why the intruder is there
- Ensure that you do not block the intruder's exit, and identify an exit for yourself
- Ask the intruder to accompany you to the main office, explaining the safety concerns
- If the intruder refuses to cooperate, direct the intruder to leave the school site
- **If the intruder refuses to leave, instruct staff to call 911 for police immediately**
- Avoid further confrontation by observing the intruder from a distance
- **Initiate Lock Down procedures if the situation escalates and poses a risk to students/staff**

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 and Superintendent's Office if necessary

Communicable Diseases

- Report to the Vancouver Coastal Health Unit all students with a suspected communicable disease (i.e. whooping cough, measles, etc.)
- Report to the Vancouver Coastal Health Unit any disease that is affecting a large number (10%) of your school population (i.e. influenza, chicken pox, etc.)
- Vancouver Coastal Health Unit is responsible for all communications and for providing information to parents and staff during a communicable disease outbreak
- Please refer to our School COVID-19 Guidelines for all matters pertaining to COVID-19

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 Superintendent's Office to see if a counselor has related history of the person
- Notify parent/guardian
- Notice the Principal/Superintendent's Office

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

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

Missing Student

- Notify 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 the Ministry of Children & Families, report to their social worker
- Organize a thorough search of the school
- Obtain the following information, if possible – where/when the student was last seen; what the student was wearing; names of student's siblings and close friends; names of witnesses (if abduction is feared); student's route and means of transportation to/from school
- Call 911 for police assistance
- Activate School Safety Team as necessary
- If student returns, re-notify all parties involved

Power Outage

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

- Contact Superintendent/Headmaster/Principal
- Call BC Hydro to determine reason for power outage, and how long it might last
- Contact Facilities Manager
- Follow the procedures for a school closure

- Ensure that there are no risks to students from damaged trees or buildings before issuing the “All Clear.”
- The decision to dismiss students is up to the discretion of the principal

Social Media

It is important to manage social media presence proactively.

- If someone complains publicly, respond publicly with an apology or explanation or rebuttal, as required. The school will gain points for responsiveness and credibility
- Don’t delete negative posts unless they are extremely inappropriate. Rather, address the problem head on
- 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

Social Media Crisis Response Plan:

- Monitor our online presence
- Set up GoogleAlerts (www.google.com/alerts). You will receive an email whenever your specified terms appear online
- If we are on Twitter, regularly conduct a search for our school name
- Crisis Response Plan:
 - PEC Chair and Principal will work to develop a plan of response
 - Communication to CISVA for advice is recommended
 - Response needs to be timely and preferably in 24 hour time frame

Violent Incidents/Weapons

Prevention of violent incidents:

- Report all concerns or threats to the Superintendent/Principal immediately. Enact VTRA procedures
- Perform a risk assessment. If there is sufficient indication that uttered threats present a risk, contact Superintendent/Principal
- Create a Safety Plan if staff are at risk
- Our Police Liaison Officer is Dan Murphy of VPD 778-837-4915 or dan.murphy@vdp.ca

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
- Active 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

Emergency Contact List – Off-site

Principal at ND	Roger DesLauriers	School 604-255-5454
Maintenance	Rendy Dacua	cell 778-317-6397
PEC Chairperson	Richelle Akol	cell 604-307-7837
Radio Stations	CKNW News 1130 Star FM	604-331-2832 604-877-4400 604-792-6681
TV Stations	Global CTV CBC	604-422-6494/604-420-2288 604-608-2868/604-609-6297 604-662-6000
School Secretary	Irene Goh	cell 604-617-2963
Churches/Priests	Fr. Jun	604-434-1633
CISVA	Deacon Luyten	604-683-9331
School's Attorney	Guild Yule	604-688-1221
Insurance Agent	Catholic Mutual	1-866-233-3332
Children's Hospital		604-875-2345
MCFD		604-660-4927
Affordable Security		604-731-4126

Community Emergency Contact List

Police, Fire, Ambulance	911
Vancouver Police	604-717-2638
Local Health Unit	604-658-1250
Bus Transportation	604-854-3232
Earthquake, Flood, Dangerous Goods Spill	1-800-663-3456
Emergency Food and Shelter After hours	1-800-663-9122 1-800-660-3194
Poison Control	1-800-567-8911
Provincial Emergency program	1-800-663-3456
Red Cross (Vancouver)	604-301-2566
Vancouver Hospital	604-875-4111
Nurseline	1-866-215-4700
SPCA	604-879-7721
 <u>Utilities</u>	
City Engineering	311
BC Hydro	1-888-769-3766
Fortis	1-800-663-9911
Telus	604-310-3100