



SEMINARY OF CHRIST THE KING

Emergency Management Plan

SEMINARY OF CHRIST THE KING
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Objective

This Emergency Management Plan (EMP) documents the process that the Seminary of Christ the King (SCK) will utilize to manage crises and potential crises. The EMP applies to SCK as an institution.

The objective of this plan is to ensure that any incident with apparent crisis potential (that is, a major incident) is quickly recognized and effectively managed. The SCK CMP documents the framework that SCK will use to prepare for, respond to and recover from emergencies and disasters.

Purpose

Designed to be functional and executable, the SCK CMP will enable staff, faculty, and their emergency management partners, to deal with a broad spectrum of emergencies, incidents, and disruptions. Through preparation and planning for various types of emergencies, the Seminary can protect the safety and wellbeing of the SCK community.

Due to the wide variety of potential crises at the Seminary, this plan provides a management structure, key responsibilities and a general procedural guide for determining when a crisis response is required and what happens when the crisis concludes. There is no clear direction on timelines for this as each event will be unique in terms of occurrence, context, duration, safety and security issues, and impact on the seminary's infrastructure, core business and its strategic objectives.

This plan is intended to:

- provide guidance for response and coordination in the event of a disaster;
- establish the incident response system and stakeholder partnerships for clear communication;
- outline roles and responsibilities in the event of an emergency.

Scope

This plan describes a management process designed to respond to a range of campus incidents which have escalated, or have the potential to escalate, to crisis. The SCK EMP applies to the Seminary campus and includes the Abbey monastery, the Church, the guesthouse and the farm.

Emergency Response Priorities

SCK's emergency response priorities are to:

1. Provide for the safety and health of all responders.
2. Save lives.
3. Reduce suffering.
4. Protect public health.
5. Protect community life and liturgy.
6. Protect infrastructure.
7. Protect property.
8. Protect the environment.
9. Reduce economic and social losses.

These priorities are issued to support decision making through the response. These priorities adhere to those established by the Government of British Columbia as outlined in the *British Columbia Emergency Management System 2016 (BCEMS)*.

Authority for this Plan

The Ministry of Post-Secondary Education and Future Skills requires the Major Seminary to have an emergency management plan in order to maintain the Education Quality Assurance designation (EQA).

As an independent school, the High School Seminary is created pursuant to the Independent School Act, which sets out the governance and funding of BC independent schools. The Office of the Inspector of Independent Schools, which is a part of the BC Ministry of Education, requires that independent schools comply with the enactments of British Columbia and the municipality or regional district where the schools are located. The office of the Inspector requires the High School Seminary to have an emergency management plan in place.

As an employer, Westminster Abbey is responsible, pursuant to the Workers Compensation Act and Occupational Health and Safety Regulation, for the safety of employees. The Workers Compensation Act, s. 115 (1) articulates that every employer must:

- a) ensure the health and safety of
 - i) all workers working for that employer, and
 - ii) any other workers present at a workplace at which that employer's work is being carried out, and
- b) comply with this part, the regulations and any applicable orders.

The overall authority for emergency and continuity response rests with the Abbot. Westminster Abbey has an Emergency Management Team (EMT), composed of representatives from the Seminary and Westminster Abbey, appointed by the Abbot. The EMT, when activated, is responsible for, and has the authority to make, strategic, financial, and policy decisions for SCK during an emergency.

Section 1: Emergency Communication Plan

1.1. Seminary Profile

The Seminary of Christ the King is located on a beautiful 80-hectare campus within the District of Mission. On campus there are two communities of seminarians – the Major Seminary, made up of seminarians from neighboring dioceses and the High School Seminary (Grades 9-12), made up of seminarians from across Canada and the United States.

The Seminary resides on the same grounds as Westminster Abbey, within the Archdiocese of Vancouver, B.C. The Abbey includes the monastery, the Church, an active farm and the guesthouse. The guesthouse includes private rooms and a guesthouse dining room that provides limited accommodations for overnight guests.

The Seminary provides residential accommodations along with recreational and community facilities. Classrooms are located in both the college residence and high school building. The college and high school seminarians each have their own dining room, with meals provided by the monastery kitchen. Student Chapels are located in both the Major and High School seminaries. The Major Seminary has private dormitory rooms with a private bathroom attached. There is a

common recreation room where seminarians gather for community activities. The High School Seminary has a common dormitory divided into three wings. There is a common bathroom and shower room, divided into stalls. There is also a common recreation room.

When in session, the Seminary, along with the Abbey and the guesthouse have an overnight population of anywhere between 50 – 100 people. Many day visitors also come up to the Abbey to view the gardens and take walks on the paths through the woods.

The area is surrounded by a mix of property types, including densely populated neighbourhoods, local retail shopping, schools and farmland. These communities are not part of SCK's infrastructure.

The area hazards include earthquakes, extreme weather events, and the potential threat of urban and wildland fires necessitating comprehensive emergency and disaster preparedness measures, including the provision of mass care services.

1.2 Emergency Management Team (EMT)

The Emergency Management Team (EMT) is established for a non-routine or major crisis and has the primary responsibility for the implementation and administration of the Emergency Management Plan and any associated procedures and rules.

The EMT:

- Provide strategic guidance and manage the operational response to an incident.
- The Chancellor empowers the Rectors to execute commitments and agreements related to necessary actions in response to a disaster.
- Briefs the SCK Board of Governors and Abbot's Council.
- Ensures a recovery process is established after a sustained response, conducts a post-incident review, and provides recommendations for managing future emergency/disaster events.
- Formulates policies related to staff and faculty attendance during an event, enacting these policies as required.

Chief Incident Commander (Abbot)

- Overall responsibility for the incident
- Sets priorities, makes decisions, and allocates resources
- Oversees all aspects of the response
- Delegates tasks to other roles and monitors their progress
- Establishes chain of command
- Mobilizes the EMT

Deputy Incident Commander

- Assists Incident Commander as needed

Monastic Community Incident Commander

The first person notified in the event of a Monastery emergency or critical incident.

- Notifies the Chief Incident Commander
- Collaborates with Emergency Management Team
- Directly manages all monastic community response actions
- Sets up Command Centre, in the event of a major emergency in which the Monastery has to be evacuated
- Directly manages all Monastery on-site operational response actions
 - Emergency Action Protocols (Evacuations, Lockdowns)
 - First Aid
 - Shelter and care
 - Search and rescue
- Ensures monastic community safety
- Coordinates the allocation of resources for monastic community
- Informs all members of monastic community
- Prepares written information for members of monastic community
- Ensures review of the plan and procedures after the event
- Arranges for monastic community debriefings
- Ensures professional counselling support is available to individual members of monastic community
- Provides appropriate resources and referrals for monastic community
- Provides monastic community members with information on leading discussions and managing concerns
- Provides monastic community members with a list of “at-risk” behaviours to monitor for
- Arranges individual and small group counselling for monastic community members, as required
- Sets up counselling centre with additional counselling personnel, if appropriate
- Provides monastic community members with information and support
- Ensures follow-up is available for monastic community members most affected by the critical incident

High School Seminary Incident Commander

The first person notified in the event of a high school seminary emergency or critical incident.

- Notifies the Chief Incident Commander
- Collaborates with Emergency Management Team
- Directly manages all High School Seminary response actions
- Sets up Command Centre, in the event of a major emergency in which the High School Seminary has to be evacuated
- Directly manages all High School Seminary on-site operational response actions
 - Emergency Action Protocols (Evacuations, Lockdowns)
 - First Aid
 - Shelter and care

- Search and rescue
- Ensures Seminary student safety
- Coordinates the allocation of resources for Seminary students
- Informs Seminary student families
- Prepares written information for Seminary students and families
- Supervises implementation of Seminary Student Release Plan
- Ensures review of the plan and procedures after the event
- Arranges for Seminary student and faculty debriefings

College Seminary Incident Commander

The first person notified in the event of a College emergency or critical incident.

- Notifies the Chief Incident Commander
- Collaborates with Emergency Management Team
- Directly manages all College Seminary response actions
- Sets up Command Centre, in the event of a major emergency in which the College has to be evacuated
- Directly manages all College on-site operational response actions
 - Emergency Action Protocols (Evacuations, Lockdowns)
 - First Aid
 - Shelter and care
 - Search and rescue
- Ensures College student safety
- Coordinates the allocation of resources for College students
- Informs College student families
- Prepares written information for College students and families
- Supervises implementation of College Student Release Plan
- Ensures review of the plan and procedures after the event
- Arranges for College student and faculty debriefings

Student Care Person

Ensures Seminary student needs are considered; arranges support services for students

- Provides teachers with information on leading class discussions and managing student concerns
- Provides teaching staff with a list of “at-risk” behaviours to monitor for
- Arranges individual and small group counselling for students, as required
- Sets up counselling centre with additional counselling personnel, if appropriate
- Sets up a Support Room for students who are not coping with being in the classroom
- Student Information and Support (Setting Up a Student Support Room)
- Ensures professional counselling support is available to individual students
- Ensures follow-up is available for students most affected by the critical incident

Staff Incident Commander

- Oversees staff duties; ensures staff needs are considered
- Keeps staff informed of developments and how to handle requests for information
- Is available to staff to address questions and concerns
- Assigns available support staff to areas where needed
- Ensures professional counselling support is available to individual staff
- Arranges for staff debriefings

Emergency Communications Commander

- Ensure the development of an Emergency Communication Plan
- Oversee communication response:
 - Approve communications before release
 - Liaise with community agencies as needed
- Serve as primary contact for media inquiries; Communicates with external agencies (if applicable) and relevant local community members
- Speak for the Seminary and monastery through news conferences and interviews
- Prepares written information for staff, monastic community member, external agencies (if applicable) and relevant local community members
- Keeps staff and monastic community members informed of developments and how to handle requests for information
- Is available to staff and monastic community members to address questions and concerns

Operations Section Chief

- Directly manages all on-site operational response actions
 - Emergency Action Protocols (Evacuations, Lockdowns)
 - First Aid
 - Shelter and care
 - Search and rescue
- Ensures student and staff safety
- Coordinates the allocation of resources

Planning Section Chief

- Gathers, analyzes, and distributes information
- Develops and updates action plans based on changing conditions
- Tracks progress and assesses the situation
- Documents incident information
- Anticipates future needs and scenarios to ensure preparedness

Logistics Section Chief

- Provides and manages resources needed for the response

- Equipment and supplies (e.g., emergency kits, radios)
- Facilities (e.g., setting up staging areas or reunification sites)
- Manages food, water and shelter needs for students and staff during a prolonged emergency
- Establishes and maintains communication systems
- Coordinates transportation if needed

Finance/Administration Section Chief

- Documents expenditures (for reimbursement or insurance claims)
- Procures needed items
- Maintains records of personnel hours, decisions, and incident-related reports
- Ensures compliance with regulatory or legal requirements

Volunteer/Donation Coordinator

Ensures volunteers are directed to appropriate areas

- Keeps on-going list of tasks to be done by volunteers
- Communicates with volunteers
- Directs volunteers to appropriate areas
- Communicates with those providing donations
- Coordinates receiving and distribution of donations at the Seminary

1.3 Emergency Management Team Contact List

EMT Role	Name	Contact Info (email, cell)
Chief Incident Commander	Fr. Alban Riley (Abbot)	ar@westminsterabbey.ca
Deputy Incident Commander	Br. Joseph Bruneau	ajb@westminsterabbey.ca
Monastic Community Incident Commander	Fr. Benedict Lefebvre (Prior)	bl@westminsterabbey.ca
High School Seminary Incident Commander	Fr. Anthony Nguyen	an@westminsterabbey.ca
College Seminary Incident Commander	Fr. Matthew Gerlich (Rector)	mg@westminsterabbey.ca
Student Care Person	Fr. Caesarius Marple (Vice-Rector)	cm@westminsterabbey.ca
Staff Incident Commander	Br. Paschasius	pr@westminsterabbey.ca
Emergency Communications Commander	Fr. Benedict Lefebvre (Prior)	bl@westminsterabbey.ca
Operations Section Chief	Fr. Joseph Park	paterjoseph@westminsterabbey.ca
Planning Section Chief	Fr. Leo Barker	lb@westminsterabbey.ca
Logistics Section Chief	Br. Bartholomew Bruneau	bb@westminsterabbey.ca
Finance/Administration Section Chief	Br. Paschasius Roca	pr@westminsterabbey.ca
Volunteer/Donation Coordinator	Fra. Athansius Capko	ac@westminsterabbey.ca

Section 2 – Emergency Response Protocols

2.1 Drop, Cover and Hold (Earthquake, Explosion)

BEFORE SHAKING STARTS:

- Know the safe spots in each room: e.g., against inside walls, under sturdy tables, desks.
- Know the danger spots: e.g., windows, mirrors, hanging objects, tall unsecured furniture such as book shelves,
- Dangerous objects: any objects suspended from the ceiling, roof tiles, porch overhangs.

DURING SHAKING – DO NOT PANIC!

- If **INDOORS**, stay there. Get under a desk or table and hold on to the legs. If in a hallway crouch coving your head against the inside wall away from windows.
- If **OUTDOORS**, get into an open area away from trees, buildings, walls and power lines.

AFTER SHAKING STOPS

- Check for injuries. Apply first aid if you are able or get help. Do not move seriously injured individuals unless they are in immediate danger.
- If in class listen to your teacher. After all shaking stops and it is announced that it is safe to leave the buildings, proceed in an orderly fashion to the Parking Lot of the Gym.
- During an earthquake drill the Seminary bell will be rung and left on. The ringing bell indicates the time of the quake.
- Please ensure that everyone in the classrooms gets under cover and stays away from windows.
- When the bell ceases teachers are to lead the students in an orderly fashion out the nearest exit and to the parking lot in front of the gym.
- Students are to be kept in their class groups and accounted for.

The BC Ministry of Education and Child Care endorses three Seminary -wide earthquake drills annually (BC Earthquake Alliance recommendation)

2.2 Hold and Secure (Emergency Situation outside the Seminary)

- Lock exterior doors.
- Close exterior windows or blinds.
- Staff and students may enter, but once inside, no one leaves the building.
- Seminary continues as usual in the building.
- Confirm with local police to determine when it is safe to lift the “Hold and Secure”.
- Signage:

- Place a sign on each external door indicating that the Seminary is in a “Hold and Secure” emergency procedure.
- Place a sign outside the main doors indicating that the Seminary is in a “Hold and Secure” and stating that no one may leave the building.

2.3 Shelter in Place (Environmental Hazard Outside the Seminary)

Situation

- Severe weather event
- Environmental event (chemical, gas, hazardous materials)
- Dangerous wild animal
- Medical emergency inside the Seminary; hallways and common areas need to be cleared

Procedures

- Lock and monitor exterior doors
- Staff and students may enter, but once inside, no one leaves the building
- Seminary continues as usual in the building
- Confirm with local police to determine when it is safe to lift the “Shelter in Place”
- Signage:
 - Place a sign on each external door indicating that the Seminary is in a “Shelter in Place” emergency procedure
 - Place a sign outside the main doors indicating that the Seminary is in a “Shelter in Place” and stating that no one may leave the building

Special Circumstances

- Medical emergency in the Seminary → specify that students are to stay in their classrooms until further notice
- External airborne hazard → shut down HVAC systems

2.4 Evacuation/Directed Evacuation: Internal hazard/External regional hazard

Situation

- Fire
- Hazardous material spill
- Explosion or threat of explosion
- Gas leak
- Post-earthquake

In an emergency, make sure that someone calls 911 as the evacuation protocol is initiated.

Procedures

- Follow Seminary procedures and Rector's instructions for leaving the building.
- Ensure students are wearing their shoes.
- Assist students in moving calmly, in single file.
- Do not use an elevator.
- Close doors and windows to contain the spread (fire, chemical, gas).
- Try to get at least 200 metres from the building.
- Bring class lists and emergency manuals (teachers).
- Bring first aid kits and other portable emergency supplies (designated personnel).
- Proceed to designated area and account for all students and staff.
- Provide care and support to ensure student safety and well-being.
- Do not re-enter the building until authorized by safety officials or Rector.

The BC Ministry of Education and Child Care endorses six school-wide fire drills annually (BC Fire Code requirement)

2.5 Lockdown: Armed or violent intruder in the Seminary or arriving imminently

Situation

- Intruder in the Seminary that may pose a threat
- Report of a student with a weapon, Seminary personnel unable to locate student or ascertain the veracity of the report
- Lockdown may be called by:
 - Any staff member who becomes aware of an immediate threat
 - The Rector upon receiving the report of a potential threat
 - The police
- It is necessary to isolate students and staff from a potential threat and to prevent intruders from entering occupied areas of the building.

Announcement

"Activate Lockdown immediately. Activate Lockdown immediately. Activate Lockdown – Now!"

****repeat as required****

Procedures

- Staff check common areas and students are directed from the hallway or washrooms to stay in the nearest classroom until further notice.
- Call **911** if not done already; stay on the phone with the operator if possible.
- Leave exterior door "as is".
- Close and lock classroom doors; barricade if possible.
- Cover and stay away from windows and doors; turn off lights.
- Keep quiet and calm; avoid cell phone use.
- Do not open the door until the lockdown is cancelled
 - Police have deemed it safe to leave, OR
 - Rector has determined that the threat no longer exists.

Special Circumstances

- Ensure loud classrooms (PE, shop) are aware of the lockdown.
- Those in open-air classrooms should secure themselves in a smaller room if possible.
- Do not open the door if a fire alarm sounds, unless there is physical evidence of fire.
- Classes not in session (break times, before or after school):
 - If inside the Seminary, direct staff and students to the nearest room.
 - If outside the Seminary, move away from the Seminary building and proceed to secondary evacuation point.

The BC Ministry of Education and Child Care endorses two school-wide lockdown drills (RCMP recommendation)

2.6 Room Clear: Medical emergency or aggressive behaviour in the room**Situation**

- Medical emergency in the classroom
- Aggressive behaviour which has the potential to harm students and staff
- Small hazardous material spill

Procedures

- Supervising staff member says, “Clear the Room”, and instructs students to relocate to a specific location (generally a next-door classroom that has been designated as the relocation area for the class concerned).
- Supervising staff member instructs someone to inform the office or another staff member that a Room Clear is in progress.
- Provide the necessary support to the person in need.

Special Circumstances

- Medical emergency:
 - Call 911.
 - Get assistance from the nearest staff member with first aid training.
 - Notify parents of the affected student as soon as possible.
- Aggressive behaviour:
 - Call 911 if needed.
 - Get assistance from the appropriate staff member(s): Rector, Educational Support Services staff, counsellor.
 - Notify parents of the affected student as soon as possible.
- Hazardous material spill:

- Call 911 if needed.
- Determine whether the classroom is safe to re-enter, consulting experts as necessary.
- Provide first aid assistance if needed.

2.7 Critical Incident Response Procedures

A 12-Step Process

Each Critical Incident is unique. The nature and scope of the incident will determine which steps will be prioritized and the order in which the Rector will follow them.

Step 1: Gather Information

A. Rector confirms the tragic event with

- Immediate family
- Police
- Community resource personnel

B. Rector collects and verifies information on the critical incident

Details to verify:

- Names and birthdates
- Factual details about the incident
 - Are other local schools impacted? (siblings, relatives or close friends)
 - Has next of kin been notified?
 - Have the names been released by police?
 - What/who is the parent/guardian contact?
 - Do we have their permission to announce?
- People most affected
- Emotional status of the Seminararians

C. Rector consults with the family to determine their wishes regarding:

- Announcement (staff, parent community)
- Information for peers

Special Considerations:

If the incident involves a youth being charged with a crime, the Youth Criminal Justice Act prevents naming the individual. Even if a critical incident happens during the summer or other Seminary holiday, a response plan will be in place.

Step 2: Mobilize the Seminary EMT

The Rector contacts the Seminary's Emergency Management Team to

- Inform them of the incident
- Call them together to plan and initiate EMP

Step 3: Contact Seminary Safe School Coordinator (Rector)

The Safe School Coordinator will assist with the following:

- Support with determining next steps
- Encouragement to administrators
- Connection with support personnel from other schools
- Gathering community, provincial and CISVA resources

Step 4: EMT Meeting: Planning a Response

An EMT meeting will be called when there is an incident that has the potential to impact many people in the Seminary community.

Purpose: To discuss and develop a plan of action that takes into consideration both the needs of the Seminary and the wishes of the family.

Special Considerations: If the scale or nature of the critical incident necessitates a specialized response, the relevant community agency team(s) will be invited to this meeting.

Step 5: Staff Communication

Staff can deal more effectively with crisis response if they've been notified of a death or crisis before they arrive at the Seminary. Given the speed at which information travels, staff need to be aware of basic information and expectations as soon as possible.

- Staff will be informed using the predetermined communication channels.
- A staff meeting will be held prior to the start of school.
- All staff members are to be made aware of the reason for meeting.
- Meetings will be called during breaks to provide any crucial information updates if necessary.
- Meetings will be called after school to update information and assess student and staff needs.
- Meetings as needed in the days that follow.

Step 6: Student Communication (Classroom Teachers)

1. Be in the room as the students come in.
2. Read prepared statement.
3. Give the students time to react, discuss, and ask questions.
 - Give students permission to express what they feel.
 - Name and validate a variety of emotional responses.
 - Recognize that discomfort can result in inappropriate comments; reinforce the need for respect by gently redirecting as needed.
 - Demonstrate by your behaviour that the event affects you too.
 - Consider using activities to help students process emotions.

4. Once it appears that students have had enough time to begin processing the event and their emotions, transition into more regular classroom activities for the day.

- Be prepared for breaks throughout the day, and provide other opportunities for questions
- Reactions and reaction times can vary greatly

5. Monitor and support individual students who are having a hard time coping:

- Recognize that levels of grief may be expressed in various ways
- Provide the opportunity for students to use the Support Room if appropriate
- Refer students for individual counselling support if needed
- Communicate directly with parents of students who are needing extra support

Step 7: Parent/Guardian Communication

- Written and/or approved by Rector
- Sent to parents via email or other regular communication channels
- Post on the website if appropriate
- Include the following information:
 - What happened
 - How the Seminary is supporting students, staff and the family of the deceased
 - When and how further information will be communicated
 - Guidelines for supporting children through grief and loss

Step 8: Remembrance Activities

- Be guided by family wishes when possible
- Work with counsellors trained in trauma-informed practices when choosing appropriate ways to honour and remember the deceased
- Carefully consider any remembrance activity that involves a large assembly
 - There is the potential to cause further trauma for some staff and students
 - Students are not able to be monitored as closely as in a classroom situation
 - Include a remembrance activity in a Chapel or assembly that has already been scheduled – this honours the need for staff and students to grieve but also recognizes that not every member of the Seminary community has been impacted in the same way
- Shrine or Memorial: A space for photos, flowers and memories of the deceased
- Student Ideas: If students initiate a particular remembrance activity, staff should provide support and leadership in order to validate their needs while ensuring the appropriateness of the activity.

Step 9: Funeral Arrangements

- Inform staff and students of funeral service details
- If appropriate, determine and communicate how students and staff will be given the opportunity to attend

Step 10: After Week One**A. For Students**

- Drop-in chat groups in the counsellor's office over lunch or maintaining the support room until it is no longer needed
- A ten-week grief support group including some work around dealing with grief and loss in the Devotions, Social-Emotional Learning, Health Education, etc.

B. For Staff

- Review resources on caring for self and supporting students in grief and loss
- Hold at least one educational session that reviews grief dynamics, self-care, and tips for identifying high-risk students.
- Offer a drop-in group for adults impacted by the death or secondary losses.
- Review the crisis response plan and how it worked.
- Collect feedback from staff (through in-person meetings if possible).

C. For Parents

- Provide an evening session on grief dynamics and how to support a grieving child.
- Connect with a parent volunteer group to assist with providing physical and social activities in the Seminary.
- In the event of a death by suicide or homicide, bring in additional professionals to provide specialized education.

Step 11: EMT Review

- Meet 2 weeks after the event.
- Ensure that there are no issues or concerns that have been overlooked.
- Provide staff with the opportunity to review what worked and what could be improved
- Review any ongoing student and staff concerns and make sure that support has been provided
- Express appreciation in writing to all who assisted.
- Offer counselling support to EMT members as needed.
- Continue to review EMP procedures and make changes as needed.

Step 12: Long-Term Follow Up

It is critical that the Seminary recognize the long-term impact of a death and provide a model of care and acceptance as members of the community complete their grief work in different ways.

A. Supporting Those Directly Impacted

- Do check-ins with those who continue to be considered at-risk.
- Ensure that counselling is available as needed.

- Provide information about accessing more intensive counselling support outside of school.

B. Supporting Staff

- Consider whether additional debriefings are needed, particularly at year end and when the following year begins.
- Consult with professionals on the particular nature of the incident and the risk factors that accompany it. (For example, homicides and multiple deaths tend to take a much higher toll than accidental deaths.)
- Do occasional PTSD and compassion fatigue check-ups with staff and with CIRT members to identify the need for further intervention.
- Remind staff to refer on-going student concerns for further support.
- Plan future training to address needs that have been identified.

Section 3 – Recovery

A return to normalcy is not only important for the Seminary community, but also for the broader community as it encourages the re-establishment of routine (e.g. families taking children to school, going to work etc.).

3.1 Student Release and Reunion Procedures

Reuniting with Your Child

We recognize that when an emergency occurs parents will be worried and want to be reunited with their child as quickly as possible. It is our intention to make this happen. To ensure every child's safety and the safety of staff, specific procedures have been established for releasing students.

Parents are asked to adhere to the parent-child reunification procedures listed below. Staff will work hard to ensure these procedures take place without delay. Please understand the process will still take some time. We ask for your patience when you arrive at the Parent-Child Reunion Area.

Parent-Child Reunion Procedures

A Parent-Child Reunion Area will be established. Parents will be notified at the time of an emergency of the Reunion Area's location. The location may not be at the Seminary – the location will depend on the specifics of the emergency.

You will be required to fill out a Student Release Request Form. This ensures all students are accounted for at all times and students will only be released to authorized individuals.

Students will only be released to an individual designated as legal guardian or emergency contact on the student's Emergency Card, which is completed at the time of Seminary registration. Please be sure to keep this information current, as the Seminary will only release a child to someone listed as an Emergency Contact – there will be no exceptions.

Valid identification is required to pick up your child. This is required to protect your child from any unauthorized individuals attempting to pick up students. Even if Seminary personnel know you, you must still present I.D. as the Seminary may be receiving assistance from other schools or outside agencies.

You will be required to sign for the release of your child. This is extremely important, as it ensures your

child, along with other students, is accounted for at all times. Do not take your child from the Seminary or evacuation centre without signing for his/her release under any circumstances.

Once you have been reunited with your child, please leave the area immediately. This is for your own safety and that of your child.

If you are unable to pick up your child, he/she will be kept at the Parent-Child Reunion Centre until alternate arrangements can be made. Your child will be supervised at all times.

When an emergency occurs

Although your natural instincts in an emergency may be to go to the Seminary to safeguard your child, please understand that doing so could impede the response to the situation. Going to the Seminary may interfere with emergency crews' and Seminary personnel's efforts to deal with the emergency. Extra vehicles and people at the site make the task more difficult. Please follow the instructions provided to you through the communications channels outlined below. **Please do not come to the Seminary to pick up your child unless requested to do so.**

If you arrive at the Seminary in the midst of an emergency, please respect the protocol in progress. While we understand personal circumstances or initial reactions might move you to do something contrary to the Seminary's established procedures, we cannot compromise the safety of students or staff to accommodate individual requests that could put anyone at risk.

Please DO NOT CALL THE SEMINARY and DO NOT CALL YOUR CHILD'S CELL PHONE. Parents are asked not to call the Seminary or their child's cell phone during an emergency.

- Phone systems need to remain available for handling the actual emergency.
- Overloading the system may mean the Seminary cannot communicate with first responders.

Calling your child's cell phone during an emergency may be putting them at higher risk by disclosing their location or drawing attention to them during a lock-down.

- Experts advise that under some circumstances cell phones and other electric devices may actually act as an ignition source for fires or explosions.

Keeping Informed during an Emergency

During an emergency, it is unlikely you will be able to reach the Seminary by phone. We will, however, make every effort to contact parents directly or by one of the methods noted below.

Crisis Notification Network and/or the Media

Parents will be alerted to emergency situations via the Seminary's Crisis Notification Network (phone or electronic notifications) and local media. Stay tuned to radio stations for news alerts.

Website, Social Media and Community Hotline

The Seminary will also keep parents informed by posting information regarding the emergency on the seminary website.

3.2 Emotional and Psychological Recovery: Responding to Trauma

3.3 Physical and Structural Recovery

3.4 Continuity of Operations

A Continuity of Operations Plan (COOP) will be implemented when the Seminary is closed temporarily or inaccessible. The intent of the plan is to ensure the continuation of critical seminary services for an extended duration of time following the initial emergency or threat. This duration of time may range from a few hours to many days or even months. The COOP outlines steps and actions necessary to resume essential academic, business and physical services after an incident as quickly as possible.

3.5 Restoration of Academic Learning

The primary purpose of the Seminary is the education of our students. The restoration of academic learning may involve temporary arrangements and special accommodations depending on the nature of the emergency. If the Seminary cannot be opened in a timely manner, arrangements will be made to have students attend school at alternative sites or to meet with teachers once or twice a week to pick up and drop off homework. The intent is that learning will be disrupted for the least amount of time. This must be tempered, however, with a need to care for and attend to the emotional well-being of students and staff and this may delay a full return to routine.

3.6 Debriefing Session

Debriefing after an actual emergency is on a very different scale than debriefing after a drill. Not only will the debriefing session provide vital information to the planners, it will also be an opportunity for those involved to talk about their experience.

SCK recognizes that a serious emergency such as is contemplated in this guide does not affect just the Seminary. Trauma can be felt far beyond the Seminary, creating ripples throughout an entire community. Debriefing with all those persons who were impacted by, or instrumental in carrying out the response, is critical and, while the Seminary is not solely responsible, SCK can play an important role in helping to heal the community. When planning for debriefing, SCK will consider:

- balancing the amount of time between the event and the debriefing session by caring for the emotional needs of the participants. While there is a need to ensure good, accurate recall, debriefing, especially when an event has been particularly traumatic, should not displace the need to ensure that the individuals who have been affected as victims or responders, have had sufficient time to begin to heal;
- including all those who were involved in or impacted by the situation – students, staff, first responders, volunteers, community members – in the debriefing/ feedback process; and
- using the feedback to improve mitigation, planning, response and recovery efforts and to communicate with community.