



# **Administrative Procedure 165 Appendix**

## **SAFE SCHOOLS**

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## Appendix A

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### **Traumatic Events Response Team (TERT)**

A school traumatic event response team shall be assembled; and shall include representation from:

1. Central Office
2. School Administration
3. Mental Health
4. R.C.M.P.
5. School Counselor / Social Worker
6. Others as deemed necessary by school-based personnel

The school principal shall submit the School Traumatic Events Team (TERT) Membership Form to the Superintendent of Schools in charge of Traumatic Events Response Teams no later than September 15 of each school year (see Form 165-1).

All procedures in this appendix shall be discussed with all school staff members prior to September 15 of each school year.

**PROCEDURES AND GUIDELINES FOR SCHOOL RESPONSE TO A CRISIS**

**SECTION I - Immediate Risk to Students and Personnel in a Building**

**SCHOOL EVACUATION PROCEDURES**

1. If an immediate emergency, engage fire alarm and follow fire evacuation procedures.
2. If evacuation is not immediately required, convene school members of TERT.
3. Commence evacuation procedures.
4. Inform Superintendent of Schools or next in command if Superintendent is not available.
5. Ensure that traffic control and security functions are carried out by the designated staff member, and that additional support is available as necessary.
6. Teachers with a classroom next to a washroom or other unsupervised space will check this to pick up any unsupervised students.
7. Close all files and secure school records. Ensure that attendance records (daily attendance sheet), and any other essential records are collected and taken to the assembly area.
8. Close all windows and doors, and turn off lights in each room as leaving. Designate a student to lead the class. Teachers leave last, checking for stray students.
9. Close all school doors.
10. The principal, or caretaker if designated, will ensure that the schools' physical plant is "shut down."
11. Establish Emergency Administration Center and initiate Emergency Communication Procedures. Use predetermined alternate facility if required.
12. Teachers will create a list of missing students and provide that list to the principal. **Notify emergency services of any absentees.**
13. The school principal will notify the Superintendent when all students and staff have left the school premises.
14. The principal, or designate, will verify the evacuation of all staff, and complete a staff count sheet.

15. The names of all students or staff evacuated to hospital are to be recorded along with the hospital name and means of transportation.
16. Determine whether crisis counseling services are required and to what extent.
17. Determine communications needs – media statement, telephone response fact sheet, parent notification.
18. Debrief TERT and plan a follow up.
19. Complete a **School Incident Report Form for Insurance Purposes.**

## SCHOOL LOCK DOWN PROCEDURES

**Note:** There is a high probability of a fear or traumatic reaction among students in response to the potential circumstances surrounding these procedures. It is advisable therefore that parents, students and staff be consulted and briefed prior to any drills. However, all adults working in the building must be familiar with and trained in these procedures.

1. Use the P.A. system to provide clear and concise directions to alert students and staff to return to their classrooms and remain inside. (Ensure that school has a system to communicate immediately with all staff members inside the building as well as outside.)
2. CALL 911.
3. Initiate emergency communication procedures.
4. Classroom teachers:
  - 4.1 Lock classroom doors.
  - 4.2 Create a list of missing students.
  - 4.3 Ensure that students are as safe as possible – create cover by moving furniture; keep students away from and below the level of windows, doors and other exposed areas.
5. Students who are out-of-doors:
  - 5.1 Unless otherwise instructed, outside students will move to the designated alternate site. Adults outside at the time of lock down should direct the students and remain with them until informed that the situation is clear.
  - 5.2 Outside students should return to their class or designated classroom when notified.
6. Students in any open area that cannot be made secure (ie: gymnasium, cafeteria):
  - 6.1 Teachers should direct students to a previously designated safe area.
  - 6.2 Follow procedures for #4.
7. Follow police directions with respect to ending the lock down of students.
8. Inform parents when and how children may be picked up.

9. Once the dismissal order is received from the proper authority, the principal will:
  - 9.1 Relay dismissal instructions to every classroom by the most rapid and efficient means;
  - 9.2 Review dismissal procedure already provided to parents to ensure it is followed. This procedure should provide guidance to parents who have made special arrangements for care in the event the parents are not home.
  - 9.3 If circumstances permit, when a student is released to an individual other than a parent, get a signed statement from that person including the child's name, pick-up time, pick-up person's name, final destination and phone number at final destination.
10. Prepare a fact sheet to respond to telephone inquiries.
11. The school counselor, in consultation with the TERT, will assess the needs of friends and classmates of the injured and will ensure that the necessary supports are available.
12. Debrief the TERT and plan any required follow-up.
13. Complete **School Incident Report Form for Insurance Purposes.**



## FIRE EVACUATION

1. Engage the fire alarm and inform school office of location and extent of fire.
2. All students must **walk** as rapidly as possible, without running or crowding, into the hall and out of the designated exit. Keep all students as far away as possible from the fire's location.
3. **Call 911**, inform them of the nature, location and extent of fire, and direct them to the appropriate entrance.
4. See **School Evacuation Procedures**.
5. Teachers will appoint a class monitor to lead students out of the building. Teachers will exit last, checking to make certain no students remain, lights are off, and doors are closed.
6. Staff should be familiar with the location and operation of evacuation routes, fire extinguishers, including fire hoses, in the building. They may be used at staff discretion.
7. Assemble students and staff in previously determined places well away from the first (ie: at least 20 meters from the building), leaving fire routes clear. Use predetermined alternate facility if required.
8. The teacher will take daily attendance sheets and evacuation folders with them and will take attendance once they are at a safe distance from the school. Ensuring that at least one teacher is with students at all times, a teacher will designate someone to notify the office of any missing students.
9. Re-enter the building only after fire services have declared it safe.
10. Convene initial response team and plan for follow-up.
11. Follow up procedures should be implemented.

## BOMB THREAT

1. Upon receipt of a bomb threat, the person should make every attempt to:
  - 1.1 Use **Threat Call Checklist** (Form 165-3) to record details of telephone call.
  - 1.2 Prolong the conversation as long as possible.
  - 1.3 Identify background sounds.
  - 1.4 Note distinguishing voice characteristics.
  - 1.5 Interrogate the caller as to description of bomb, where it is, and when it is due to explode.
  - 1.6 Determine the caller's knowledge of the facility.
  - 1.7 At the earliest opportunity, seek to trace the phone number using \*57 or option. **(Do not let anyone else use the phone before you initiate the trace!)**
2. The person receiving the call will immediately alert the police at 911 (using a different phone line.)
3. On the P.A. system, the principal will inform the staff that they should prepare to evacuate the building when the signal is given.
4. The principal and those designated by the school search protocol will check all hallways and exits for possible bomb locations prior to ringing the fire alarm. Teachers in classrooms will unobtrusively check their classrooms for any suspicious packages or unidentified school bags.
5. The principal will evacuate the school immediately by sounding the fire alarm, ensuring that alternate evacuation routes are used to avoid the bomb area, if known.
6. Access alternate school location.
7. The principal will confirm notification of the police and inform the TERT regarding the circumstances.
8. The principal will ensure copies of school floor plans are available to police and cooperate in search procedures.
9. The principal will inform the area superintendent of the bomb threat, whether it is deemed to be real or not.

10. Under the direction of the Director of Education, the principal will prepare a face sheet for the media, the parents, and telephone inquiries. Any further media statements will be conducted by the Director of Education.
11. The principal will debrief the TERT and plan a follow up.
12. Prepare **School Incident Report Form for Insurance Purposes.**

## **ASSAULT ON SCHOOL PREMISES**

1. Staff should take reasonable measures to stop the incident.
2. Inform the school principal. (NOTE: The seriousness of the incident should dictate the necessity of convening the TERT.)
3. Provide first aid as required or call **Emergency Services 911**. Note: Follow division procedures regarding bodily fluids. A staff member should accompany the victim to the hospital.
4. Protect the crime scene. Note the circumstances and individuals present. Identify assailants, victims and witnesses. Isolate assailant. In serious incidents, separate witnesses until police arrive.
5. Inform superintendent's office in cases where serious personal injury has occurred or where a school employee has been assaulted.
6. Inform parents of students involved as either perpetrator or victim.
7. If directed by the Director of Education, develop a fact sheet for the media and to respond to telephone inquiries.
8. Meet with staff to provide factual information and plan follow up.
9. Where the perpetrator is a student:
  - 9.1 Activate the TERT and prepare to complete a Threat Assessment Screening and Reporting Level 1. (Form 165-2)
10. Provide counseling as required.
11. Complete **School Incident Report Form for Insurance Purposes**.

## ABDUCTION

1. If witnessed:
  - 1.1 Call 911.
  - 1.2 Inform parents.
2. If not witnessed:
  - 2.1 Verify that the student is missing. Search the building. Question student's friends to obtain information.
  - 2.2 Inform the parents.
  - 2.3 Call 911.
3. Convene TERT.
4. Inform Superintendent.
5. Meet with staff if possible and advise teachers about sharing information with students.
6. With the police and under the direction of the Director of Education, develop a fact sheet for the media and to respond to telephone inquiries.
7. Based on circumstances, determine the need for more active intervention – visit classrooms, identify students at risk, provide counseling as required.
8. Send a letter home to all parents, outlining facts as known and alerting them to any possible concerns as well as school/police initiatives.
9. Prepare classmates to be supportive when student returns and provide counseling as needed.
10. Complete **School Incident Report Form for Insurance Purposes.**

## INTRUDERS AT SCHOOL

1. If a person on school property is suspected of posing a threat, notify the school office immediately. Staff should attempt to voluntarily escort the person to the office.
2. The principal or designate shall determine whether the person is a legitimate visitor or poses a threat to school safety.
3. If the intruder is determined to be a threat, alert staff and students to the intruder's location by asking them to remain out of the specific area.
4. Call emergency services at 911.
5. Immediately initiate **school lock down** procedures to deny access to the intruder. Ask the intruder to leave school premises and warn him/her that the police are en route.
6. If the intruder refuses to leave, instruct teachers in contact with the intruder to take all steps to ensure their own safety and that of the students. **Do not engage in violent confrontation.**
7. If appropriate, maintain direct observation of the intruder to monitor developments until the arrival of the police.
8. Request police arrest the intruder if he/she refuses to leave or if he/she has made direct threats to any student or staff member.
9. When the incident is resolved, inform all staff and students.
10. Under the direction of the Director of Education, prepare a fact sheet to respond to telephone inquiries.
11. Complete **School Incident Report Form for Insurance Purposes.**

## ARMED INTRUDER

**Note:** An intruder with a weapon, whether using it or not, is treated as a clear threat to school safety. It is a hostage situation. School personnel should focus on the safety of students and staff, and leave negotiations to trained responders.

1. Anyone who detects another person with a weapon should immediately inform the school office.
2. Follow procedures for **SCHOOL LOCK DOWN**. Ensure that any potential targets are removed from the area if possible.
3. **CALL 911.**
4. If possible, inform classroom teachers individually (ie: by phone, email, or P.A. System, as indicated in school emergency plan) of the location of the armed intruder. If the location is outside, advise over the intercom to keep students away from windows. Hold bells and class changes until the situation is clear.
5. Inform the superintendent.
6. Activate the TERT.
7. Gather as much information as is reasonably possible prior to the police arriving: number of people involved, location (have school floor plan available), number and types of weapons, names and number of victims, statements made.
8. Do NOT:
  - 8.1 Evacuate the school until instructed to do by the police.
  - 8.2 Attempt to remove the weapon (s) from the intruder.
  - 8.3 Attempt to negotiate with the intruder.
  - 8.4 Remove lock down until given clearance by the police.
9. In rural areas where significant delays may take place prior to police arrival, the school may need to involve a staff member (possibly the counselor) who has a rapport with the intruder, to talk to him or her. In this case, the staff member should only attempt to gain information that would assist the school in removing or in minimizing possible targets.
10. Protect the crime scene. Note circumstances and individuals present. Identify assailants, victims and witnesses. In serious incidents, separate witnesses until police arrive.
11. Under the direction of the Director of Education, develop a fact sheet to respond to telephone inquiries and to assist in informing parents of the location and time of the students' release.
12. Use previously established location for family members to wait and be kept informed. This is the location to which the students will be released.

13. Release students only after police approval
  - 13.1 Teachers must remain with students until they are released.
  - 13.2 Use attendance file when releasing students to verify information.
  - 13.3 Use prearranged evacuation site if necessary, to release students to their parents.
14. The TERT team, in consultation with the staff, will determine the nature and extent of the crisis counseling required and will access the necessary resources.
15. Debrief the TERT. Meet with staff as soon as possible to debrief and develop a plan for follow up.
16. Prepare **School Incident Report Form for Insurance Purposes.**



## HOSTAGE TAKING

1. Alert the school office immediately.
2. Call 911.
3. Inform the Superintendent.
4. Do not attempt to rescue hostages or threaten the perpetrator.
5. Gather as much information as reasonably possible (ie: information on perpetrator, weapons, explosives, etc.)
6. Assess immediate danger to hostage and potential threat to others.
7. Follow procedures for **Armed Intruder** or **School Lock Down** as required.
8. Prepare **School Incident Report Form for Insurance Purposes**.

## DEATH AT SCHOOL

1. Call 911 emergency services.
2. Clear non-essential students and staff from the area and secure the area.
3. If required, follow Division procedures regarding body fluids as per Administrative Procedure 160 Appendix.
4. Notify the parent/guardian or spouse of the deceased that there has been an emergency and direct them to the receiving hospital.
5. Ensure that someone from the school meets the parents or spouse at the hospital.
6. Hold bell and class changes until the situation is stable.
7. Convene the TERT.
8. Inform the Superintendent.
9. Alert counselors at sibling's school(s) and await family instructions.
10. Inform staff and students through a written memo to be read by class teachers or have counselors visit classrooms.
11. Under the direction of the Director, prepare a fact sheet to provide information to the media and respond to telephone inquiries.
12. Provide counseling to staff and parents.
13. Identify individuals who are at-risk and provide follow-up.
14. Inform all parents about the death and how the school is responding to it. Alert parents to potential reactions from their child and indicate the assistance available.
15. Hold a staff meeting as soon as possible to process feelings and plan for anticipated student reaction.
16. Relay additional information to staff and students as it becomes available.
17. Plan for funeral – student attendance, staff coverage.
18. Debrief TERT.
19. Complete **School Incident Report Form for Insurance Purposes.**

## EARTHQUAKES, TORNADOES, VIOLENT WINDS

### Tornadoes/Violent Winds

**Note:** Tornadoes occur in conjunction with severe thunderstorms, and are often accompanied by lightning, heavy rain and/or hail. They can strike suddenly alerting you with their loud, roaring noise, and move quickly at a speed of 50-70 km/hr.

1. Tornado Watch – means that no funnel clouds have been sighted, but tornadoes can be expected to occur. Collect all staff and students inside building. Be prepared to evacuate quickly and be alert. If an immediate emergency, engage the fire alarm and follow fire evacuation procedures.
2. Tornado Warning – means that a funnel cloud has actually been sighted. The approximate location and direction of travel is usually given when the warning is broadcast.
3. The principal and transportation manager will consult regarding any changes required to regular bus schedules.
4. The principal will notify all staff and school volunteers of the watch.
5. Designate lookouts for all sides of the building in case of a tornado watch.
6. Inform Superintendent.
7. In the event of a tornado:
  - 7.1 Use the P.A. system to alert the entire school.
  - 7.2 If the system fails, designate employees to alert all teachers.
  - 7.3 Evacuate students to sheltered areas in the school – go to basement, interior hallways, or rooms without exterior walls. (If short of time, use classroom area away from doors and windows.) Get under heavy furniture.

**Note: Avoid windows, auditoriums, gyms, or any room with wide free span roof.**

- 7.4 Students and staff should assume a kneeling position and cover the backs of the neck and head with hands or coats to protect their eyes and head. Face away from the area of greatest danger of flying glass.
  - 7.5 Teachers will determine absent students and report names to the office.
  - 7.6 School buses will not leave during a tornado warning.
8. Students and staff will return to class only after the principal gives clearance.
9. If necessary, convene the TERT to determine the need for follow up plan.

10. Complete **School Incident Report Form for Insurance Purposes.**

**Earthquakes**

**Note:** Because earthquakes can strike without warning, the immediate need is to protect lives by taking the best cover available. All other actions must wait until the tremor subsides. Do not panic. The rolling motion of the earth is frightening but not dangerous.

1. Follow Tornado procedures above if inside.
2. For anyone outside, move quickly away from building and away from overhead electrical wires. Lie down and wait for shocks to subside.

## ENVIRONMENTAL HAZARD – TOXIC SPILL

1. Verify information.
2. Determine if evacuation is required, or remove students and staff from immediate area.
3. Call 911.
4. Convene TERT.
5. Provide First Aid where necessary.
6. Inform Superintendent.
7. TERT should work with and support disaster services personnel to:
  - 7.1 Make a decision regarding school evacuation, and
  - 7.2 Inform staff of the situation and procedures to follow.
8. If students or staff are taken to hospital:
  - 8.1 Note names of all students/staff transported.
  - 8.2 Provide staff member at hospital.
  - 8.3 Notify parents/guardians or spouse about the incident and any hospitalized.
9. Under the direction of the Director, prepare a media statement and fact sheet to respond to telephone inquiries.
10. If the school has been evacuated, ask for media help in notifying parents as to when and where students will be released.
11. Prepare information letter for all parents – inform them of the facts surrounding the incident, the school's responses, and any steps being taken to avoid a repeat.
12. TERT, in consultation with school personnel, will identify the need for crisis counseling services and will ensure that these are made available.
13. Debrief TERT.
14. Complete **School Incident Report Form for Insurance Purposes.**

## LOSS OF UTILITIES

### Electricity Failure:

1. Inform the Facilities Manager at the maintenance office.
2. Inform the Superintendent.
3. Determine if the loss of lighting and/or heating represents a safety hazard.
4. If a safety hazard exists, evacuate the building following school evacuation procedures.
5. Remove staff and students to previously designated alternate facility.
6. Where no safety hazard exists, school will continue normal operations.
7. Complete **School Incident Report Form for Insurance Purposes** only when school has been evacuated or released early.

### Gas Leak:

1. Notify the school office immediately.
2. Call 911.
3. Evacuate the school immediately following school evacuation procedures.
4. Move students and staff to previously designated alternate facility.
5. The principal will determine the need to activate the TERT.
6. Inform the Superintendent and the Facilities Manager.
7. Return to the school building only when emergency service responders give clearance. (NOTE: This decision is the joint responsibility of the emergency service responders and the school division maintenance department in consultation with the Superintendent.)
8. Under the direction of the Director of Education, determine communication needs – media statement, telephone response fact sheet, parent notification.
9. Debrief the TERT and plan a follow up.
10. Complete **School Incident Report Form for Insurance Purposes**.

**Water System Failure:**

1. Inform the Facilities Manager at maintenance office.
2. Inform the Superintendent.
3. If the emergency requires an early school closure, follow school procedures as outlined in Administrative Procedure 131.

## SEVERE INJURY AT SCHOOL

1. Alert designated staff member(s) possessing First Aid training.
2. Assess the situation and extent of injuries.
3. Apply First Aid.
4. Call 911 Emergency Service.
5. Call parents or guardians of injured student and inform them of the nature and extent of injuries and the location of the student.
6. Where injuries are judged to be less severe, the student may be transported to a medical facility.
7. If students are transported to hospital, assign a staff member to accompany or follow the ambulance.
8. Remove uninjured students from the accident site.
9. Inform the Superintendent.
10. If deemed necessary, convene the TERT.
11. Notify siblings at school, of the injured, and notify principals of schools where other siblings attend.
12. Inform all staff and students of the accident.
13. Identify distressed students and staff (witnesses, close friends, siblings, etc.) and provide counseling as required.
14. Under the direction of the Director, prepare a fact sheet to respond to telephone inquiries.
15. Visit injured students in hospital.
16. Debrief TERT if called.
17. Complete **School Incident Report Form for Insurance Purposes.**



## OFF-SITE EMERGENCY OR SCHOOL BUS ACCIDENT (WITH INJURIES)

**Note:** An off-site emergency involving students and/or staff members from the school requires that the school coordinate communication with and assist the emergency response agencies in reuniting students and staff with their families.

1. Upon notification of an off-site emergency, the principal will verify the report with the police and the Transportation Manager if applicable.
2. Determine who was injured, the extent of the injuries, and hospitals where students have been transported.
3. Initiate emergency traffic/security control procedures if required.
4. Ensure that a staff member is dispatched to the emergency site as a liaison for emergency responders and school staff/students.
5. Appropriate staff members should be sent to hospital (s) where students have been taken, and must keep the principal up-to-date on the status of the students' welfare.
6. The Principal will convene the TERT.
7. Initiate emergency communications plan for contacting parents/spouses, etc. Inform them of the facts and provide information with respect to the condition of their children/spouses, their location, and which staff member is present with them.
8. Provide details to parents of uninjured students to inform them of the accident and the arrangements for assembly and pickup of students/staff.
9. Under the direction of the Director of Education, prepare a fact sheet to respond to telephone inquiries.
10. The TERT will assess the needs of friends and classmates of the injured and will ensure that necessary supports are available.
11. Debrief the TERT and plan any required follow-up.
12. Complete the **School Incident Report Form for Insurance Purposes**.

## Appendix C

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### SECTION II - STUDENT THREATENING BEHAVIORS

#### DEFINITIONS

High-risk behaviors include, but are not limited to, possession of weapons, bomb threats, and threats to kill or injure others. Threats may be written, verbal, posted on the Internet, or made by gesture. They may be direct, indirect, conditional or veiled.

Immediate risk situations are those situations involving high-risk that require immediate police intervention, such as when a student is making a threat and is in possession of a weapon.

Worrisome behaviors are those that cause concern for members of the school system that may indicate that a student is moving toward a greater risk of violent behavior. This may include drawing pictures, writing stories, or making vague statements that do not, of themselves, constitute "uttering threats" as defined by law but are causing concern for some members of the school community because of their violent content.

Traumatic Events Response Team will be activated as determined by the Principal.

#### **1. Reporting**

- a) Any person in a school having knowledge of high risk student behavior or having reasonable grounds to believe there is a potential for high risk behavior shall immediately report the information to the school principal and/or designate.
- b) No action shall be taken against a person who makes a report unless it is made maliciously or without reasonable grounds
- c) In cases where a report is made maliciously, the person shall be dealt with according to school division policy and the law, where applicable

#### **2. Fair Notice**

- a) Prior to any threat assessment protocol being implemented, all students, staff, and parents shall be provided with information about the protocol and procedures so that "fair notice" is given that threat behavior will not be tolerated (See Forms Manual: Fair Notice Letter).
- b) The Principal shall take the lead to ensure that students, staff, and parents are aware of the protocol and that a consistent message is given regarding the use of the protocol.

### **3. Duty to Respond**

- a) Schools shall respond to all high risk/threat related behaviors; all high-risk behaviors shall be taken seriously and assessed accordingly.

### **4. Immediate Risk Procedures**

- a) These are those matters for immediate police intervention.
- b) The school principal or designate shall contact the police immediately and take steps to ensure the safety of all those in the school by activating established procedures such as school evacuation or school security (lock down).
- c) School principal shall notify the Superintendent of Schools or next available Central Office supervisor contact.

### **5. High Risk Behaviors**

- a) Upon receiving a report of high-risk behavior, the principal or designate shall initiate the protocol for the response of the TERT in order to assess the high-risk behavior.
- b) In cases where it is believed a Criminal Code violation has occurred, the police officer assigned to the Threat Assessment Team has the “first call” as to whether or not charges will be laid.
- c) Regardless of whether or not charges are laid, the TERT shall continue to conduct a risk assessment and determine follow-up recommendations.
- d) Although there is ongoing collaboration among TERT members, each team member has his/her own “jurisdiction”.
- e) The school principal shall notify the parent(s) of the student making the threat at the earliest opportunity as well as the parents of those students against whom the threat was made. Parents become an integral part of the initial risk assessment process.
- f) When information suggests that a student who has displayed high-risk behavior poses a threat, other members of the larger TERT may become involved in the comprehensive assessment phase.
- g) In order to protect others and/or the threat maker, students may be suspended from school by the principal during the assessment period. Efforts will be made to keep the student connected to healthy supports.
- h) The TERT shall guide the process from initial assessment, to planning interventions to decrease risk, to plans for re-entry to school where a suspension has occurred.

- i) If circumstances warrant and following the completion of necessary assessments, TERT may work with the student and their parent(s) to develop a re-entry plan for school that becomes a signed contract by all participants.

## **6. Duty to Victims and Others**

- a) The Principal shall ensure that appropriate support is provided to those against whom threats have been made.
- b) The principal shall notify all school staff, and parents, if necessary, within a reasonable time period, when the protocol has been activated as a result of high-risk behavior.

## **7. Students Requiring Special Consideration**

- a) When dealing with students under twelve years of age, students with special needs, or other exceptional students, accountability/maturation issues and cognitive abilities shall be taken into consideration.
- b) Since these students can still pose a risk, the principal shall be consulted.
- c) The school principal shall determine police involvement.

## **8. Worrisome Behaviors**

- a) The school shall communicate all worrisome behaviors to the principal for consultation.
- b) The school principal shall consult with appropriate staff as to whether or not a threat assessment needs to be conducted.
- c) The police may be consulted but it is generally not done as a formal complaint.

## **9. Threat Assessment Incident Report**

- a) The principal shall be responsible for ensuring that a "Screening and Reporting Form Level I" (Form 165-2) is completed and filed separate from the student's cumulative file. A "Threat Assessment Notification" (Form 165-4) will be placed in the student's cumulative file.

### **SECTION III - TRAUMATIC EVENTS RESPONSE**

Death is a part of our life experience. It is inevitable that a school community will face this experience at some time. The effect of a death of a student or staff member can be a traumatic event. An established response plan to such an event can be a support to the school staff and students.

The educational system, as well as the family, provides models or standards of behavior at the time of a tragic event. In the case of a death, school personnel have the opportunity to demonstrate appropriate bereavement responses. The focus of the bereavement response should be a demonstration of the ability to cope with the death while recognizing that life will and must go on.

The purpose of this document is to provide a model and strategies for school staff to use in responding to issues that arise when a tragic event occurs.

#### **A. Development of a Response Plan For Death, Suicide or Attempted Suicide**

**The Traumatic Events Response Team, using established system procedures, is to develop a response plan sensitive to the individual school community and is to provide support to the members of that community.**

1. Confirm the death and the cause of death with either the family or the police. Exercise great sensitivity in all communication with the family.
2. Request family permission to share details surrounding the death and its cause with students and staff.
3. Obtain the names of the sibling(s) and the names of the school(s) where they attend. The Principal should also secure the name and telephone number of a family spokesperson if possible.
4. Inform the Superintendent.
5. The Director of Education or designate will be the media spokesperson.
6. Contact the Principal of the school where siblings attend, advising him/her of the death.
7. Convene the TERT.
8. Arrangements for substitute teacher(s) should be made as deemed necessary.

9. Establish a crisis response room with counselors available for students and staff.
  
10. Inform all staff of the following as information becomes available:
  - 10.1 details regarding the tragic event;
  - 10.2 emphasizing maintaining students within their classrooms;
  - 10.3 the location of the crisis room;
  - 10.4 procedures for accessing the crisis room;
  - 10.5 no student is to leave the school unless with permission and/or accompanied by a parent/guardian
  - 10.6 students suffering great distress should be accompanied to the crisis room or the office by a fellow student
  
11. In consultation with staff, make plans to share a prepared message with each class.
  
12. The TERT will decide if a letter to the parents of students is appropriate (see Appendix E-5).
  
13. If the Principal becomes aware of the death of a student or staff member during out of school hours the information regarding the death will be shared with staff and TERT members will be called as soon as is feasible. At this time staff and TERT members will be advised of a staff meeting prior to morning classes. Inform staff that the Director of Education will handle all media inquiries.
  - 13.1 The following information is suggested as an outline for the staff meeting\*\*:
    - Introduce or review information surrounding the tragic event.
    - Introduce support team.
    - Identify support team.
    - Outline expectations of teachers with respect to sharing information with students and dealing with students' reactions to the information.
    - Review media contact guidelines.
    - Provide time for staff discussion and questions.
    - Provide TERT with the names of students at risk.
    - Discuss the letter to parents if one has been prepared.
    - Establish a time for a late afternoon staff meeting.

\*\* While the primary purpose of the staff meeting is to share information and to formulate a response plan, it is also a setting in which the staff members may express their feelings and lend each other support.

14. Debrief TERT and Staff and develop plan for follow-up, including, but not limited to:

- 14.1 review of actions taken by the school.
  - 14.2 update regarding latest facts, including funeral arrangements.
  - 14.3 identification of students who have reacted with particular distress
  - 14.4 availability of resource staff that will be present the following day and their location.
15. Longer Term Follow-up:
- 15.1 Confirm final details for attendance of the staff at the funeral.
  - 15.2 Make decision with respect to a memorial service at school.
  - 15.3 A school memorial service should not be held in the case of a suicide.
  - 15.4 Identify whether other commemorative responses are appropriate.
  - 15.5 Determine ongoing counseling needs.
  - 15.6 Review the parents'/guardians' wishes with respect to the personal property of the deceased left at the school.
  - 15.7 Remove the deceased's name from class lists, attendance lists, and the computer to prevent any embarrassment by an unknowing teacher checking attendance at the beginning of class.
  - 15.8 Assess the effectiveness of the school's tragic event response protocol.
  - 15.9 Make provisions for ongoing counseling when siblings or suicide survivor(s) return to school.

## **GUIDELINES AND STRATEGIES FOR RESPONDING TO A SUICIDE, SUICIDE ATTEMPT OR SUICIDE THREAT**

A fundamental responsibility of the staff of the school is the safety of students. The staff has the responsibility to act on any information, which indicates that a student is in danger. In priority order, the following process will address: (1) safety of the student, (2) communication with those in a position to help, (3) referral, treatment and follow-up.

***If a student is believed to be at risk for suicide, the Principal should be contacted immediately. All information regarding a potential suicide should be considered confidential and is to be shared only on a need-to-know basis.***

***When following the Guidelines for responding to a suicide, suicide attempt or suicide threat, personal judgment and discretion need to be exercised due to the uniqueness and complexity of each situation.***

### **A. Suicide Threat**

Appendix E-1 provides a list of warning signs that may provide a basis for determining potentially suicidal students. **These are meant to be guidelines only.**

Information regarding suicidal threats may range from a teacher's general uneasiness arising from a student's essay or artwork to information from a classmate indicating that a student has a plan for taking his/her life and the means to carry out the plan. Regardless of the degree of risk perceived to be involved, the staff member in receipt of the information or who has developed uneasy feelings regarding a student has a duty to inform the Principal.

#### **Indirect Threat**

- The Principal should review information regarding the student with the TERT to determine further action such as the need for a formal assessment.
- All action taken should be chronologically documented.
- Concerns regarding the indirect threat should be discussed with the parent.

#### **Direct Threat**

1. Inform the principal. The school counselor will be called. At no time is a student at risk to be left alone.
2. The principal will convene the TERT.
3. Make the situation as non-threatening to the student as possible.



4. Notify the parents/guardian.
5. The student may not leave the school unless accompanied by a parent/guardian.
6. If a parent/guardian is unavailable and the student cannot be maintained at school, the Department of Community Resources should be contacted. Under some extreme conditions, it may be appropriate to call the police.
7. After TERT has completed an assessment, the student may be referred for a medical assessment or to a community based counseling service.
8. Designated school personnel should follow-up the next day with the parents/guardians to determine what action has been taken and to identify the role of the school.
9. If in the course of the interview or from other sources, it has been suggested that the means to commit suicide has been brought to school, it may be considered grounds for search of the student or a search of the student's locker. However, grounds for any search must be reasonably based.
10. All action taken should be chronologically documented.
11. The Director of Education shall be contacted if additional support or interventions are required.

## **B. Suicide Attempt At School**

1. Follow all procedures for an accident at school in dealing with the immediate well being of the student.
2. Inform the superintendent.
3. The Director of Education will serve as media spokesperson.
4. Inform staff and discuss plans to share only necessary information with students
5. Convene the TERT team.
6. In the event of a death, follow procedures in Section I – Death at School.
7. Consult Appendices E-1 to E-8 for further information regarding special considerations involving suicide or attempted suicide.

### **C. Suicide Attempt Out of School**

Although the school is not in a position to offer therapy, it can provide a post-crisis support program. Such a program can take a number of forms to address the following:

- transition back into school
- monitoring of the student
- support in school related matters

Regardless of the degree of intensity of the suicide threat or the action taken in a suicide attempt, there will be a degree of awkwardness experienced by the student when he/she returns to school. A transition plan may help ease the student's move back into school. The transition plan should have the following elements:

\* The principal will coordinate post-crisis support and inform the student that a counselor will be available if needed.

\* The principal will contact the TERT to review the support plan.

\* In development of a post crisis support program, a student's right to confidentiality shall be respected.

\* There should be discussions with classroom teachers concerning the student's return to class. In general, the academic expectations for the student should remain the same as for other students.

\* If parents/guardians and the treatment agency are willing, a support plan should be discussed with the therapist. Do not assume, however, that all students who have made a suicidal threat or attempt become involved with community support services.

Students who have been identified as at-risk or who have attempted suicide should continue to be monitored. The purpose of the monitoring is:

- a. to identify any changes in behavior which might signal an increase of risk and communicate the concern to the parent/guardian and designated therapist; and
- b. to identify and provide support in cases where the school may be contributing negatively to readjustment.

Regular monitoring of the at-risk student should be undertaken with discretion to ensure that this process is not an added source of stress for the student.

## **D. The School's Role After a Suicide**

Suicide has a devastating effect on survivors. As well as the effect on the school population and the sense of loss, there is also a very real danger of "cluster suicides"; that is, others emulating the deceased.

Why this occurs is not fully understood but it is recognized that cluster suicides *can*, and do happen. It is important that a school responds immediately to the situation and in the case of suicide, it is strongly recommended that the TERT be called in to provide support and guidance at the onset of the crisis.

- \* Alert the staff as quickly as possible and convene TERT.
- \* TERT has a vital role in supporting both staff and students.
- \* Close friends of the deceased should be informed of the death in private before the rest of the school is notified.
- \* Should any staff members be unable to provide support to the students, for any reason, arrangements should be made for other staff to assume their responsibilities.
- \* A brief statement providing the known facts and a message of condolence should be read to the students in their classes to dispel any rumors and/or conjectures.
- \* Avoid glorification or condemnation of the deceased's action. Focus on the tragedy, the loss of life, the sadness that the deceased could see no other options. Also focus on the fact that many other options are available for people in distress. Talk about other ways of coping.
- \* Discuss the facts. Allow the students to respond with their own thoughts and feelings.
- \* Discuss the feelings of guilt survivors often feel after a suicide. Talk about hindsight, emphasizing that no one is to blame for the death.
- \* Listen to what the students say. Watch their reactions carefully for possible "at risk" individuals.
- \* Encourage students to stay in a large group. Discourage them from forming small groups or from leaving the classroom.
- \* Refer "at risk" individuals to the TERT. Group counseling may also be necessary.
- \* It is important in the succeeding days to maintain a regular school routine but allow time for discussion if necessary.
- \* Recognize that there will be reduced activity and lack of concentration. Reschedule tests and examinations for a later date if possible.

- \* Encourage those who wish to attend the funeral to do so.
  
- \* Keep the memorial service simple if one is to be held. Discourage a special event, such as a tree planting ceremony or "retiring a sweater," as these gestures may be seen by some individuals as glorification of the suicide act and encourage other suicides.
  
- \* If family or friends persist in requesting a special gesture, explain that these desires are a normal part of the grieving process. Suggest that any money collected be given to the family to help with funeral expenses or be donated to a community organization.
  
- \* Families often feel isolated or ostracized after a suicide. A visit from the school principal, counselor or other staff members will reassure the family of the school's support. The initial visit could be followed by other short visits or by a letter reconfirming the school's support and assistance.
  
- \* A suicide is a painful experience for the survivors. Its effects may be felt for years, not only by the school staff and students, but by the whole community. Parents of other students who are concerned about their own children may need reassurance. It may be necessary for the school administrators, counselors and the TERT to meet with these parents, either individually or in small groups. It may also be necessary to arrange counseling for them.

## Appendix E

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### APPENDIX E-1

#### Youth Suicide: Warning Signs

The importance of recognizing warning signs is crucial. People under stress and crisis/trauma situations do provide clues that indicate they are hurting and in trouble.

Researchers believe that most suicidal individuals convey their intentions to someone in their network of friends, family, or peers, either openly or covertly. These people are intimately and extensively in contact with a particular suicidal adolescent. They are probably in the best position to recognize the signs and render help.

No one profile or check list exists for identifying a suicidal adolescent. Suicide, like much of human behavior, is difficult to predict. Despite experts' best efforts, even they cannot say, if or when, a person will attempt suicide. But they have identified several warning signs which, particularly in combination, demand immediate concern and attention.

The following list of warning signs is not all-inclusive, but provides a basis for what to look for in potentially suicidal adolescents.

**1. Suicidal threats.** Suicidal threats can be classified into two categories:

- (a) veiled/disguised threats and
- (b) specific desire-to-die threats.

Veiled/disguised threats may come in "*sometimes I just want it to be over with*", "*I can't take it any more*" or "*the world would be better off without me*". These veiled/disguised threats are like little teasers - but they must be heard.

Specific desire-to-die statements leave no doubt about the adolescent's intentions. Examples of such statements could be; "*I'm going to kill myself*" or "*I'm going to commit suicide*". These direct threats require immediate attention. Direct threats require referral to competent mental health professionals. People who talk about suicide do attempt suicide and do commit suicide.

**2. Sudden changes in behavior.** This category of suicidal warning signs reflects the concept that people behave according to how they feel about themselves. When adolescents are experiencing stress, problems, and traumatic events in their lives, their behavior changes.

Changes in eating behavior are common. Often adolescents dramatically increase/decrease the amount of food they eat.

Changes in sleeping behavior may be another warning sign. Adolescents may sleep an inordinate amount of time. Excessive sleeping allows them to avoid stress and conflicts. Insomnia is another warning sign of people in stress.

Adolescents considering suicide will often change their style of dress and personal appearance.

Personal hygiene and grooming reflect feelings of depression and low self-esteem. They quit caring about what they look like.

The grades of suicidal adolescents may drop and school attendance may become sporadic. Educators, parents, and peers are in an excellent position to observe these changes.

Suicidal adolescents often demonstrate changes relative to activities that once were important to them. They become disinterested and drop out of these activities.

**3. Depression and isolation.** Depression in adolescence is often expressed by changes in behavior. The depression may be demonstrated by adolescents choosing isolation from friends and family. One of the difficulties in perceiving adolescent depression is the fact that adolescents often show depression in ways that are different from adults. The adolescents who are displaying acts of defiant, aggressive and rebellious behavior may be expressing their depression.

**4. Giving away valued possessions.** In some cases suicidal adolescents will give valued possessions to their friends.

**5. Getting their house in order.** Another warning sign revolves around getting *their house in order*, and taking care of unfinished business. Adolescents will often patch up old quarrels and make amends for past mistakes. Such behavior is particularly alarming when other warning signs also are present.

**6. Previous suicide attempts.** Adolescents who have made serious suicide attempts are at higher risk for actually killing themselves.

**7. A loss in their life.** A loss in adolescence is often a contributing factor to suicidal behavior. The loss may include the break-up of a love relationship, death of a family member, or the loss of a parent through separation or divorce. Children and adolescents are particularly vulnerable at times of geographical movement and separation from friends.

Adolescents may have a concept of death that is different from the adult concept of death. As people continue to have longer life expectancies many young people will not have experienced the death of grandparents and/or other family members. They don't comprehend the finality of death.

**8. Drug and/or alcohol use.** Adolescents who use drugs and/or alcohol are at greater risk for suicidal behavior.

## APPENDIX E-2

### Guidelines for Teachers Dealing with Death

#### DO'S

1. Feel comfortable asking for help. This experience need not be handled alone.
2. Develop an environment in which students feel safe to ask questions, and confident of receiving a honest answer.
3. Use correct terminology related to death. (Avoid euphemisms - "*passed away*", etc.)
4. Listen and empathize. Make sure you hear what is said and not what you think the student ought to have said.
5. Allow the student to express as much grief as they are able or willing to share with you,
6. Share your own feelings and tell about your own memories of the student but don't idealize the dead student.
7. Say "*I don't know*" when you don't know
8. Recognize that classroom routines and management may be disrupted. This is natural - be flexible.
9. Maintain a sympathetic attitude toward the student's age-appropriate responses. (Be prepared for a strong reaction).
10. If appropriate, organize activities that will allow students to tangibly express their grief (e.g. memorials, letters, etc.).

#### DON'TS

1. Don't force a child to participate in a discussion about death.
2. Never link suffering and death with guilt, punishment and sin.
3. Don't be judgmental; don't lecture. It's all too tempting to make a point or moralize.
4. Don't force a "*regular day*" upon grieving students, but at the same time don't allow the class to be totally unstructured. Offer choices of activities, e.g.; letters, journals and discussion.
5. Don't say "I know how you feel" unless you truly do.
6. Don't force others to look for something positive in the situation.
7. Don't feel you must handle this alone. Ask for help.
8. Don't expect "*adult responses*" from children and teenagers. Their grief responses may seem inappropriate to you (i.e. giggling).

**Note:** It may be useful to provide a copy of this for each staff member.

Adapted from: Ogden E.H. and Germinaro, V. (1988). *The At-risk student: Answers for educators*. Lancaster, Pa. Technomic Publishing Co. Inc.

## APPENDIX E-3

### Stages in the Grief Process

To help us cope with our own grief over a death and to assist students and colleagues, it is useful to understand the stage of the grieving process.

#### 1. Initial Shock

Shock is the first reaction to death. Initially a person may feel detached from the situation and may be unable to carry out daily activities. Although this detachment may be useful in coping with events following a death it is important to become actively engaged with activities of one's life as soon as possible. Denial may also occur.

#### 2. Anger

The feeling of anger is often a part of the grieving process. Survivors frequently feel betrayed by the person who has died - *"How could you do this to me?"*

The anger of the survivors is frequently directed at the helping professions such as doctors, counselors and educators.

It is important in moving through this stage of the grieving process to not deny your anger. (Death by suicide often increases feelings of anger.)

#### 3. Guilt

Death causes us to reflect intensely on our relationship with the deceased. During this process we may experience guilt through real or perceived problems in our relationship with the deceased --- *"If I only had spent more time with him / her"*. Death by suicide often increases feelings of anger and guilt on the part of the survivor(s).

#### 4. Acceptance

As we move through the grieving process we establish what the deceased meant to us and we move to an acceptance of his/her death.



## APPENDIX E-4

### Grief Reactions by Age and Cognitive Development

There is a wide variability in children's responses, even from those of the same age, but essentially the level of cognitive development determines how a person views death.

#### 5 - 9 Years

Children fear personification of death - skeletons and ghosts, fear of graveyards, haunted houses, "bad" people, but believe the spirit still lives. Talk openly to clear up misconceptions and lessen fears. Reassure children that they will be looked after and accept that their level of conceptual understanding necessitates a concrete view of death.

#### 10 - 14 Years

Children are beginning to understand and accept a mature realistic explanation of death as final and inevitable. They are developing their independence from parents but are not yet fully established individuals. Consequently, a death, especially of a peer, can cause considerable distress based on a fear for their own security. They may refuse to believe they are mortal.

Teach:

1. It is normal to feel sad, angry, lonely.
2. It is all right to cry openly and talk about a death.
3. It is appropriate to recognize that grief is painful but that it is important to *"move on"*.

#### 15 -18 Years

Teens are beginning to understand the issues of war, abortion, suicide, etc. They are moving to a more abstract level of thinking and yet their tendency is to react especially in the death of a peer, in a highly dramatic, intense fashion with a reliance on personalized rituals, symbols, etc. Their energy can appear to come in great spurts and their responses can be unpredictable.

#### Adult

"The variety of grief responses in adults is extensive largely due to how previous losses have or have not been resolved. Although adult cognition allows an older person to reason abstractly, the degree to which personal support systems (i.e., friends, religion, etc.) are firmly in place can determine the nature of their grief.

At the same time, adults have at their disposal a large variety of strategies which they can use to avoid grieving. The perceived need to remain "*in control*" often causes adults to circumvent the natural grief process. Unhealthy responses include such behaviors as:

- over-activity with no apparent sense of grief
- inertia and indecisiveness
- suppression of feelings
- developing the deceased's symptoms
- increased frequency of real physical disease
- self-defeating behavior
- depression

Colleagues should be watchful of distorted grief responses and supportive and caring of their co-workers as they move through the grief process – together.

## APPENDIX E-5

### Letters to Parents of Classmates

The Principal, in consultation with the TERT, will decide if a letter to parents of other students enrolled in the school is appropriate. The letter may be directed to all parents, parents of students at the deceased's grade level, or parents of classmates.

In the event of a serious accident involving students, a similar letter with modifications would be appropriate.

#### A letter home should be brief and should include:

1. Expression of sympathy to the parents of the deceased.
2. Explanation of the facts surrounding the death, funeral arrangements, and how the school will be handling attendance at the funeral. School personnel may wish to ask students planning to attend the funeral during school hours to bring written permission from their parents/guardians authorizing attendance at the funeral.
3. Some details on the deceased person's background.
4. Concluding comments which focus on support for the family.

#### Suggested Model of Letter to Parents of Students Informing Them of the Death of Student/Staff Member

Dear Parent/Guardian:

I regret to inform you of the death of (Name of deceased). (Name of deceased) was a student/teacher at (school). (He/She was a student in grade \_\_\_\_ ) or He/She taught subject and had been on staff at school for \_? \_ years. The cause of death is reported to be (\_\_\_ ? \_\_\_).

Funeral arrangements are pending but will be shared with your son/daughter as they become available.

Each person responds to death in his/her own way. If your son/daughter is showing signs of particular distress, please contact his/her teacher. Resource personnel are available at the school to help students in dealing with the death.

I trust this information is useful in helping you support your son/daughter at this difficult time.

Principal's Signature

## **APPENDIX E-6**

### **Bereavement Responses**

It may be appropriate for the school to plan a response to a death within the school community. Particular sensitivity needs to be exercised with respect to the deceased's/survivor's cultural and religious background. The response could take several forms such as:

- attendance at the funeral
- school assembly (not recommended for death by suicide)
- lower flag
- moment of silence
- yearbook recognition
- awards
- memorial fund
- donation/flowers
- memory book for the family

## APPENDIX E-7

### When a Student Returns to School

When a student returns to school after experiencing the loss of a parent or sibling, it can be uncomfortable for both the student and the rest of the class. If possible allow the student to get settled in as usual. Sometime early in the day, the teacher should speak to the student privately, expressing concern, sharing any relevant experience and letting the student know that he/she understands how painful life is right now. The teacher's body language is important. Make eye contact. Keep a relaxed bearing and remember that return to school is a very important step for that student. It is the sign of beginning to return to "normalcy" and perhaps returning to a place where the student can find the most stable environment in his/her life at that moment. Be direct in your comments. Avoid platitudes or euphemisms.

Later, let the student talk about death as well as discussing any concerns about getting behind in schoolwork. Accept the feelings, fears and concerns of the student. Recognize that people vary in how much they wish to disclose their feelings. Allow them to talk.

Demonstrate by touch, if appropriate, as well as words that you care. When a person is faced with painful feelings, especially those that make him/her isolated, physical contact is important. Touching, when touching is needed, may contribute so much that it outweighs the very slight possibility that it will not be desired.

Recognize that the pain of a loss may persist over an extended period. The teacher may choose to consult with appropriate resource personnel regarding students who have suffered such a loss.

The teacher should have taken time to discuss with the class the return of the bereaved student. There is a tendency to avoid people who have experienced a death. A sense of isolation results partly from the deliberate withdrawal of the person who has experienced the death of a family member or friend but it is also caused by others who avoid the bereaved. The teacher should encourage his/her students to be open and supportive of the bereaved student upon his/her return without an excessive focus on the death. Gossip, inappropriate questions or comments should be cautioned against.

## APPENDIX E-8

### Tragic Events Response Checklist (to be completed by the Principal or designate)

This checklist is designed to provide a structured framework for responding to a crisis within the school community.

#### Procedures

##### I Collection of Information

##### Notes

- confirm information regarding the tragic event or death with family or police
- what can be shared (based upon police direction where applicable)
- in the case of death, determine cause of death
- wishes of the family with respect to the sharing of information
- gather information regarding funeral arrangements
- obtain name of siblings and schools where they are in attendance
- obtain name and phone number of family contact person

##### II Process for Activating Tragic Events Plan

##### Notes

- contact the Director of Education
- Convene the TERT
- arrange for substitute teacher(s) if deemed necessary

##### III Tragic Events Response - Team Planning Meeting

##### Notes

- determine whether additional resource personnel are needed - contact as necessary
- establish staff meeting time
- arrange a crisis room
- order coffee, drinks and food if possible
- prepare a memo for teachers to read to class outlining the tragic event (if a death has occurred include funeral arrangements, if known)
- decide if a letter to parents is appropriate

- make provisions for staff who need support
- if tragic event/death occurs during school hours a brief staff meeting should be called as soon as is possible
- if a staff meeting is not possible, develop an alternate mechanism for sharing information with in-class teachers
- identify teachers without immediate classroom duties to monitor entrances, hallways and washrooms

#### **IV Initial Staff Meeting**

#### **Notes**

- share information regarding tragic event/death (dispel rumors)
- introduce resource personnel
- review / prepare memo

discuss procedures for sharing information with students

designate crisis room and process for students accessing crisis room

assign teachers who do not have immediate classroom responsibilities to monitor entrances, hallways and washrooms

identify closest friends and students who are felt by staff to be particularly at risk

consider the addition of a resource person in classrooms where a particularly strong reaction is expected

restate protocol with respect to media

attempt to identify teachers who need particular support

provide discussion and input from resource personnel

arrange the distribution of a letter to the parents/guardians of students (if appropriate)

give the time of the later afternoon staff meeting

## **V Late Afternoon Staff Meeting**

## **Notes**

review the events of the day

provide an update on the tragic event/death and in the case of death - funeral arrangements

encourage feedback from staff

identify students who may need particular monitoring to resource personnel or administration

arrange for notification of parents/guardians or students identified as at risk

discuss plans for the next day including the role of resource personnel, crisis room, etc.

## **VI Follow-Up**

## **Notes**

identify personnel who will follow-up with students who are considered at risk

what formal or informal commemoration is appropriate at the school

assess effectiveness of school's Tragic Events Protocol