

Emergency Response

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Emergency Drills Policy

At Flex Academy, we value the safety of staff and students. We practise fire, earthquake and lock down procedures each year to help keep us prepared in the case of an emergency.

Drill Type and Frequency:

- Earthquake Drills - 1x per year (See document [ShakeOut BC](#))
- Fire drills - 6x per year
- Lockdown Drills - 3x per year (see the [Code Yellow](#) and [Code Red](#) handouts)
- Handout
- Silent Drills - in addition to the above, we also do “Invisible Drills” each year to observe and learn from previous incidents

Earthquake Safety

- When an earthquake occurs, your first warning may be a swaying sensation if you’re in a building, a sudden noise or roar. Next, vibration, quickly followed by rolling up, down, sideways, or rotating. It may last a few seconds or could go on for a few minutes. Be prepared for aftershocks as well.
- We can’t prevent an earthquake, but we can:
 - Be prepared to minimize injury
 - Be prepared to minimize damage to your home
 - Be prepared to survive afterwards for at least 72 hours without help
- Flex participates in the Shakeout safety drill once per school year. During these drills, students learn safe and dangerous places to go during an earth quake:
 - Safe: under heavy tables or desks, inside hallways, corners of rooms or archways
 - Dangerous: near windows or mirrors, under any objects that can fall, the kitchen – where the stove, refrigerator or contents of cupboards may move violently, doorways – because the shaking may slam the door on you.

Family Resources

ShakeOut BC [Resources](#)

Video: [Making a Family Emergency Plan](#)

BC Hydro [72 Hour Emergency Kit Tips](#)

BC Government [Prepare Your Home Tips](#)

Fire Safety

Flex Academy is equipped with fire safety equipment as a first line of defence if a fire should occur on campus. Fire equipment includes equipment to both warn you in the event of a fire and helps you extinguish a fire. These include the following:

1. Smoke alarms
2. Fire extinguishers
3. Carbon monoxide alarms
4. sprinklers

Flex Staff and Admin will follow the [**Flex Academy Fire Drill procedures**](#) for the Elementary and Middle/High School buildings.

During a Fire Drill:

- Calm Exit
- Doors Closed and Unlocked
- Lights Out
- Safety Locations
- Calling Names
- Fire Slips

Fire Drill Responsibilities

- Basement - J'aimee - Downstairs Sweep
- Gym Building - Terry & Gayle - Gym and Upstairs Sweep
- Admin help with sweeps depending on what building they are in

Family Resources

Canadian Red Cross: [**Planning for and dealing with house fires**](#)
[**National Fire Protection Association**](#)

Resources for kids: [**Sparky the Fire Dog**](#)
[**Office of the Fire Commissioner Links**](#)

Lockdown Procedures/ Drills

Student and teacher preparedness in case of an emergency. Reminder to:

1. Front load information to all involved prior to a drill to help prepare and keep everyone calm.
2. Restrict all student cell phone use to keep communication lines clear between you, teachers, admin/directors as necessary. Important for students to not to utilize their cell phones for calls or for text messaging, and to put their personal phones to "silent mode" during a lockdown drill or situation.

Hold and Secure (Code Yellow) Drills Internal threats (eg Altercation in the hall)

1. Retrieve students
2. Local doors closed and locked but open for a knock
3. Business as usual in class
4. No changing classrooms until all clear on Zoom

Hold and Secure (Code Yellow) External threats (threat outside the buildings or closed to the property)

1. Retrieve students from halls/outside
2. Take attendance and report to the office on Zoom who is missing
3. External and internal doors locked
4. No one in or out of classrooms
5. No moving classrooms for classes
6. Do not evacuate if the fire alarm goes off. Wait for instructions.
7. Business as usual - no need to be quiet in class
8. Ends when first responders or admin dismiss in person or over Zoom
9. Admin/managers escort to the bathroom

Hold and Secure Communication

1. Staff Communication
 - a. Zoom Call (will ring)
 - b. Zoom alert message
2. Student Communication:
 - a. Keep things running normal in class
 - b. Minimal and calm communication
 - c. Attendance sent to office
3. Await updates via Zoom

Hold and Secure Responsibilities

1. Basement
 - a. Shawna - Manage Zoom alerts & questions
 - b. J'aimee Lock the Upstairs door by Kindy Playground
 - c. Theresa/James Lock Main KCCS Doors
 - d. Ryan Cover the Village Room and lock those doors
 - e. Bri Sweep JrK, K, and Gr. 1 Rooms
2. Gym & Upstairs
 - a. Gayle - Lock Gym Entrance Doors and Monitor
 - b. Gayle - Sweep downstairs bathrooms
 - c. Danita - Lock the Rear Entrance Doors
 - d. Terry - Sweep of Upstairs Hall and Mezz and Gym, sending students to classes

Hold and Secure Other Procedures

1. All students stay or go into their classroom.
2. Regular classroom activity continues.
3. The coordinator ensures all exterior doors are locked.
4. Supervision at all entrances may be heightened.
5. Classroom teachers close windows and blinds, lock the door, take and submit attendance, and recording any additional persons in the room.
6. Students can do quiet seatwork, ensuring that all announcements can be heard. Do not open doors (no bathroom/water fountain breaks).
7. Students are escorted to parents for pickup at the day's end if an area threat is still present.
8. Wait for the all-clear via Zoom

Full Lockdown Procedures

Internal Threat - Locks, Lights, Out of Sight

1. Retrieve Students - pull them from the hall
2. If not in the classroom - go behind the closest locking door
3. Silence and out of sight
4. Attendance and zoom who you have with you and where you are
5. Doors don't open for anyone
6. Don't cover windows/door
7. Do not lock perimeter doors
8. Ends when first responders or admin dismiss in-person

Lockdown Communication

1. Staff Communication
2. Same as Secure
3. Student Communication

4. Age appropriate
5. Transmit Calm
6. Older students - tell what is going on and why in a lockdown
7. Manage student texting and tell students to tell their parents to not come to the school

In any lockdown situation, Teachers must immediately:

1. Assemble students into classrooms
2. Close and lock doors and windows and turn off lights
3. Have students sit silently out of sight lines
4. Take attendance. Zoom the office to report all present or in the case of a missing child.
5. Wait for further instructions or information by intercom.
6. Do not exit classrooms or make washrooms trips until directed to by principal or acting principal.

Evacuation

1. In a Parent Facilitated Evacuation - Parents are contacted en masse and teachers are given instructions on where to take students for a drive-thru pick-up
2. In a Staff Facilitated Evacuation - Students are walked to Willow Park Church or EnergyPlex Complex

Emergency Management System

1. Flex will create an emergency management system in accordance with the [**Emergency Management Planning Guide**](#)

Emergency in General Community Locations

Emergency encountered during a Field Trip

1. Families will sign field trip forms that:
 - a. Include inherent risks and complete waiver forms as appropriate
 - b. As indicated in the event planning steps, ensure access to
 - i. Student medical and safety forms
 - ii. Student support forms
 - iii. Legal Alert information
 - iv. Emergency contact information for each child
 - v. Photo waiver information
 - c. Ensure students adhere to the related School Policies and Procedures
 - d. Ensure students adhere to the Emergency Protocols and Procedures
2. Flex Staff Field trip supervisors ensure a First Aid kit is either available on-site or taken along.
3. Parent accompaniment may be recommended for full student experience and extension of learning.
4. Parents are responsible for the care and supervision of their child(ren) at all times if accompanying their child on a field trip.

In the rare event that an accident or emergency occurs while transporting students, Flex Staff Field trip supervisors will:

1. Account for all students.
2. Release students only to parents, guardians or authorized representative and record name to whom students were released.
3. At the scene, not discuss with any onlookers. Never speculate about what happened. Never accept or place blame.

In all of the above scenarios, it is important to complete an **accident** or **incident** report should the need arise.

Lockdown Types

This page provides information on various types of lockdowns and the applicable procedure to adhere to accordingly.

1. Full Lockdown (Code Red) – This scenario involves a serious threat that requires immediate action.
2. Internal Threat – This threat exists when the danger is inside of the school or campus. **The goal** of preventing an internal threat is to keep everyone safe until the threat is completely removed.
3. External Threat – This type of threat occurs outside of the school building or campus. **The goal** of preventing an external threat is to prevent the threat from entering the school or campus.
4. Hold and Secure or Shelter in Place - This is the title of procedure to follow when a Code Yellow protocol is needed.
 1. Hold and Secure is used when there is a security or safety concern in the community.
 2. Shelter in Place is the terminology used when an external health hazard has occurred, where building evacuations are not recommended.
5. Drop, Cover, and Hold- On! Used in the event of any event that shakes the building.

Lockdown Procedures

Full Lockdown and Hold and Secure signals may vary according to location. All instructors and students should be aware of what the signal is and respond accordingly.

“ Reminders:

- Call Flex Director or Assistant Director. Await and follow further direction
- Do not speak to the media
- Freeze all outgoing messaging; restrict all student cell phone use (put to silent mode) to keep communication lines open for all leaders involved.
- Flex Directors or Heads of School to review follow up email to parents prior to sending and determine next steps.
- Follow-up with [incident report](#) and action points as determined together with team involved

Student Protocol:

- Alert a faculty member or staff if you know that someone is simply pulling a prank.
- Remain quiet, still, calm and alert. Follow all instructions.
- If the first to see a threat, call 911 and then put cell phone on silent while Adult in Charge directs further protocols.

Full Lockdown (Code Red)

Definition: Used if an immediate, local physical threat to staff and students

Examples: Intruder in the building, active shooter, hostage situation, or riots.

Flex Director or Teacher in Charge calls 911. Follow [VTRA Imminent Threat Protocol](#).

Teachers must immediately:

1. Assemble all students in the vicinity into the closest secure location i.e. classroom, storage room, nearby shelter or building if out-of-doors.
2. Close and lock doors and windows, close blinds and turn off the lights. Do not open doors; do not exit rooms or make washroom trips until directed to by Coordinator, Adult in Charge or local authority.
3. Flex Directors ensure all exterior doors are locked.
4. Students need to go to corners of the room away from visible sight and shooting lines (unseen from windows or doors). If a windowless storage room or shelter is available, go in there. For those in the gym, go into the equipment storage room.
5. Stay silent and out of view. All classroom activities cease.
6. Do not open doors for anyone or allow anyone to leave. Do not open door if fire alarm sounds unless there is physical evidence of fire.
7. Classroom teachers take attendance. Call or text Flex Director, Assistant Director or Heads of School. Use methods available such as text, zoom or WhatsApp group as applicable.
8. Flex Directors or Heads of School to update pertinent information to adults on-site.
9. All Flex staff not in a classroom should be in a secure location.
10. Two people announce 'Code Green - all clear' three times when the threat has been resolved. Eg. Flex Director or Head of school, and an authorized identified Police Officer.
11. Students are escorted to a parent or guardian for pickup at the end of the school day if the threat persists, but not before a code green is announced.

Code Yellow

Hold and Secure

Definition: Used if there is a security or safety concern in the neighbourhood.

Examples: Police Incident in the area or wild animal in the vicinity.

Shelter in Place

Definition: External health hazard has occurred, where building evacuations are not recommended.

Examples: Earthquake or local downed powerline.

Follow VTRA Non-Imminent Threat Protocol. Flex Director calls non-emergency RCMP phone line or 911.

1. Announce "This is a Code Yellow Lockdown" and repeat 3 times.
2. All students stay or go into their classroom.
3. Regular classroom activities continue
4. Flex Directors ensure all exterior doors are locked.
5. Supervision at all entrances may be heightened
6. Classroom teachers close windows and blinds, lock doors, take and submit attendance, also recording any additional persons in the room.
7. Students can do quiet seatwork, ensuring that all announcements can be heard.
8. For Portables, do not open doors (no bathroom/water fountain breaks).
9. Minimal Bathroom/water breaks for all other classes except those where bathrooms attached to the classroom.
10. Flex Directors or Heads of School to update pertinent information to adults on-site.
11. Do not leave the building until directed by administrators or police.
 - a. Announce 'Code Green - all clear' three times when threat has been resolved (eg. police and a Flex Director or Head of School).
 - b. It is recommended at that time that students be escorted to parent when picked up.

Drop, Cover, and Hold-on!

Definition: Used in the event of any event that shakes the building.

Examples: an earthquake, an explosion

If indoors and table/desks are available:

1. **Drop** to the ground
 1. Take **Cover** underneath a desk or table. Stay away from windows, light fixtures, and suspended objects. Face away from the windows.
 2. **Hold-on** to something, such as the legs of the table you are under and stay there until the shaking stops.
2. When the shaking stops, count for 60 seconds. Wait for directed response: **Hold and Secure** (when external hazards make leaving the building not advisable) or Evacuation.
3. If evacuated, follow evacuation procedures. Remain outside in the muster area and await further instruction. DO NOT re-enter the building.
4. Flex Directors in collaboration with Heads of School will determine next steps and will follow-up accordingly.

Other Situations that may be Encountered

This page provides information on other situations that may be encountered such as general de-escalation and first aid protocols.

De-Escalation Procedures

1. Work in pairs, whenever possible.
2. Assess the situation as you approach.
3. Ensure you have a clear exit.
4. Model calm and confidence. Don't demand it from the angry or hostile individual.
5. Identify your name and/or position.
6. Watch the periphery of the area (for weapons, other perpetrators, help arriving, etc.)
7. Keep your hands free.
8. Listen, listen, listen - let them talk.
9. Let them 'save face'.
10. Maintain casual eye contact.
11. Keep a barrier between you and the individual when possible.
12. Let them leave.
13. Document the incident and report to the Coordinator or Adult in Charge.

First Aid

Level A - Minor Injury

1. Minor injuries such as a scrape, minor cut, bruising, etc. may be treated by any Adults in Charge. Supplies (band aid, ice pack) are available on location as arranged.
2. Mention to Coordinator and Adult in Charge.
3. Inform parent and follow-up with family as needed.

Level B- Major Injury

Examples: suspected concussion, sustained bleeding, suspected fracture/ broken bone

1. Inform Flex Director or Assistant Director
2. Refer to qualified adult participants or personnel to assess the situation as needed.
3. Flex Director or Assistant Director to complete an [Accident Report](#) including witness or attendant accounts
4. Inform parent and follow-up with family as necessary.

Level C- Medical Emergency

Examples: Seizure, unconscious/unresponsive, anaphylactic response

Teacher or Supervising Adult:

1. Call 911 if student is unresponsive
2. Attend to Student care as needed

3. Inform First Aid Attendant, Flex Director, or Flex Assistant Director
4. Await and direct Emergency Medical attendants to the location
5. Follow directions of care given by First Aid attendant
6. Issue appropriate emergency procedures to ensure that students are not unnecessarily exposed to trauma (eg. clear room/area).
7. Remain calm and reassure students that all possible actions are being taken to care for the injured or ill person and to protect others.
8. Rejoin your students as soon as possible.
9. Account for all students and remain with them.

Flex Director or Assistant Director to:

1. Ensure all students have required care and adult supervision.
2. Secure area for follow-up investigation if needed.
3. Together with First Aid attendant, complete an [Accident Report](#)
4. Inform parent and follow-up with family as necessary.

School Administration will follow up as needed

Exposure to Blood or Bodily Fluid

What is exposure? Exposure is an accident which results in a break of the skin or exposure to blood or infectious bodily fluids by the mucous membranes of the eyes, inside the nose, or inside the mouth.

What fluids are potentially infectious? All bodily fluids are potentially infectious, particularly blood, semen, fluids issuing from a wound, body cavity or infectious site, and any body fluid visibly contaminated with blood.

The following incidents are potentially harmful:

1. Skin is punctured with a contaminated sharp object.
2. The mucous membrane is splashed with blood and certain body fluids.
3. Non-intact skin is splashed with blood and certain body fluids.

If any of the above exposure incidents occur, follow these steps:

1. Get first aid immediately:
 1. If the mucous membrane of eyes, nose, mouth are affected, flush with lots of clean water at a sink or eyewash station.
 2. If there is a sharps injury allow the wound to bleed freely. Then wash the area thoroughly with non-abrasive and water.
 3. If an area of non-intact skin is affected, wash the area with non-abrasive soap and water.
2. Report the incident as soon as possible to your supervisor and first aid person.
3. Seek medical attention immediately- preferably within two hours at the closest hospital ER or healthcare facility.
4. **Please do not touch!** Contact the appropriate facility or venue personnel for proper clean-up.

Overdose- Opioid

Call 911 if you suspect an overdose, the sooner you call the better the chance of recovery. While you are waiting for first responders to arrive, follow SAVE ME protocol.

- **S** - Stimulate. Check if person is responsive; can you wake them up?

- **A** - Airway. Make sure there is nothing in the mouth blocking the airway or stopping them from breathing.
- **V** - Ventilate. Help them breathe. Pinch nose, cover mouth with mask and breath every 5 seconds.
- **E** - Evaluate. Do you see any improvement?
- **M** - Muscular injection. Inject one dose (1cc) of naloxone (if available) into a muscle.
- **E** - Evaluate and support. Is the person breathing? If they are not awake in 5 minutes, give one more 1cc dose naloxone.

If you need to leave the person alone for any reason, place them into the recovery position before you leave to keep the airway clear and prevent choking.

- Turn onto the side.
- Place patient's hand under the head to support the head.
- Place top leg slightly in front of the leg touching the ground, and place the knee to the ground to prevent the body from rolling onto the stomach.

Violent Threat Risk Assessment (VTRA)

This page provides information to help assess whether a threat is Imminent or Not Imminent and the protocol to follow accordingly.

A **threat** is an expression of intent to do harm or act out violently against self, someone else or something. Threats may be verbal, written, drawn, posted on the Internet or made by gesture. Threats are serious, and it is important to determine whether or not a threat poses imminent risk.

- Assess situation
 - Imminent Threat
 - If weapon involved or serious/plausible threat within the building
 - Not an Imminent Threat
 - Outside the building
 - Threats, threat-related, or worrisome behaviour indicating potential harm to self or others (speech, action, assignments, etc) is serious but **not** imminent. Please discuss with your Administrator to help assess and determine next steps.
 - [Sample](#) Threat Assessment Protocol (SD35) flowchart page 12

General information applicable to the above:

1. Immediately contact your Administrator who will then follow-up as needed.
 - a. This would include suicidal behaviour or self-harm, violent threat toward student, staff or school, sexual assault, pornography.
 - b. Threats can take the form of written assignments, art, spoken words, text messages, photos, or online social media postings.
2. If a cell phone with a threat is confiscated, remove the SIM card, or immediately turn the phone to airplane mode.
3. Turn the phone into an administrator. **Do not take screenshots or forward photos which could be considered pornographic material.**
4. Reminder to also complete an [Incident Report](#) and follow direction from Flex Directors.

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Reminder for threat protocol and all lockdowns:

- Do not speak to the media
- Freeze all outgoing messaging; restrict all student cell phone use to keep communication lines open for all leaders involved.
- Put all cell phones to “silent mode”
- Await and follow further direction
- Director and/ or Heads of School to review follow up email to parents prior to sending and determine next steps.
- Follow-up with incident report and action points as determined together with team involved

Imminent Threat Protocol

This protocol is for addressing threats that are immediate or imminent, where there is a clear and present danger to students or personnel.

1. Call 911
2. Adhere to the Lockdown procedures (Code Red) as outlined below
3. Call the Director or Assistant Director of Flex as soon as possible to alert them of the scenario
4. Ensure all physically present are safe and calm
5. Adhere to Police and HoS direction
6. Return to class or escort students to parent for pickup when indicated safe to do so
7. Complete an [Incident Report](#) and follow directions from the Director.
8. Send draft general parent email communication to Heads of School and Flex Director(s) for review/ approval
 - Upon approval, send general parent email communication
9. Flex Director(s) with Heads of School, will together determine next steps, possibly including:
 - Initiation of Student at Risk Team
 - Further investigation with other authoritative bodies if warranted
 - Follow-up and debriefing if and when safe to resume classes
 - Email specific communication to parents and students and re-entry considerations for all involved (this is in addition to general email communication above, if deemed necessary).

Stranger on the Premises

Teacher or Supervising Adult:

1. Do not compromise your own safety or the safety of students.
2. Assess the situation as you approach, keeping your distance.

If the stranger's behaviour is NOT threatening:

1. Ask if they need assistance.
2. Direct the stranger to the appropriate supervisor, monitor or escort them accordingly.
3. Notify a Flex Director immediately; report the stranger's location and description.

If the stranger's behaviour appears THREATENING but has not escalated to violence:

1. Notify a Flex Director immediately
 - a. Report the stranger's location and description.
 - b. Call 911
2. Keep a safe distance.
3. Follow instructions from the appropriate supervisor.
4. Adhere to the *Not an Imminent Threat Protocol*.

If you see a violent/armed and dangerous stranger within the premises:

1. Initiate a Full Lockdown (Code Red) and adhere to the *Imminent Threat Protocol*.
2. Call 911 and proceed as indicated above

Not an Imminent Threat Protocol

If threat exists nearby, within the vicinity or community:

1. The school will Contact our local police liaison for further information/ advisement. If unknown, contact a Flex Director or Head of School for further instruction.
2. Adhere to the Hold and Secure procedures outlined below or continue as directed.

During and following a threat, steps include:

1. Keep your teachers informed of the developments to help keep everyone calm.
2. During and/or Following, contact a Flex Director to discuss and determine course of action.
3. At the end of the day, escort students to their respective parent/ guardian.
4. Submit an [Incident Report](#)
5. Flex Director(s), with Heads of School, will determine next steps, possibly including:
 - a. Initiation of Student at Risk Team
 - b. Further investigation with other authoritative bodies if warranted
 - c. Follow-up and debriefing if and when safe to resume classes
 - d. Follow-up communication/email to parents will be drafted in conjunction with Flex Admin and approved by HoS prior to distribution to families.