

Wingham HB School

Emergency Preparedness Plan

Box 45 • Elm Creek, Manitoba • R0G 0N0

Wingham HB School Mission Statement:

We believe that education should be a community effort and reflect our values and beliefs. It should enable students to become contributing members in Hutterian communities as well as the larger society. Our school should be culturally accommodating and use students' background to reflect and solidify their Hutterian identity and belonging.

Preamble

The Board of the Wingham H. B. School recognizes the need to provide for both the physical and emotional safety needed by students, staff and parents in the event of an emergency. This goal is to be carried out through the implementation of school and community policies related to safety, emergency preparedness, and crisis management.

It is the intent of the Board that the school shall have a comprehensive Emergency Response Plan in place to enact quick and effective responses in order to minimize the disastrous effects crises can bring. It is also the intent of the Board that follow-up personal supports will be available as needed to assist students, staff, and parents with the long-term effects crises often bring.

Copies of the school's Crisis Management Plan shall be readily available to all on-site personnel. A copy of the floor plan shall be forwarded to the appropriate community agencies. (e.g. R.C.M.P., Fire Department, Municipal Office, Community Office)

School administrators and supervisors, along with the H. B. Community School Board shall review the Crisis Management Plan at the beginning of each school year and more frequently as may be required.

School personnel and community members are encouraged to suggest improvements to the Plan through usual channels as laid out in the Wingham H. B. School Code of Conduct.

Emergency Phone Numbers	
Emergencies [Fire, Ambulance, Police]	911
Portage District General Hospital	239-2211
Boundary Trails Hospital [Winkler]	331-8800
Health science switchboard [Winnipeg]	774-6511
Public Health Nurse [Carman]	745-2426
RCMP [Winnipeg]	834-2131
RCMP [Portage la Prairie]	857-8767
RCMP [Carman]	745-6773
Poison Helpline	Call local hospital

School Staff Phone Numbers	
Principal [James Waldner]	436-3231
Chair Person of Board [Mike Hofer]	436-2589

Manitoba Safe School Charter

The Manitoba Safe School Charter was introduced by the Manitoba government on June 10, 2004 to promote respect, responsibility and civility, to a descriptive framework for province-wide standards of behaviour. In accordance with Manitoba's Public Schools Act (C.C.S.M. c. P250, Clause 47.1 (3).

Purpose

The purpose of this plan is to provide a guide for school and community administration and staff to follow when reviewing and implementing guidelines for safety in school and at school activities.

Overview:

The school administration and staff shall prepare procedures to respond appropriately to emergency situations that may affect the students, staff, visitors, or school and community facilities. These procedures:

- Shall be familiar to all school personnel which includes teachers, substitutes, custodians, administrative assistants, and Para-educators.
- Shall be familiar to the members of the board, and other community elders
- Shall be adhered to by all persons in the school
- Shall include evacuation drills held on a regular basis
- Shall be reviewed with students and school personnel at the beginning of each year
- Shall be communicated to parents annually

Emergency Response Team

The procedures described in this manual address the safety of students and staff at Wingham H. B. School in foreseeable emergency situations. To maintain the currency of these procedures and to ensure student and staff awareness of these procedures the following team positions must be filled during the first week of school and consist of an immediately accessible core group of individuals with the knowledge and skills to act in an emergency situation. It should typically include:

1. the principal
2. the vice-principal
3. a classroom teacher
4. a community representative

This team shall:

- Review and update the Emergency Preparedness Plan (EPP) Manual yearly.
- Introduce the contents therein the Wingham H. B. School staff at the first staff meeting.
- Circulate copies of the EPP to staff members for them to read and acknowledge.
- Place copies of the EEP manual at appropriate locations.
- Ensure that all staff members are appropriately trained to enact the contents of the EPP.
- Provide assistance during a crisis in accordance with designated roles and subsequently provide follow-up support.
- Take part in debriefings at the conclusion of each crisis episode to support staff in coping with the impact of the crisis incident.
- Take part in operational reviews of the effectiveness of the crisis response following each incident.

- Conduct periodic reviews and then update the School Crisis Response Plan.

Duties of School Crisis Response Team Members

The members of the Emergency Response Team (ERT) shall have assigned roles and responsibilities as follows:

A. Principal

The principal shall have one overriding responsibility during a crisis - ensuring the overall safety and security of both students and adults. In carrying out this role, the various responsibilities they must assume or delegate include:

1. Initiating the emergency notification of emergency services personnel. In this contact, the person making the call must state their name and position, indicate where they are calling from, describe the situation, indicate what has been done and advise the emergency services personnel of the best location to meet a representative from the ERT.
2. Implementing lockdown and/or evacuation procedures.
3. Informing school personnel as situations develop.
4. Maintaining the continuity of administration.
5. Developing a School Emergency Preparedness Plan.
6. Designating and training of the ERT members.
7. Ensuring crisis response training for all staff in the school.
8. Monitoring developing situations such as weather conditions or incidents in the community that may impact the school.
9. Responding to the crisis until emergency services personnel arrive on the scene and then serving as a liaison to emergency services personnel once they arrive at the school.
10. Authorizing the release of information to staff, students and the public. Note: in a major crisis, this role as the School Spokesperson may be superseded or shared with the designated Community Spokesperson.
11. Coordinating the use of school as a public shelter for major emergencies occurring in the community.
12. Coordinating crisis assistance and recovery at the school.

B. Vice-Principal

The vice-principal shall have primary responsibility for all tasks related to student accounting and student release. The various responsibilities they must assume or delegate include:

1. Ensure medical protocols are in place and regularly updated for all students whose medical conditions require or may require the assistance of school personnel. Classroom teachers and other staff who work directly with these students require information about the medical condition and the protocol. Conditions that are almost always present in the student population and may require assistance include asthma, allergies, diabetes, and epilepsy.

2. Establishing procedures for assessing and reporting the status of students in an emergency or any event that results in evacuation or relocation of students.
3. Providing instruction and practice to all teachers and staff in the student assessment and reporting process.
4. Placing reporting forms and procedures in classroom "emergency kits."
5. Maintaining an inventory of all hazardous materials, portable and fixed equipment, and utility lines in or near the school.
6. Establishing procedures for isolating hazardous areas.
7. Surveying damage and the structural stability of buildings and utilities and then reporting to the principal.
8. Searching the affected sections of the school for students or staff that may be confined or injured; however. Note: this person is not to put themselves or others at risk. This task may need to be accomplished by trained emergency services personnel.
9. Implementing building and parking area access control measures.
10. Ensuring student assembly areas are physically safe.
11. Distributing supplies to student and staff assembly areas.
12. Assisting officials in damage assessment.
13. Assisting administrators in recovery procedures.

C. Classroom Teachers

Classroom teachers shall have primary responsibility for all tasks related to student control, protection, and release. The various responsibilities they must assume or delegate include:

1. Evacuation/Lockdown - Directing and supervising students either in the classroom or en route to a pre-designated safe area within the school or to an off-site evacuation shelter.
2. Student Assemblies - Maintaining order while in the student assembly areas.
3. Student Accounting – Verification of the location and status of every student in their charge. Report to the principal or designee on the condition of any student that needs additional assistance.
4. Remaining with assigned students throughout the duration of the emergency, unless otherwise assigned through a partner system or until every student has been released through the official student release and re-unification process.

D. Counselor/Psychologist

The school counselor and psychologist shall have the primary responsibility for all tasks related to both the psychological triage of students and the provision of medium to long-term personal supports to those affected by the crisis.

A counselor or Psychologist will be involved at the discretion of the principal and the community elders.

The various responsibilities they must assume or delegate include:

1. Identifying students who have been directly involved in and/or exposed to the crisis.
2. Identifying students who are considered at high risk due to other factors.

3. Coordinating a school wide screening to assess students requiring psychological first aid.
4. Arranging for a parent information sheet detailing the normal and problematic reactions students may exhibit after a crisis.
5. Beginning to intervene with students identified as being of low to moderate risk.
6. Continuing to provide medium and long-term personal support to students as the need for such assistance is identified.
7. Providing outreach personal support services as deemed necessary.
8. Working with and involving external mental health professionals when necessary.
9. Facilitating or assisting with debriefings of staff during and after the crisis incident.

Visitor Access Policy

External access to the building should be restricted. Fire codes require exit doors to open freely from the inside, but entrance into the school should only be permitted through designated doors.

All visitors should be accompanied by either school staff, or trusted community member.

All school staff should be aware of the visitor policy. An unknown person wandering the halls should be questioned as to what the purpose of their visit, or whom they are seeking. If this is not possible, or there is resistance or personal threat, do not challenge the person – contact the principal immediately and request assistance.

Emergency Communication

Communication is a critical part of crisis management. School staff members and students must be told what is happening and what to do. Parent(s)/guardian(s) of students and families of staff members must be informed about the situation, including the status of their child or family member.

Maintaining timely contact with the RCMP and other emergency services is necessary for effective response.

Internal Communication

All staff should be briefed on the methods to be used to inform staff about an emergency as follows:

- For general meeting of the Emergency Response Team, the following code has been established for PA announcements. The members of the Emergency Response Team should meet immediately in the principal's office, or another agreed upon location. Any students under supervision at the time of the announcement should be placed under the supervision of another staff member.

External Communication

The principal, or designate, should make an attempt to notify all staff members in case of an emergency, school closure, or unanticipated occurrence.

In the case of an emergency parent(s)/guardian(s) must be notified as early as possible. If they cannot be reached via the communities' internal telephone system, a member of staff must be dispatched by the principal for the purpose of notifying them.

Emergency Accommodations

Relocation in the Community

The school must have a plan in place should it become necessary to evacuate all school personnel for an emergency, during inclement weather or in other extremely adverse situations. All staff is to be made aware of this plan at the beginning of each school term. Copies of this emergency evacuation (housing) plan are to be forwarded to the head of the Wingham H. B. School Board for approval and implementation assistance.

Agreements and Reciprocal Agreements

The school should have an understanding with the community elders and members regarding the use of non-school facilities should such emergency arise. A reciprocal understanding should also be in place for the use of the school facility on the occasion of such an emergency on the colony.

Threat with a Weapon

- If a person enters the school yard and displays a dangerous weapon, it must be assumed that the students and staff are in danger.
- It is important to remain calm in an effort to minimize the degree of excitement and reduce the danger.
- DO NOT sound an alarm.
- If possible:
 - Alert the Principal
 - Call 911 following usual protocol
 - The principal should take as much control of the situation as soon as possible

If Weapon Discharges or a Violent Act Occurs:

- The head should use the PA System to inform staff and students that there is an emergency and that they should take defensive action immediately.
- Students should remain in washrooms/classrooms and should crouch under their desks. Teachers should lock classroom doors if possible.
- Those outdoors shall vacate the school area and seek protective cover. If there is no cover nearby, they should drop to the ground and remain still.

Everyone should remain in position until given the “all clear” by the principal.

Bomb Threats

Bomb threats are usually received by telephone, but sometimes by note or letter. Most bomb threats are made by callers who want to create an atmosphere of general anxiety or panic. All calls must be taken seriously and handled as though an explosive device is in the building. If you receive a note or letter, immediately contact the office. The Emergency Response Team will be notified using the code.

The person receiving the bomb threat is, as much as possible, to adhere to the questions outlined on the bomb threat procedure form and to make clear notes of the conversation.

The principal or designate is to be notified immediately.

The Police and EMS should be called immediately using another land-line or cellular phone.

All bomb threats are assumed to be real; they are to be considered a threat to students and employees. After police have been notified, you will be advised if evacuation is necessary. Follow the instructions given by emergency personnel.

The principal, or designate, upon assessing the situation, will either *take no action, or initiate action plans.*

If action is taken, the principal, or designate, will:

- Give instructions to have 911 called. Person must identify themselves and inform the operator that a bomb threat has been received.
- Notify community leadership if possible.
- Await the arrival of police
- Decide after consultation with police whether the building should be evacuated
- If evacuation is necessary, the principal shall:
 - Initiate the Wingham H. B. Evacuation Plan
 - No student or staff shall re-enter the building until advised to do so by the principal
- If relocation is necessary, the principal shall:
 - Advise staff and students and
 - Initiate the Wingham H. B. School Relocation Plan

Bomb Threat Telephone Procedures

When a bomb threat is received:

- Notify the principal immediately
- The police should immediately be notified
- Listen
- Be calm and courteous
- Let the caller talk as long as possible without interruption

- as much information as you can – ask a lot of question
- Take notes on everything said, and on your observations about background noise, voice characteristics, etc.

Questions to ask:

- Where is the bomb?
- Why is this being done?
- Did you place the bomb?
- What time will the bomb explode?
- What will cause the bomb to explode?
- What type of bomb is it?
- What does the bomb look like?
- Where are you calling from?
- What is your name?

Bomb Threat Emergency Form

Name of Recipient: _____
Position: _____
Phone Number: _____
Recorded Data: _____
Date of threat: _____
Time of threat: _____

Format of threat (letter, note, phone call): _____
Duration of Call: _____
Number at which the call was received: _____
Exact wording of threat: _____

Caller's Voice Characteristics:

- | | | | |
|------------------------------------|----------------------------------|------------------------------------|--|
| <input type="checkbox"/> Calm | <input type="checkbox"/> Deep | <input type="checkbox"/> Clearing | <input type="checkbox"/> Stutter |
| <input type="checkbox"/> Excited | <input type="checkbox"/> Angry | <input type="checkbox"/> throat | <input type="checkbox"/> Ragged |
| <input type="checkbox"/> Soft | <input type="checkbox"/> Slow | <input type="checkbox"/> Heavy | <input type="checkbox"/> Familiar |
| <input type="checkbox"/> Laughing | <input type="checkbox"/> Loud | <input type="checkbox"/> breathing | <input type="checkbox"/> Cracked |
| <input type="checkbox"/> Distinct | <input type="checkbox"/> Crying | <input type="checkbox"/> Nasal | <input type="checkbox"/> Accent: _____ |
| <input type="checkbox"/> Lisp | <input type="checkbox"/> Slurred | <input type="checkbox"/> Rapid | <input type="checkbox"/> Sex M or F |
| <input type="checkbox"/> Disguised | <input type="checkbox"/> Raspy | <input type="checkbox"/> Normal | <input type="checkbox"/> Age: _____ |

Was the caller's voice familiar? _____

Who did it sound like? _____

Was the caller familiar with the school? _____

Language & Tone

- | | | | |
|-------------------------------------|--------------------------------------|--------------------------------|--|
| <input type="checkbox"/> Foul | <input type="checkbox"/> Incoherent | <input type="checkbox"/> Taped | <input type="checkbox"/> Message read by threat make |
| <input type="checkbox"/> Irrational | <input type="checkbox"/> Well spoken | | |

Background sounds:

- | | | | |
|--|--|---|---------------------------------------|
| <input type="checkbox"/> Static | <input type="checkbox"/> Clear | <input type="checkbox"/> Street noises | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Music | <input type="checkbox"/> Motor | <input type="checkbox"/> Animal noises | |
| <input type="checkbox"/> Voices | <input type="checkbox"/> PA System | <input type="checkbox"/> House noises | |
| <input type="checkbox"/> Factory machinery | <input type="checkbox"/> Long Distance | <input type="checkbox"/> Office machinery | |

Fire or Explosion

Fire in the School:

- On discovery of a fire emergency, activate the nearest fire alarm to alert others.
- Call the fire department (911), and report location of fire. (see emergency numbers)
- Use appropriate fire extinguisher to put out fire.
 - Fire extinguisher instructions:
 - P – Pull safety pin from handle
 - A – Aim (nozzle, cone, horn) at base of fire
 - S – Squeeze the trigger handle.
 - S – Sweep from side to side (watch for reflash)
- For larger fires, get out, close doors, and confine fire as much as possible (the Evacuation Plan shall go into effect.).
- If clothing catches fire, STOP...DROP...ROLL.

When a fire alarm is activated:

If caught in smoke: Drop to hands and knees and crawl; hold breath as much as possible; breathe shallowly through nose and use blouse, skirt, or jacket as filter.

If forced to advance through flames: Hold your breath; move quickly. Cover head and hair; keep head down and eyes closed as much as possible.

Evacuation

Determine in advance the nearest exit to your work location, and the route you will follow to reach that exit in the event of an emergency. Also establish an alternate route to be used in the event your first route is blocked or unsafe to use.

1. Follow instructions of emergency personnel.
2. Do not rush or crowd; use hand rails in stairwell – stay to the right.
3. Move to your evacuation point
4. Assist people with disabilities.

Evacuation of the building:

1. If the Principal deems it necessary, the Relocation Plan shall be implemented.
2. Move away from the building quickly.
3. Watch for falling glass.
4. Do not talk to the media. If asked questions, refer them to your principal. Wrong or partial information can cause larger problems.

5. If you have evacuated the building, DO NOT return until you are notified that it is safe to do so.
6. The students and staff shall wait in the assembly area for the arrival of the fire department.

Chemical Spills

- Alert the Principal, or designate.
- The head upon assessing the situation will either initiate action or take no action.

If action is taken, the head will:

- Give instructions to have 911 called. Person must identify themselves and inform the operator that a chemical spill has occurred.
- Notify community leadership if possible.
- Ensure that students and staff remain clear of contaminated area.
- Determine whether services need to be cut off (e.g. fans, etc.).
- Await the arrival of police
- Determine whether students should be relocated to a safer section of the building, evacuated from the building, or relocated to another site.
 - If relocation within the community is necessary, staff and students shall be advised and shall follow the H. B. Relocation Plan.

Weather Related Emergencies

When the principal determines that normal school operations must be suspended due to inclement weather conditions, the following actions must be taken:

Prior to school opening:

- The principal will notify all staff members, by 7:00 am if possible.
- Together with the teachers, the principal will notify all school parents of the school cancellation.
 - The community PA system could be utilized for this purpose.

During school hours:

If the Principal determines that weather conditions pose a threat to students and staff while school is in session:

- Together with the teachers, the principal will notify all school parents of the school cancellation.
- The principal will decide either to retain or dismiss staff and students.

PLAN A (Retention)

- Principal will inform staff of situation.
- Classes will carry on as normal for remainder of school day.
- Teachers will remain with students until given directions otherwise.

PLAN B (Dismissal)

- Principal will inform staff and students of dismissal.
- All extra-curricular activities will be canceled.
- Parent(s)/guardian(s) will be notified of closure, and told when to expect their children.

Evacuation Plan

The school's established evacuation location is: **The community kitchen**.

This site is suitable for providing both long and short term shelter in many different situations.

The following planning decisions will be executed in the first two hours:

- The principal, or designate, will give instructions to evacuate building. This will be done verbally or with the PA system.
- Evacuation routes and assembly points, previously established and posted in each room, will be observed.
- In the case of injured student(s) who cannot move, the principal, or designate, shall remain.
- All students will be identified and monitored by the teacher in charge of them upon arrival at the relocation site.
- The external communication procedures shall be enacted.
- The principal, in consultation with the emergency services personnel, the Police, and Board Chair if necessary, will determine if the school is safe to return to following the evacuation.

Generic Crisis Checklist

DAY 1

In the event of a serious accident, sudden death, or similar events:

- Direct staff and others not to repeat information until verification is obtained.
- Notify the Division Crisis Response Co-ordinator and the Superintendents.
- Convene the School Crisis Response Team and assign duties.
- Inform the closest friends of the victim(s) and provide support.
- Prepare a formal statement or announcement.
- Announce the time and location of the emergency staff meeting.
- Identify those students, staff and parents likely to be most affected.

- Assess the need for additional divisional and community resources.
- Make an official announcement preferably by an announcement read by the classroom teacher and then discussed with their students.
- Hold an emergency staff meeting.
- As needed, assign team members and other staff to monitor school grounds; notify parents, support staff and feeder schools; provide support to staff; collect student belongings and withdraw student from school rolls.

DAY 2

- Hold a staff meeting before school and provide an update on any additional information or activities. Review the ‘Memorial Services for Schools Guidelines’.
- In case of death(s), provide visitation and funeral information if the affected family has given permission.
- Identify students in need of follow-up support and assign staff members to monitor the most affected students:
 - a. co-ordinate any ongoing counseling support for students on campus;
 - b. Announce ongoing support for students with place, time and staff available.

Staff Meeting

At the first staff meeting during the crisis:

- If possible, have a person familiar with crisis debriefing involved in the meeting. Ideally, this person should be trained in Critical Incident Stress Management (CISM).
- Pass around a photograph of the deceased/injured student to familiarize staff with the student.
- Review the facts of the crisis and dispel rumours.
- Help staff members process their responses to the situation.
- Describe the feelings that students may experience and suggest how teachers might handle specific situations (see handout in Appendix).
- Provide guidelines for helping students who are upset.
- Encourage teachers to allow for expressions of grief, anger, etc., in the homeroom or class in which the announcement is received or in other classes throughout the day. Emphasize the acceptability/normalcy of a range of expressions. The guiding principle is to return to the normal routine as soon as is reasonable within each class and within the school. The structure of routine provides security and comfort to all members of the school community.
- Encourage staff to dispel rumours whenever possible and discourage any “glorification” of the event (especially in cases of suicide).
- Set a staff meeting for early the next morning (allow for at least 30 minutes) to review procedures and debrief. If the crisis occurs on a Friday, call the meeting for the following

Monday morning. A weekend planning meeting of the School Crisis Response Team will likely be needed.

Immediately Following Resolution of the Crisis:

- Convene the School Crisis Response Team for a operational debriefing as soon as possible:
 - Discuss successes and problems;
 - Discuss things to do differently next time.
- Allow staff the opportunity to discuss feelings and reactions.

Long-Term Follow-up and Evaluation

- Provide a list of suggested readings to teachers, parents, and students.
- Amend the School Crisis Response Plan as necessary.
- Write thank-you notes to out-of-building division and community resource people who provided (or are still providing) support to those affected by the crisis.
- Be alert on crisis anniversaries and holidays. Often students will experience “anniversary” grief reactions the following month or year on the date of the crisis, or when similar crises occur that reminds them of the original crisis. Holidays, too, often are difficult for students who have experienced loss.

Crises Requiring Limited School Involvement

If a school principal or other school crisis response team member is notified of a crisis during the summer or extended school break, the response usually will be one of limited school involvement. In that case, the following steps should be taken:

1. Institute the telephone tree to disseminate information to School Crisis Response Team members and request a meeting of all available members.
2. Identify close friends/staff most likely to be affected by the crisis. Keep the list and recheck it when school reconvenes.
3. Notify staff or families of students identified above and recommend community resources for support, as appropriate.
4. Notify general staff by letter or telephone with appropriate information.
5. Provide update at the staff meeting held prior to the re-opening of school.
6. Be alert for repercussions among students and staff. When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures. Some type of public acknowledgement (e.g., moment of silence, etc.) may be considered.

Post-Crisis Debriefing

The demands of responding to a crisis are intense and place the staff, regardless of training or previous experience, under a great deal of stress. Crisis team members and often the entire school staff that have been involved in a crisis will need the opportunity for formal “debriefing”, preferably with the Division Crisis Team coordinator or an external person if the Coordinator has been heavily involved in responding to the crisis. If possible, the leader of the debriefing should be trained in Critical Incident Stress Debriefing (CISD). The debriefing is an opportunity to express feelings and receive emotional support.