Christ The Redeemer CATHOLIC SCHOOLS

ADMINISTRATIVE PROCEDURE

General Administration	Emergency Preparedness and Response	GEN #17

Revised: **November 2026**

Background

Christ The Redeemer Catholic Schools (CTR) is committed to providing a safe, caring, and faith-filled environment for all students and staff. To support this commitment, CTR has established comprehensive emergency plans that promote a state of preparedness while maintaining the integrity of our learning and working environments. These plans are developed collaboratively, involving CTR staff, students, families, and community-based service providers to ensure a coordinated and compassionate response to emergencies. In any emergency or critical incident, the safety and well-being of students and staff is the division's highest priority. CTR believes that emergency preparedness is a shared responsibility. Superintendents, administrators, supervisors, and all employees play a vital role in maintaining readiness, ensuring that our schools remain safe and supportive environments for everyone.

CTR's School Authority Critical Emergency Framework consists of this Administrative Procedure, applicable supporting administrative procedures, and division-level emergency procedures maintained through Hour-Zero. Each school shall maintain a School Critical Emergency Plan that adheres to the School Authority Critical Emergency Framework and reflects the school's local context. Together, these documents address prevention, mitigation, preparedness, response, and recovery in accordance with the School Critical Emergency Standards.

1. Definitions

1.1. Critical School Emergency: A sudden and temporary event at a school that disrupts school operations and requires prompt coordination of action to protect the safety, health, or welfare of children, students, staff members, and visitors to a school building, or to limit damage to a school building.

1.2. Critical Incident: CTR's broader internal designation for an unexpected event or situation that significantly disrupts, or has the potential to significantly disrupt, the normal functioning of the division or school environment and requires division-level coordination. A Critical Incident that meets the definition of a Critical School Emergency shall be managed in accordance with the School Authority Critical Emergency Framework and applicable School Critical Emergency Plan. Critical Incidents may include, but are not limited to, death of a student, death of a staff member, facility or environmental emergency, threat from an individual, bus accident, student/staff injury or incident, cyber incident, or a significant risk to the division (legislation, media, legal, etc.).

1.3. Standard Emergency Response Protocols: Standard response protocols are used when protective action is required during a Critical School Emergency. The standard protocols used throughout CTR are Evacuation, Shelter-in-Place, Lockdown, Hold and Secure, and All Clear.

1.3.1. Evacuation – used when conditions require staff members, children, and students to vacate the school building and/or school grounds.

1.3.2. Shelter-in-Place – used when conditions require staff members, children, and students to remain indoors.

1.3.3. Lockdown – used when there is a violent threat inside the school building.

1.3.4. Hold and Secure – used when there is a violent threat outside the school building.
1.3.5. All Clear – used to signal the conclusion of the Critical School Emergency and authorize the transition from the protective protocol.

1.4. Hour-Zero: A web-based application used by the division to store, update, and monitor emergency preparedness and response plans (ERP).

1.5. School Authority Critical Emergency Framework: A compilation of CTR policies and procedures that address Critical School Emergency prevention, mitigation, preparedness, response, and recovery.

1.6. School Critical Emergency Plan: Procedures developed by the principal/designate for each school for deployment during a Critical School Emergency that align with the School Authority Critical Emergency Framework and reflect local context and considerations.

2. Prevention and Mitigation Measures

2.1. **Exterior Doors**

2.1.1. All exterior doors shall remain locked during the school day.
2.1.2. During scheduled transition times (e.g., start of day, recess, lunch), designated doors may be temporarily unlocked to support student entry. During these times, active supervision shall be in place at the entry point(s).
2.1.3. Schools shall be equipped with cameras, intercoms, and other access-control tools to verify visitors and remotely grant entry.

2.2. **Interior Doors (Including Classroom Doors)**

2.2.1. It is best practice for interior classroom doors to remain locked during instructional time.
2.2.2. Staff ensure interior classroom doors can be secured quickly if required and that pathways remain clear for safe movement and evacuation.

2.3. **Visitor Management**

2.3.1. All visitors shall enter through the main entrance and report to the front office.
2.3.2. All visitors shall sign in and sign out at the front office using the school's sign-in system.
2.3.3. All visitors shall wear visible Visitor identification (badge or lanyard) while in the school.
2.3.4. Each school shall establish and communicate building access requirements for children, students, staff members, visitors, volunteers, contractors, and other building users.
2.3.5. Staff access credentials, designated student entry and exit points, visitor access, and after-hours access shall be managed in accordance with division and site-specific security procedures.

2.4. **Communication and Alerting Systems**

2.4.1. Schools shall be equipped with a building-wide intercom system capable of paging all areas of the school.
2.4.2. Schools shall maintain reliable outdoor alerting capability, which may include portable radios (walkie talkies) or other communication devices appropriate to the site.
2.4.3. The division shall consider the need for alternate alerting methods in gymnasiums, shops, and other high-noise areas to ensure staff and students receive emergency notifications.
2.4.4. Schools shall maintain an "all call" capability on school telephones, where available, to enable rapid communication within the building.
2.4.5. Staff shall be trained in the use of these communication and alerting systems, and visual instructions shall be posted in appropriate locations to support timely and consistent use.
2.4.6. Staff shall advise the front office when they are off site and confirm how they can be reached to ensure timely communication in the event of an emergency.

2.5. Critical Emergency Supplies, Documents and Equipment

2.5.1. Schools shall maintain critical emergency supplies, documents, and equipment in accessible and current condition, including, at minimum:

2.5.1.1. current floor plans available to support first responders;

2.5.1.2. the current School Critical Emergency Plan; and

2.5.1.3. first aid supplies in accessible locations.

2.5.2. Responsibility for inspection, maintenance, and replacement of emergency supplies, documents, and equipment shall be assigned and documented through Hour-Zero.

3. Critical Emergency Planning and Incident Management Teams

3.1. Emergency management authority rests with the Superintendent. CTR maintains a school-authority-level Critical Emergency Planning Team and a school-level Critical Emergency Planning Team at each school. These teams also support coordinated incident management and response, allowing the response to scale as needed. The planning and incident management structures are as follows:

3.1.1. Administrative Command Team (ACT): The ACT serves as CTR's school-authority-level Critical Emergency Planning Team and, when activated, its division-level incident coordination team. The ACT is composed of the Superintendent/designate and the senior administrative team. In its planning role, the ACT shall review the School Authority Critical Emergency Framework, division-level threats and hazards, training and exercise outcomes, lessons learned from emergencies, continuity requirements, and system readiness at least annually. During significant incidents, the ACT provides division-level coordination, oversight, resource support, and liaison with external agencies.

3.1.2. Site-Based School Emergency Response Team (SERT): Each school's SERT serves as the school-level Critical Emergency Planning Team and site-based emergency response team. The SERT is led by the principal/designate and includes administrators, teaching and support staff, front-office staff, Health and Safety representatives, and/or other members appropriate to the local context. In its planning role, the SERT shall support development, annual review, and implementation of the School Critical Emergency Plan; assess local threats and hazards; review drills and exercises; and identify required improvements. During drills and real incidents, the SERT provides site-based coordination and supports a coordinated response.

4. Emergency Response Procedures and Coordination

4.1. **Initial Assessment and Response**: For all school-site emergencies, the principal/designate (SERT) shall immediately secure the site and activate emergency Standard Emergency Response Protocols and contact emergency services as required. For all emergencies occurring offsite with the potential to affect the school, the principal/designate will follow the direction of emergency services personnel and in consultation with the Superintendent/designate. To ensure all necessary actions are taken efficiently, the principal/designate shall enlist and direct other onsite staff to assist with and support the emergency response.

4.2. **First Contact:** The principal/designate shall contact the Superintendent/designate (ACT) for support and direction.

4.3. **Assessment:** The Superintendent/designate shall, in collaboration with the Superintendent team, confirm the incident's nature and severity, triggering the appropriate school and central office response.

4.4. **Notification and Coordination:** The Superintendent coordinates an action plan to support and direct the school, in collaboration with appropriate central and school personnel. The Safety-Risk Assessment Team, led by the Associate Superintendent for Student Services, is convened. The Superintendent team is informed to collaborate on the next steps, ensuring a unified and efficient response to support the initial response and work toward normal operations in the longer term. Operational supports are deployed for the school(s) impacted.

4.5. **Spiritual and Student Mental Health Support:** The Director of Catholic Faith Formation and Director of Catholic Education prepare prayers, coordinate with local parishes, and plans liturgical responses as needed. The Associate Superintendent responsible for Student Services shall work alongside the Director of Student Mental Health to deploy school-based and additional mental health supports, including FSLWs, Connection Workers, grief counsellors, etc.

4.6. **Employee Support:** The Superintendent of Human Resources or Director of Human Resources coordinates with Alberta School Employment Benefit Program (ASEBP) or external support to provide employee assistance and deploys substitute teachers to support affected staff.

4.7. **Communication:** The Director of Communications works with the Superintendent to determine internal and external communication responses.

4.7.1. During a Critical School Emergency, information shall be communicated through approved channels in a timely and coordinated manner. Communications with parents, guardians, emergency services, health services, government, and the community shall be coordinated through the Superintendent/designate and Director of Communications, as applicable.

4.8. **Documentation:** The Director of Student Services ensures appropriate internal and external support. This includes documentation of consent, paperwork pertaining to relevant hospital admittance, and any documentation related to safety-risk assessment.

4.9. **Debriefing and Follow-Up:** A debriefing session is scheduled to evaluate the response and plan ongoing support.

5. Hour-Zero School Emergency Program and School Emergency Plans shall be utilized to:

5.1. Keep site specific information up to date, including:

5.1.1. evacuation muster points / staging areas;

5.1.2. evacuation centers;

5.2. Identify and maintain SERT membership appropriate to the site context. The SERT shall include the principal/designate and Health and Safety representation and may include administrators, teaching and support staff, office staff, facilities personnel, and other members appropriate to the school and local context;

5.3. Print Status Cards and their use in schools;

5.4. Record completed drills and reports;

5.5. Access applicable online training;

5.6. Document and review job hazard assessments;

5.7. Site Maps:

5.7.1. evacuation map;

5.7.2. lock-down map;

5.7.3. Shelter-In-Place map.

5.8. Hour-Zero shall be the primary operational platform through which CTR maintains division and school-level critical emergency planning information.

5.9. Each school's site-specific procedures maintained through Hour-Zero, together with applicable supporting documents, constitute the school's School Critical Emergency Plan. The Plan shall adhere to CTR's School Authority Critical Emergency Framework and reflect the school's local context.

6. Facilities Department

6.1. Ensure maps for all CTR sites are updated in Hour-Zero.

6.2. Ensure current floor plans required for emergency planning are maintained and can be made available to first responders as needed.

7. Site-Based Administrators / Site Managers shall:

7.1. Update the Hour-Zero website by the end of September each year, using the resources provided to site-based administrators / site managers in August. The update includes:

7.1.1. **Quick Reference Guide Training**: Review all emergency procedures, status cards, and site procedures with all teaching and support staff. Ensure that staff who miss training are caught up when they return.

7.1.2. **Site Information**: Review and update the Site Information tab as required

7.1.3. **Assignments:** As identified in section 3.1.2, identify, review and update the School Emergency Response Team (SERT).

7.1.4. **Evacuation Centres:** Confirm that the Evacuation Centres tab is accurate and current. The Occupational Health and Safety Officer shall contact evacuation site to confirm logistics.

7.1.5. **Emergency Agencies:** The Occupational Health and Safety Officer shall update these contact numbers. The principal shall ensure that the numbers are readily accessible for emergency reference.

7.1.6. **Drill and Training Schedules:** Access the Drills / Drills Report tab to schedule required emergency drills and related training and ensure the online drill report form is completed.

7.1.7. **First Aid, Emergency Response Bag, and Comfort Kits:** ensure that all first aid kits, emergency response kits, and Classroom Comfort Kits are inspected and that supplies are replaced or restocked as needed. The online record shall be updated accordingly.

7.1.8. **Reset Staff Passwords:** Contact the Occupational Health and Safety Officer to request login reset information for any staff member required to access Hour-Zero.

7.1.9. **Special Needs Procedures and Assignments:** Identify students or staff requiring assistance during emergencies, assign staff responsibilities, and ensure procedures and equipment are in place using the Individual Emergency Plan form.

7.1.10. **Site-specific Procedures:** Review and update Site Specific Procedure document.

7.1.11. **Off-Site Binder:** Print all the required documents as identified in Hour-Zero and place in the off-site binder.

7.1.12. **Student Emergency Contact Information:** Update student emergency contact records are printed from PowerSchool and placed in the Off-Site Binder.

7.1.13. **SERT Training:** Provide refresher training or orientation training for School Emergency Response Team.

7.1.14. **Classroom Folders:** Update Classroom Emergency Folders and redistribute at the start of the school year.

7.1.15. **Parent Emergency Response Plan Information:** At the beginning of each year, and as appropriate, communicate to families the divisional information located at https://www.redeemer.ab.ca/safety.

7.1.16. **Substitutes Teacher, Guests and Volunteers:** Ensure that substitute teachers, guests and volunteers are provided with ongoing and appropriate information regarding emergency procedures.

7.2. Local Threat and Hazard Assessment: Each school shall complete and document an annual assessment of threats and hazards relevant to its local context and update the assessment when circumstances materially change. The assessment shall consider, as applicable, building and site conditions, student and staff needs, incident history, seasonal and environmental risks, surrounding

community conditions, and school-sponsored off-site activities. Identified risks shall inform prevention, mitigation, preparedness, and response measures.

7.3. Off-Site and After-Hours Activities: The School Critical Emergency Plan shall address appropriate modifications to emergency procedures for school-sponsored off-site and after-hours activities, including field trips, athletics, work experience, outdoor or community-based programming, and school events. Planning shall consider supervision, access to emergency services, communication, changing conditions, alternate shelter, and contingency actions appropriate to the activity.

8. **Classroom and Learning Spaces**

8.1. Each classroom and learning space shall be equipped to support emergency response procedures, supported by internal plans shared in Hour Zero.

9. **Training and Education**

9.1. Principals/designates shall ensure ongoing, role-appropriate and age-appropriate training and education is provided to staff members, children, and students so they understand emergency procedures and their respective roles and responsibilities under the School Critical Emergency Plan. Substitute teachers, casual staff, volunteers, and visitors shall receive emergency information appropriate to their roles and presence at the site. Training and education shall include:

9.1.1. Individual roles and responsibilities;

9.1.2. How to activate the Emergency Response Plan;

9.1.3. Standard Emergency Response Protocols (Evacuation, Shelter-in-Place, Lockdown, Hold and Secure, and All Clear);

9.1.4. Parent-child reunion procedures (Student Release);

9.1.5. Expectations of substitute teachers and casual staff and visitors;

9.1.6. Protocols practice (drills and scenarios).

10. **Emergency Drills for Sites with Students**

10.1. As part of the site's Emergency Response Plan, and in accordance with CTR Catholic policy, each school site shall conduct a variety of drills to practice the response techniques outlined in the plan. All required drills must be conducted on instructional days when students are in attendance. Each school shall conduct a minimum of:

10.1.1. Six evacuation drills per school year:

10.1.1.1. One in the first week students are present plus one in each of October and November, for a total of three during the fall term (Sept – Dec), and one bi-monthly for a total of three during the winter-spring term (Jan – Jun).

10.1.1.2. One Lock-Down (interior threat of violence) drill per semester.

10.1.1.3. One Hold and Secure (exterior threat or violence) drill per school year; plus two reviews per school year with students and staff (ex: morning PA announcement and review of protocol).

10.1.1.4. One Shelter-In-Place drill per school year; school discretion for an actual drill or review with both students and staff.

10.1.1.5. One Drop-Cover-Hold drill per school year; school discretion for an actual drill or review with both staff and students.

10.1.2. Drills and exercises shall collectively reinforce the five Standard Emergency Response Protocols and the roles and responsibilities established in the School Critical Emergency Plan. The All-Clear protocol shall be incorporated, as appropriate, into drills and exercises requiring termination of a protective response.

10.2. A record of each drill shall be recorded in Hour-Zero with a written evaluation of the drill.
    10.2.1. Drill evaluations shall identify strengths, gaps, corrective actions and, where appropriate, changes required to the School Critical Emergency Plan or School Authority Critical Emergency Framework.
10.3. Ensure that part-time kindergarten classes participate in half of the drills.
10.4. Ensure that tenants and other parties who use CTR facilities during the day are aware of the procedures and that a plan to communicate with those families is in place. All building occupants shall participate in drills.
10.5. In consultation with the Director of Communications, as appropriate, a standard message may be provided to families in advance of drills and shall be communicated following each drill.
10.6. RCMP and other emergency response services may be periodically invited to participate in site-based drills.

11. **Non-School CTR Sites**
    11.1. Each adult-only site shall conduct a minimum of:
        11.1.1. Two evacuation drills per year; one during the fall school term (September – December), and one during the winter-spring school term (January – June); and other applicable drills as deemed necessary.
        11.1.2. Site Managers or the appointed designate shall keep a record of each drill in Hour-Zero, and a written evaluation of each drill with the site Emergency Response Plan (available through Hour-Zero). Submit the drill evaluations to the Occupational Health and Safety Officer annually.

12. **All Staff Members**
    12.1. All staff members of CTR have responsibilities related to emergency response, including:
        12.1.1. regularly updating contact information with Human Resources;
        12.1.2. inform supervisors of necessary emergency medical information;
        12.1.3. participating in required safety training, education, drills and exercises;
        12.1.4. adhering to division safety protocols and procedures at all times.

13. **Roles and Responsibilities of Other Members of CTR**
    13.1. The Safety-Risk Assessment Team provides coordinated support during critical incidents, ensuring timely and compassionate responses that reflect our Catholic identity. Team members are deployed based on their areas of responsibility, as outlined below.

Superintendent

- Leads all aspects of the division's response to critical incidents and directs the Safety-Risk Assessment Team and school-based personnel.
- Acts as the primary contact for division and school-based administration once immediate safety measures have been taken.
- Coordinates all internal and external actions, including engagement with RCMP, Alberta Education, The Diocese of Calgary, and mental health services.
- Oversees communications with media in collaboration with the Director of Communications.
- Supports the return to normal operations by overseeing short- and long-term planning and action.
- When unavailable, the Deputy Superintendent leads the initial response.

Associate Superintendent of Human Resources

- Provides support in human resources and technology responses.
- Coordinates support through ASEBP, Employee and Family Assistant Program (EFAP) and other applicable resources.
- Assists with division-level communication and coordination during critical incidents.

Associate Superintendent of Learning and Student Services

- Leads the Safety-Risk Assessment Team under the direction of the Superintendent.
- Initiates both Safety and Risk Assessments.
- Alongside the Superintendent, coordinates mental health, support services, learning, and faith-based responses.
- Works closely with external agencies and key personnel.

Associate Superintendent of Corporate Services

- Supervises the Facilities response and Transportation Coordinator.
- Supports the logistical and operational response, especially in matters involving facilities and transportation.

Director of Student Services

- Under direction from the Associate Superintendent of Learning and Student Services, oversees the operational actions of the Safety-Risk Assessment Team during the investigation and information-gathering stages.

Director of Student Mental Health and Pathways

- Manages internal communication with schools and mental health personnel.
- Supports student-focused responses, ensuring documentation of all assessments and actions.
- Provides immediate consultation on mental health concerns.
- Collaborates with Family School Liaison Workers (FSLWs) to deliver trauma-informed support to students and staff.
- Coordinates with external resources (e.g., the Grief Centre) if needed.

Family School Liaison Workers (FSLWs) / Connections Workers

- Provide short-term counselling and emotional support to students while offering a strong, relationship-based presence within the school community.
- Support families affected by the incident and act as liaisons to connect them with appropriate external agencies and community resources for longer-term or complex needs.

Directors of Catholic Education and Catholic Faith Formation

- Supports the faith response under the direction of the Superintendent.
- Coordinates prayers, liturgies, and spiritual services to foster a faith-filled atmosphere of comfort and healing.
- Ensures that Catholic teachings are central to the response and recovery process.

Director of Communications

- Prepares messaging for internal and external audiences in consultation with the Superintendent and site leadership.
- Coordinates with the Directors of Catholic Education and Catholic Faith Formation to ensure communication is compassionate, supportive, and aligned with Catholic identity.
- Liaises with media and advises on social media.

Facilities Lead

- Leads operational response to any facility-related crises.
- Deploys internal or external staff as needed and liaises with community contacts.
- Operates under the direction of the Superintendent and Superintendent of Corporate Services.

Transportation Coordinator

- Serves as the point of contact for significant bus accidents.
- Supports transportation arrangements required in response to a critical incident.
- Collaborates with the Associate Superintendent of Corporate Services and the Director of Communications to coordinate logistics and communication with families.

IT Services

- Supports the response to catastrophic cyber issues under the Superintendent responsible for technology.
- Engages CTR's insurance (done by Corporate Services) and cybersecurity service providers.
- Ensures continuity of communication and collaborates with external experts as needed.

14. Recovery and Continuity of Operations

14.1. Recovery planning shall begin as soon as practicable following a Critical School Emergency and may occur concurrently with ongoing response activities.

14.2. Parent, Guardian and Community Communication: The Superintendent/designate and Director of Communications shall coordinate timely and accurate information concerning the Critical School Emergency, recovery actions and, where applicable, student reunification.

14.3. Reunification: Each School Critical Emergency Plan shall establish procedures for the safe and orderly reunification of children and students with parents/guardians, including designated or alternate reunification locations, identity verification, and controlled student release.

14.4. Transition to Recovery: The Superintendent/designate, in consultation with the principal and appropriate members of the ACT and SERT, shall determine the transition from immediate response to recovery and establish short-, medium-, and longer-term recovery actions appropriate to the incident.

14.5. Recovery Supports: CTR shall facilitate access to appropriate spiritual, mental-health, counselling, employee, student, family, and community supports following a Critical School Emergency.

14.6. Restoration and Reopening: A school building or affected portion of a building shall not reopen following a Critical School Emergency until its safety and operational readiness have been assessed by appropriate division personnel and, where applicable, emergency responders, regulatory authorities, or qualified professionals.

14.7. Continuity of Operations: The Superintendent/designate shall coordinate contingency planning for instructional delivery, staffing, transportation, technology, facilities, and other essential services with the objective of maintaining or restoring in-person learning as safely and promptly as reasonably possible.

14.8. Post-Incident Review: Following a Critical School Emergency, the ACT and affected SERT shall complete a debrief and identify lessons learned, corrective actions, and amendments required to the Framework, School Plan, training, or operational practices.

15. Annual Review, Communication and Compliance

15.1. CTR shall review its School Authority Critical Emergency Framework at least annually and following a Critical School Emergency or other circumstance that identifies a material need for revision.

15.2. Each Principal shall ensure the school's School Critical Emergency Plan is reviewed at least annually and updated to reflect changes in risks, facilities, staffing, student needs, operations, community conditions, and lessons learned from emergencies, exercises, and drills.

15.3. CTR and each school shall clearly communicate the School Authority Critical Emergency Framework and applicable School Critical Emergency Plan annually to staff members, students, and parents in a manner appropriate to the audience and consistent with safety, security, and privacy considerations.

15.4. The Superintendent/designate shall oversee division compliance with the School Critical Emergency Standards and provide confirmation of compliance to Alberta Education and Childcare in the form required by the Minister.