



NORTHERN GATEWAY

PUBLIC SCHOOLS

**CRITICAL RESPONSE
PLAN**

TABLE OF CONTENTS

Introduction	2
Communications Procedures	3
School Telephone Fan-Out.....	4
Division Critical Response Team.....	5
Threat Assessment Procedures	6
Abduction	9
Assault on School Premises	10
Bomb Threat.....	11
Tornadoes and Violent Winds.....	12
Environmental Hazard - Internal.....	13
Environmental Hazard - External.....	14
Hostage Taking.....	15
Loss of Utilities	16
Off Site Emergency	17
School Bus Accident	18
Severe Injury	19
School Evacuation Procedures	20
School Lock Down Procedures	22

APPENDICES

Emergency Telephone Numbers	Appendix "A"
Critical Incident Report.....	Appendix "B"
Critical Incident Fact Sheet	Appendix "C"
High Risk Threat Incident Report	Appendix "D"
Threat Call Checklist – Bomb Threat.....	Appendix "E"
First Aid/CPR Personnel List.....	Appendix "F"
Alternate Locations for Emergency Sites.....	Appendix "G"
School Safety Plan Checklist	Appendix "H"
Critical Response Plan - Questions	Appendix "I"
Disaster Supplies Box List	Appendix "J"
Developing a Communication Plan - Questions	Appendix "K"
Communicating With the Media	Appendix "L"
Student Release Form.....	Appendix "M"

SCHOOL CRITICAL RESPONSE TEAM RESOURCE GUIDE

SCHOOL FLOOR PLAN

SAMPLE LETTERS

STUDENT/STAFF LISTS

INTRODUCTION

Planning and preparation are key elements for the effective management and successful resolution of any crisis situation. This Critical Response Manual is a resource manual designed to enhance communication and coordination of School, Division and community responses to meet the needs of those members of our school communities who are involved in a crisis.

Social media is becoming a part of our daily lives and particularly for many of our students. People often turn to it as a source of information during critical incidents and emergencies. In the context of a school or a school division, communication outside traditional avenues poses many challenges. School personnel periodically find themselves learning about a situation after their students and the broader school community. Valuable time is spent clarifying information that may be inaccurately portrayed. The school and school division acts upon information received by reliable sources. Northern Gateway's Critical Response Plan provides a clear process for deploying support for its schools in the event of critical incidents

This Manual allows each school to develop a Critical Response Plan which is tailored to its own unique needs and resources. Although this Manual is not intended to be an all-inclusive, step-by-step guide, it does provide guidelines for prudent response to a variety of crisis situations.

This Critical Response Manual is to be used in conjunction with each school's Critical Response Team Guide and is to be reviewed annually in preparation for the first staff meeting of the school year.

INSTRUCTIONS

The Principal shall:

- **prepare the school's Critical Response Manual, with members of the school's Critical Response Team, prior to August 30th of each school year;**
- **review the Critical Response Team Guide found in the Appendices section of this Manual at the school's first staff meeting of the school year;**
- **keep this Critical Response Manual readily accessible for personal use and reference;**
- **advise other members of the school's Critical Response Team of the location of this Critical Response Manual and its use; and,**
- **provide new administrative personnel with specific information pertaining to the location of this manual and its contents.**

COMMUNICATIONS PROCEDURES FOR PERSON IN CHARGE

1. **Phone for help. ALL EMERGENCY SERVICES: 911**
See Emergency Numbers Directory for all other numbers found in Appendix A.
2. Establish an Emergency Communication Centre at a pre-arranged location that has privacy and communication equipment. Tell the 911 Operator exactly where your Emergency Communication Centre is (where person in charge can be found at all times). **REMAIN THERE UNTIL HELP ARRIVES.**
3. Give clear instructions to students and staff regarding the nature of the incident and the procedures to follow.
4. Deploy the School's Critical Response Team. If it is necessary to send anyone to hospital by ambulance, send a staff member along to serve as a liaison between the hospital and Division administration, with instructions to relay progress reports as soon as possible. Keep a key communicator/assistant at your Emergency Communication Centre.

5. School's Critical Response Team includes:

	Home/Cell Telephone Numbers	Emergency Numbers after Hours
- Principal	_____	_____
- Assistant Principal, if applicable	_____	_____
- School Secretary	_____	_____

6. After calling emergency services and following safety procedures for your building, it is imperative that the person in charge IMMEDIATELY relay factual information regarding the critical incident to the Superintendent's office at 778-2800. The Superintendent's office will notify the Northern Gateway Schools Critical Response Team (CRT):

Position	Names	Home/Cell	Emergency Numbers after Hours
Superintendent	Kevin Andrea	963-4688(home) 262-0226(cell)	
Trustee – Chairperson	Judy Muir	924-3654(home) 991-7413(cell)	
Trustee – Vice-Chairperson	Barb Maddigan	778-4329(home) 262-1013(cell)	
Deputy Superintendent	Michelle Brennick	706-3120(home) 262-1280(cell)	
Assistant Superintendent	Bonnie Crane	706-6685(cell)	
Secretary-Treasurer	Mike Gramatovich	785-2174 (home) 305-9381 (cell)	
Director of Maintenance	Randy Lovich	785-2755 (home) 284-8911 (cell)	
Director of Transportation	Rhett Czaban	524-2729 (home) 524-8331 (cell)	
Coordinator for Health & Safety Services	Cheryl Lovich	785-2755(home) 284-8108(cell)	
Communications Officer	Lisa Becic	785-2067 (home) 262-0093(cell)	

7. The Superintendent, or the appointed designate, will handle the release of information and serve as Division Media Spokesperson. Please refer all media to the Superintendent unless otherwise directed.

SCHOOL TELEPHONE FAN-OUT

DIVISION CRITICAL RESPONSE TEAM

The services of the School Division CRT are activated by contacting the Superintendent or Deputy Superintendent. Through consultation with other members of the school's CRT Team, the level of assistance required will be determined and provided.

CRT Co-Leaders Schools	School Phone #	Home Phone #		School's CRT Co- Leaders	Home Phone #
				Principal	
				Assistant Principal	
				School Counsellor	
				Family-School Liaison Worker	
				RCMP Contact	
				Pastors/Ministers	
CRT Co-Leaders Schools	School Phone #	Home Phone #			
CRT Co-Leaders Schools	School Phone #	Home Phone #			
CRT Co-Leaders Schools	School Phone #	Home Phone #			

(For the purposes of this plan, it is assumed that the threat is made by a student...not sure if threats by adults need to be addressed here)

THREAT ASSESSMENT

Definition: A threat is an expression (spoken, written, or gesture) of intent to do harm to someone or something.

All threats are to be treated seriously and assessed using the attached form.

1. Any staff member who becomes aware of a threat made by a student must report to the school administration, providing as much detail as possible.
2. A school administrator will complete the attached form, review any documented prior threats, consult with staff and students as deemed appropriate, and determine further action.
3. Documentation of threats shall be maintained in a binder. Copies shall be forwarded to the receiving school principal separate from cumulative records.

Threats shall be assessed according to the following criteria:

1. **Worrisome Behaviour:**
 - Violent depictions in art work, stories, or conversation;
 - Generalized threats without specific target (e.g., I could kill someone.);
 - Expression of desire for someone to be hurt (e.g., I wish he was dead.);
 - Gestures that may cause another to feel uneasy (pointing finger imitating a gun, swinging fist close to another in an intimidating fashion.); or,
 - Threatening statement made in the heat of the moment.
2. **Low Level of Threat:**
 - Repeated worrisome behaviour;
 - Vague or indirect threat (Threat “could occur” rather than “will occur”);
 - Unrealistic/Implausible: Information indicates unlikelihood of threat being carried out;
 - or,
 - Lack of specific details.
3. **Medium Level of Threat:**
 - Repeated low level of threat;
 - Chronic worrisome behaviour;
 - Threat was directed towards specific individual(s) or thing;
 - Evidence of some thought to how the threat will be carried out;
 - General indication of time and place, but clearly no well planned steps;
 - May include reference to a book or movie; or,
 - May also include statements like “I’m serious!”.
4. **Imminent Threat:**
 - Threat was directed towards specific individual(s) or thing;
 - Threat is highly plausible;
 - Threat included specific details (time, place, weapon, motivation, steps to be followed); or
 - There is evidence that the threatener has the capacity to carry out the threat (knowledge of target’s schedule, access to identified weapon, evidence of practicing with weapon, etc.).

THREAT ASSESSMENT FORM

Student: _____

Date: _____

Details of threat as provided by reporting person

Review of history of threats as recorded in the threat assessment binder

Information provided by staff or student witnesses (Include names)

Interview with target

Interview with student making threat

Threat assessment level (Refer to the criteria)_____

Consequences/Further Action Taken

THREAT ASSESSMENT CRITERIA

Imminent Threat	Moderate Threat	Low Threat	Worrisome Behaviour
<ul style="list-style-type: none"> • Threat is direct, plausible, and specific as to victim, motivation, weapon, place, time; and indicates that the threatener knows his target’s schedule and has made preparations to act on the threat. • Threat suggests concrete steps have been taken toward carrying it out, for example, statements indicating threatener has acquired or practiced with a weapon or has had the victim under surveillance. 	<ul style="list-style-type: none"> • Threat is more direct and more concrete than low level. • Wording in the threat suggests that the threatener has given some thought to how the act will be carried out. • There may be a general indication of a possible place/time (though these signs still fall well short of a detailed plan). • No strong indication that threatener has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to that possibility – an allusion to a book or movie that shows the planning of a violent act, or a vague, general statement about the availability of weapons. • May be a specific statement seeking to convey that the threat is not empty: “I’m serious!” 	<ul style="list-style-type: none"> • Threat is vague and indirect. • Information contained within the threat is inconsistent, implausible or lacks details. • Threat lacks realism. • Content of the threat suggests person is unlikely to carry it out. 	<ul style="list-style-type: none"> • When student exhibits early warning sign or when generalized threats are uttered with no specific target, e.g. “I could kill someone today.”
PROCEDURES			PROCEDURES
<ul style="list-style-type: none"> • The student exhibiting the behaviour shall be escorted to a safe, supervised area. When this is not possible, the safety of other students and staff shall be ensured in accordance with the individual school safety protocol. • The school principal shall contact the CRT to determine a course of action to deal with the threat. When the protocol is activated, parents will be notified at the earliest opportunity by one of the CRT members. • Police involvement and suspension from school will most likely happen. • CRT, in consultation with principal, parents, and appropriate others, shall determine a course of action when a low threat has been assessed. • CRT notified and police, if called in, shall determine the course of action when a moderate threat has been assessed. • Police will be called in and determine whether to arrest and charge the threatener under the Criminal Code/YOA, or to transport to a physician for evaluation when an imminent threat has been assessed. 			<ul style="list-style-type: none"> • Low probability of police involvement or school suspension.

ABDUCTION

1. **If witnessed:**

Notify the school administration immediately. The administration will:

- a) Call 911;
- b) Inform parents or emergency contact; and,
- c) In case of parents not being available, _____.

2. **If not witnessed:**

- a) Verify that the student is missing. Search building. Question student's friends to obtain information;
- b) Call parents – question if they know where their child is; and
- c) Call 911.

If an abduction has occurred

- a) Convene School Critical Response Team;
- b) Inform Superintendent who may then convene Division Critical Response Team or not;
- c) Meet with staff, if possible, and advise teachers about what information to share with students;
- d) Assist the Superintendent and the police to prepare a fact sheet for the media and to respond to telephone inquiries;
- e) Based on circumstances, determine need for more active intervention – visit classrooms, identify students at risk, provide counselling as required;
- f) If necessary, send a letter home to all parents outlining facts as known and alerting them to any possible concerns as well as school/police initiatives. (refer to sample letter in CRT manual);
- g) Prepare classmates to be supportive when student returns and provide counselling as needed; and,
- h) The principal or designate will complete the Critical Incident Report found in **Appendix B**.

ASSAULT ON SCHOOL PREMISES

1. Staff should use their discretion to try to defuse the incident. Reasonable use of force may be used, as necessary.
2. Inform the school principal. (Note: The seriousness of the incident should dictate the necessity of convening the Division's Critical Response Team and/or the Police).
3. Provide first aid as required or call **Emergency Services at 911**.
Note: Follow Division procedures regarding bodily fluids.
A staff member may accompany the victim to the hospital.
4. Protect the crime scene. Note the circumstances and individuals present. Identify assailants, victims and witnesses. Isolate assailants. 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 required.
7. Meet with staff to provide factual information and plan follow up.
8. Where the perpetrator is a student, follow disciplinary procedures.
9. Provide counselling as required.
10. The Principal or designate will complete the **Critical Incident Report** found in **Appendix B**.
11. School Critical Response Team will be debriefed and plan a follow up.

BOMB THREAT

1. Upon receipt of a bomb threat, the person receiving the call should make every attempt to:
 - a) use **Threat Call Checklist** found in **Appendix E** to record details of telephone call;
 - b) prolong the conversation as much as possible;
 - c) identify background noises;
 - d) note distinguishing voice characteristics;
 - e) interrogate the caller as to description of bomb, where it is, and when it is due to explode;
 - f) determine the caller's knowledge of the facility;
 - g) at the earliest opportunity, seek to trace the phone number using *57 or option. (i.e. recorder)
* If possible, direct another person to call 911 while you keep the caller on the line.
2. Alert police immediately, using 911.
3. The Principal or designate will evacuate the school immediately, using the PA system or regular fire drill, ensuring that alternate evacuation routes may be used to avoid the bomb area, if known. Students will be instructed to leave all school bags and electrical devices behind.
4. Announce that cell phone/pager use is prohibited.
5. The Principal or designate will re-direct students to an alternate safe location, if required. (Students will then be accounted for using established procedures.)
6. If possible, the Critical Response Team will be contacted and informed of situation.
7. Ensure that copies of school floor plans are available to police and cooperate in the search procedures.
8. The Principal will inform the Superintendent, providing details.
9. Division Critical Response Team will be de-briefed and plan a follow up.
10. The Principal or designate will prepare the **Critical Incident Report** found in **Appendix B**.

- * Publicity of the bomb threat should be minimized and communication with the media shall be conducted by the Superintendent; and, Information released to the media shall be limited to that which is necessary to eliminate parental and student fears or concerns and will not jeopardize investigations.

TORNADOES AND VIOLENT WINDS

1. Tornado Watch – means 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 for special instructions.
2. Tornado Warning – means 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 Director of Transportation will consult regarding any changes required to regular bus schedules.
4. The Principal will notify all staff and school volunteers of the watch/warning.
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 warning:
 - a) use the P.A. system to alert the entire school;
 - b) if the system fails, designate employees to alert all teachers;
 - c) evacuate students to sheltered areas in 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.

 - d) students and staff should assume a kneeling position and cover the back of the neck and head with hands or coats to protect their eyes and heads, face away from the area of greatest danger of flying glass;
 - e) teachers will determine absent students and report names to office; and,
 - f) school buses will not leave during a tornado warning.
8. Students and staff will return to class only after Principal gives clearance.
9. Complete **Critical Incident Report** found in **Appendix B**.

ENVIRONMENT HAZARDS

INTERNAL

1. Verify information.
2. Determine if evacuation is required, or remove students and staff from immediate area.
3. Call **911**.
4. Provide First Aid where necessary.
5. School Critical Response Team members should work with and support Disaster Services Personnel to:
 - a) make a decision regarding school evacuation; and,
 - b) inform staff of the situation and procedures to follow.
6. Inform Superintendent and the Director of Maintenance.
7. If students or staff are taken to hospital:
 - a) note names of all students/staff transported;
 - b) provide staff member to each hospital; and,
 - c) notify parents/guardians or spouse about the incident and anyone hospitalized.
8. With help from Disaster Services Personnel, the Division Media spokesperson will prepare a media statement [Use **Appendices K & L** as a guideline and **Critical Incident Fact Sheet (Appendix C)**]. The media may be asked to help in notifying parents as to when and where students will be released. (Schools should develop their own phone fan out system to notify parents and us **Student Release Form**, found in **Appendix M**).
9. If required, 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.
10. The CRT, in consultation with school personnel, will identify the need for crisis counselling services and will ensure that these are made available.
11. Debrief Division Critical Response Team.
12. The Principal or designate will complete the **Critical Incident Report** found in **Appendix B**.

ENVIRONMENT HAZARDS

EXTERNAL

1. Verify information on external environmental hazard, such as a toxic spill.
2. Direct student and staff to proceed to the school gymnasium. If students and/or staff require emergency medical attention, contact **911**.
3. Pull the Fire Alarm Station in order to close all air vents. When appropriate, silence the audible alarm.
4. Bring **Disaster Supplies Box (Appendix J)** and school's cellular telephone into gymnasium.
5. Use duct tape found in Disaster Supplies Box to seal gymnasium doors and easily accessible windows from the inside, once all students and staff are accounted for.
6. Inform Superintendent and the Director of Maintenance.
7. If students or staff are taken to hospital:
 - a) note names of all students/staff transported;
 - b) provide staff member to each hospital; and,
 - c) notify parents/guardians or spouse about the incident and anyone hospitalized.
8. With help from Disaster Services Personnel, the Division Media spokesperson will prepare a media statement [Use **Appendices K & L** as a guideline and **Critical Incident Fact Sheet (Appendix C)**]. The media may be asked to help in notifying parents as to when and where students will be released. (Schools should develop their own phone fan out system to notify parents and use **Student Release Form**, found in **Appendix M**).
9. If required, 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.
10. The CRT, in consultation with school personnel, will identify the need for crisis counselling services and will ensure that these are made available.
11. Debrief Critical Response Team.
12. The Principal or designate will complete the **Critical Incident Report**. (See **Appendix B**).

HOSTAGE TAKING

1. Alert the school administration immediately.
2. Call **911**.
3. Provide assistance to police and follow recommendations regarding evacuation/lockdown of students and staff, as directed.
4. Inform the Superintendent who will decide if the Division Critical Response Team will be convened.
5. Do not attempt to rescue hostages or threaten the perpetrator.
6. Gather as much information as reasonably possible:
 - a) information on perpetrator, weapons, explosive, numbers involved including hostages, description, etc; and,
 - b) assess immediate danger to hostage; assess potential threat to others.
7. Provide facilities for emergency personnel and prepare for a possible lengthy situation.
8. Establish a previously determined location for family members to wait and be kept informed. This is the location to which students will be released.
9. Prepare a fact sheet to respond to telephone inquiries.
10. In conjunction with the RCMP, the Division Media spokesperson will prepare a statement. The media may assist in informing parents of the location and time of the students' release.
11. Release students only after police approval:
 - a) Teachers should remain with students until they are released;
 - b) Use attendance file when releasing students to verify information; and,
 - c) Use prearranged evacuation site if necessary, to release students to their parents.
12. The CRT, in consultation with school personnel, will determine the nature and extent of the crisis counselling required and will access the necessary resources.
13. Debrief the Division Critical Response Team.
14. Meet with staff as soon as possible to debrief and develop plans for follow up.
15. The Principal or designate will complete the **Critical Incident Report**. (See **Appendix B**).

LOSS OF UTILITIES

ELECTRICITY FAILURE

1. Inform the Director of Maintenance:
Cell Number 284-8911
2. Determine if the loss of lighting and/or heating represents a safety hazard.
3. If a safety hazard exists, evacuate the building following school evacuation procedures.
4. Relocate staff and students to previously designated alternate facility.
5. Where no safety hazard exists, school will continue normal operations.
6. Complete **Critical Incident Report** only when school has been evacuated or released early.

GAS LEAK

1. Notify the school office immediately.
2. Evacuate school immediately following school evacuation procedures.
3. Call Disaster Services at **911**.
4. Inform the Director of Maintenance. Cell Number: 284-8911
5. If advised by Disaster Services, move students and staff to previously designated alternate facility.
6. The Principal will inform the Superintendent who will determine the need to convene the Division Critical Response Team.
7. Return to school building only when Disaster Services gives clearance. (Note: This decision is the joint responsibility of the emergency service responders and the School Division maintenance department).
8. Assist with communication needs – media statement, telephone response fact sheet, parent notification.
9. Principal or designate will complete a **Critical Incident Report** found in **Appendix B**.

WATER SYSTEM FAILURE:

1. Inform the Director of Maintenance. Cell Number: 284-8911
2. If the emergency requires an early school closure, follow school procedures.

OFF-SITE EMERGENCY

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 police and the Superintendent. Central Office will then verify the report with the Director of Transportation.
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. Determine and if necessary, dispatch a staff member to the emergency site for a liaison with 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 notify the Division Critical Response Team.
7. Initiate emergency communications plan for contacting parents/spouses, etc. Inform them of 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 pick-up of students/staff, using the **Student Release Form (Appendix M)**.
9. Prepare a statement for the Division Media Spokesperson and a fact sheet to respond to telephone inquiries.
10. The Critical Response Team will assess the needs of friends and classmates of the injured and ensure the necessary supports are available.
11. Debrief the Division Critical Response Team and plan any required follow up.
12. The Principal or designate will complete the **Critical Incident Report** found in **Appendix B**.

SCHOOL BUS (VEHICLE) ACCIDENT

When a school receives notification that there has been a school bus (or vehicle) accident involving school students, the following steps should be followed.

1. As quickly as possible, determine:
 - location of the accident;
 - bus number;
 - students who are potentially involved; and
 - where parents are to go for information or to be with their child.
2. Send a school representative to the scene (if possible) who will provide an update back to the school. The school representative should identify himself to the police and offer to act as a resource to the emergency team.
3. Begin a telephone fan out to parents of students on the bus, informing parents where they are to go. **Schools should have a current list of students on each bus readily available (c/w home and work phone numbers).**
4. Confirm that the authorities have been contacted (e.g. medical, police, Red Cross).
5. Inform the Superintendent and the Director of Transportation.
6. Prepare a statement for the Division Media Spokesperson and a fact sheet to respond to telephone inquiries.
7. Convene a staff meeting at the earliest appropriate time to update staff and plan for communication to students.

Distraught parents may come to the school looking for information. Calmly receive/support the parents and provide them with whatever information is available. Offer assistance if they do not appear to be capable of driving.

8. If there are serious injuries or casualties, then the Division Critical Response Team should be convened to plan for follow up communication and support/counselling for students, staff, and parents.
9. Complete a **Critical Incident Report**, found in **Appendix B** and forward a copy to the Superintendent.

SEVERE INJURY

1. Assess the situation and extent of injuries.
2. Call **911**.
3. Call parents/guardians of injured students and inform them of the nature and extent of injuries and the location of students.
4. Where injuries are judged to be less severe, the student may be transported to a medical facility.
5. If students are transported to hospital, assign a staff member to accompany the ambulance, if possible.
6. Remove uninjured students from the accident site.
7. Inform the Superintendent who will determine if there is a need to convene the Division Critical Response Team.
8. Notify siblings at school of the injured.
9. Inform all staff and students of the accident as required.
10. Identify distressed students and staff (witnesses, close friends, siblings, etc.) and provide counselling as required.
11. The Division Media Contact person will prepare a statement for the media.
12. Visit injured students in hospital, if possible.
13. The Principal or designate will complete the **Critical Incident Report**, found in **Appendix B**.

SCHOOL EVACUATION PROCEDURES

1. In an immediate emergency, engage fire alarm and follow fire evacuation procedures.
2. If evacuation is not immediately required, convene the Critical Response Team. Retrieve Disaster Supplies Box and take it to the Emergency Communications Centre.
3. Commence evacuation procedures as planned.
4. Inform Superintendent or designate who will notify the Director of Transportation.
5. Ensure that traffic control and the designated staff members account for students.
6. Designated staff will conduct final sweep of classrooms, washrooms, etc. and direct any students out of the building.
7. Close all files and secure school records. Ensure that class lists/attendance records are taken to the assembly area.
8. Close all windows and doors, and turn off lights in each room and lead students to designated safe area.
9. Close all school doors.
10. The Principal, or caretaker if designated, will ensure that the school's physical plant is "shut down". (Accomplished automatically by pulling a fire station or by notifying maintenance department).
11. Establish Emergency Administration Centre and initiate Emergency Communications Procedures. Use predetermined alternate facility listed in **Appendix G**, if required.
12. Teachers/designated staff will create a list of missing students and provide that list to the Principal. Notify Emergency Services of any absentees.
13. The 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 on the **Critical Incident Report** along with the hospital name and means of transportation.
16. Determine whether crisis counselling services are required and to what extent.

17. Assist with communications needs – media statement, telephone response fact sheet, parent notification.
18. Debrief Division Critical Response Team and plan a follow up.
19. The Principal will complete a **Critical Incident Report**, found in **Appendix B**.

THE ALTERNATE EVACUATION SITE FOR THIS SCHOOL IS:_____.

SCHOOL LOCK DOWN PROCEDURES

PART 1 SHELTERING FOR PROTECTION/ “LOCK DOWN”

Emergency response to: hostile individual
unwelcome intruders
weapons possession
serious accident
natural disasters

Office Procedure:

- Step 1 Emergency is declared by Principal or designate.
- Step 2 Office and classrooms locked down.
- Step 3 Call **911**. Provide the following information:
- brief description of crisis
 - exact location of crisis
 - description of travel or location of suspect(s)
 - direction of travel or location of suspect(s)
 - weapon(s) involved
 - number of students and staff at risk
 - present security of students and staff
 - safe route into the school
 - who the contact person is
- Step 4 Roll call by office staff to determine students or staff that are unaccounted for via the intercom.
- Step 5 Notify neighbouring schools, if in close proximity to one.
- Step 6 Designated office staff member provides the following to emergency services upon arrival and works with officials at Command Point:
- school map, with power, gas, electrical shut-offs;
 - master key;
 - access to student records;
 - location of suspect;
 - location of victim(s);
 - location of remaining students and staff;
 - accounting of all students and staff;
 - information on suspect; and,
 - information on witnesses.
- Step 7 Crisis resolved to be announced by Principal or designate.
- or
- Evacuate to a predetermined location.

Classroom Procedure:

- Step 1 Emergency is declared by Principal or designate.
- Step 2 Students and staff clear hallways to nearest safe place (a classroom, auxiliary classroom or office).
- Step 3 Teachers lock classroom or auxiliary classroom doors, instruct students to sit on floor away from windows and doors.
- Step 4 Attendance is taken.
- Step 5 Stay close to your phone. Office will take roll call. Report unaccounted students and non-usual students in your classroom. Do not ask questions and do not use the system.
- Step 6 Wait for further instructions.

Releasing Students to Parents:

- Develop a system that allows for accountability of the students.

PART 2 LOCK OUT PROCEDURE

Emergency response to: report of a hostile individual in the area

Office Procedure:

- Step 1 Emergency is declared by Principal or designate.
- Step 2 All school entrance doors and windows locked.
- Step 3 Recesses and outside activities suspended.
- Step 4 Resolution of emergency situation to be announced by Principal or designate.

Classroom Procedure:

- Step 1 Emergency declared by Principal or designate.
- Step 2 Students and staff return to their regular classrooms.
- Step 3 Attendance is taken.
- Step 4 Report unaccounted students to the office.
- Step 5 Wait for further instructions.

PART 3 EVACUATION OF THE PREMISES

Emergency response to: fire
natural disasters
other emergencies

Office Procedure:

- Step 1 Fire Alarm sounds.
- Step 2 Call **911**. Provides the following information:
- brief description of crisis; and
 - location of crisis.
- Step 3 Rooms not normally occupied and washrooms are checked by a designated person.
- Step 4 Principal or designate checks to ensure hallways are clear.
- Step 5 Office staff person takes emergency kit, parent sign out book and attendance slips outside.
- Step 6 **Information of missing students, staff members or parent volunteers relayed to a designated person.**
- Step 7 Secretary provides the following to emergency services upon arrival:
- school map;
 - master key; and,
 - accounting of all students and staff.
- Step 8 Teachers are directed to return to school or to further evacuate to the designated area.

Classroom Procedure:

- Step 1 Fire Alarm sounds.
- Step 2 Teachers direct students to line up quickly and quietly and gets the classroom emergency kit and class list.
- Step 3 Teacher leads the class out of the classroom and the last student shuts the door.
- Step 4 Classes exit the building via the designated emergency exit or alternate exit. Proceed to meeting locations.
- Step 5 Classes with non-usual teachers are to be taken to meeting location to meet their teacher.
- Step 6 Students not in their classrooms at the time of the emergency are to leave from the nearest exit and meet their teacher at the meeting location.

Step 7 Teachers take attendance. Report missing students to a designated person.
Teachers also report all teacher assistants, parent volunteers and work experience students that are missing.

Step 8 Wait for further instructions.

Releasing Students to Parents:

- Develop a system that allows for accountability of the students.

APPENDICES

EMERGENCY TELEPHONE NUMBERS

Police/Fire/Ambulance -	911
Poison Control –	1-800-332-1414
Teens Helping Teens Crisis Line -	1-780-428-8336
Employee Assistance Program –	1-800-226-6433
Weather Information -	1-800-239-0484
Child Abuse Hotline –	1-800-387-5437
Distress/Suicide Line –	1-780-482-4357
Kids Help Phone –	1-800-668-6868
Atco Gas –	1-800-511-3447
Atco Electric –	1-800-668-5506
Utilicorp Electric – (Aquila Network)	310-9473 (toll free)

LOCAL SCHOOL EMERGENCY PHONE NUMBERS

- Medi-Centre –
- Dentist –
- Alternative Facility (name and number) –
- Victim Services -
- Other –

DIVISION PHONE NUMBERS

Switchboard -	780-778-2800/1-800-262-8674
Transportation -	Mr. Rhett Czaban – 780-524-3833/1-888-785-3396
Facilities -	Mr. Randy Lovich – 780-785-3333

Critical Response Team

Superintendent	Assistant Superintendent	Communication Officer
Trustee	Secretary – Treasurer	Health & Safety Coordinator
Alternate Trustee	Director of Maintenance Services	
Deputy Superintendent	Director of Transportation Services	

CRITICAL INCIDENT REPORT

Date of Incident: _____

School: _____ Class/Location: _____

Details of Incident:

Those involved in incident and nature of their involvement (staff, students, outside agencies, etc.):

School's CRT Intervention:

Debriefing Summary:

Recommendations:

Report completed by: _____ Position: _____

Please attach: (a) Critical Incident Fact Sheet (b) Record of Assignments
(c) Other (please specify): _____

A copy of this report shall be provided to the Deputy Superintendent and another copy kept on file at the school.

CRITICAL INCIDENT FACT SHEET

(Prepare for use in responding to telephone inquiries during a crisis)

1. What has happened? _____

2. When did the event occur? _____

3. Where did the event occur? _____

4. Who is involved? (Do not give out names of deceased or injured.) _____

5. What is being done by school and emergency responders: _____

6. How will students be released? From where? Procedures to pick up? _____

7. Will school be closed or classes held elsewhere? Arrangements? _____

8. Are any meetings planned for media, parents and/or community? Arrangements?

9. What is being planned to help students, staff and families affected by the crisis?

HIGH RISK THREAT INCIDENT REPORT

(To be completed by school principal/designate)

Name of individual(s): _____

Date of Incident: _____ School/Class: _____

Nature of Threat: _____

Category of Threat: Imminent Moderate Low

Victim(s)' Name(s): _____

Others involved in incident and nature of their involvement (staff, students, others): _____

Name(s) of Witness(es): _____

Details of the Incident (when and where it occurred, behaviour and specific language of the threat-maker, immediate action taken): _____

Threat Assessment Team intervention and recommendations: _____

Conditions to return to and/or remain in school: _____

Recommendations of others involved in incident: _____

Report completed by: _____ Position: _____

A copy of this report shall be provided to the Deputy Superintendent and another copy kept on file at the school.

THREAT CALL CHECKLIST – BOMB THREAT

Instructions:

- Be calm
- Be courteous
- Listen – don't interrupt caller

Strategies to consider:

- Pretend difficulty with hearing
- Keep the caller talking

Name of person receiving call: _____ Time: _____ Date: _____

Caller's identity (check all that apply)

- | | | |
|-----------------------------------|--------------------------------------|---|
| <input type="checkbox"/> Male | Approximate Age: | Origin of Call: |
| <input type="checkbox"/> Female | <input type="checkbox"/> Young | <input type="checkbox"/> Local <input type="checkbox"/> Booth <input type="checkbox"/> Cell |
| <input type="checkbox"/> Adult | <input type="checkbox"/> Middle-Aged | <input type="checkbox"/> Long Distance |
| <input type="checkbox"/> Juvenile | <input type="checkbox"/> Old | <input type="checkbox"/> Internal (within building) |

If the threat is a bomb and the caller seems agreeable to conversation, as questions such as:

1. When will the bomb explode? Certain hour: _____ Time Remaining: _____
2. Where is the bomb? Building: _____ Area: _____
3. What kind of bomb is it? _____
4. What does it look like/packaged in? _____
5. Why did you place the bomb (use exact response words)? _____

6. Where are you now? _____
7. What is your name and address? _____

8. If the building is occupied, inform the caller that detonation could cause injury or death.
9. Does the caller appear familiar with plant or building by his description of the bomb location? _____

<input type="checkbox"/> Loud	<input type="checkbox"/> Soft	<input type="checkbox"/> Fast	<input type="checkbox"/> Slow	<input type="checkbox"/> Other
<input type="checkbox"/> High Pitched	<input type="checkbox"/> Deep	<input type="checkbox"/> Distinct	<input type="checkbox"/> Distorted	(please specify)
<input type="checkbox"/> Raspy	<input type="checkbox"/> Pleasant	<input type="checkbox"/> Stutter	<input type="checkbox"/> Nasal	
<input type="checkbox"/> Intoxicated	<input type="checkbox"/> Slurred	<input type="checkbox"/> Lisp		
Is the voice familiar? <input type="checkbox"/> Yes <input type="checkbox"/> No Who did it sound like? _____				

FIRST AID/CPR PERSONNEL LIST

School Year _____ (update annually)

School Personnel with Special Life-Saving or First Aid Training	
Name	
Location	
Phone Number	
First Aid (date certified)	
CPR (date certified)	
Other (please describe)	
Name	
Location	
Phone Number	
First Aid (date certified)	
CPR (date certified)	
Other (please describe)	
Name	
Location	
Phone Number	
First Aid (date certified)	
CPR (date certified)	
Other (please describe)	
Name	
Location	
Phone Number	
First Aid (date certified)	
CPR (date certified)	
Other (please describe)	
Name	
Location	
Phone Number	
First Aid (date certified)	
CPR (date certified)	
Other (please describe)	

ALTERNATE LOCATIONS FOR EMERGENCY SITES

SCHOOL	ALTERNATE FACILITY #1	ALTERNATE FACILITY #2

SCHOOL SAFETY PLAN CHECKLIST

PRECAUTIONARY ACTIONS:

- Floor plan of building
- Utility cutoff procedure
- List of school phone extensions by room/location
- Crisis information packet for substitutes/frequent volunteers
- Plan for disabled students and staff
- Instructions to office staff on how to work with visitors
- Staff training on making outside calls (cell phones, classroom phones, etc.) during crisis (whether you should or should not make calls)
- Phone threat– instructions to office staff
- Observation/awareness training (follow instincts and inform rather than ignore; what staff should look for)
- Supervision/duty/staff visibility instructions

CRISIS/SCHOOL SAFETY TEAM:

- Location of crisis and emergency resource handbook
- Identified members of crisis/school safety team
- Location of command communication centre/corresponding plan
- Location of parent waiting centre/corresponding plan

IDENTIFIED RESPONSIBILITIES OF EACH TEAM MEMBER:

- Who will be in charge if Principal is off site or unavailable (chain of command or organizational chart)?
- Who will announce either the evacuation or lockdown?
- Who will supervise intercom?
- Who will call 911?
- Who will call central office?
- Who will be in charge of key areas of schools (hallways, exterior doors, library, cafeteria, gyms, etc.)?
- Who will call families of injured children?
- Who will contact and coordinate emergency personnel (fire, police, etc.)?
- Who will provide maps/floor plans to emergency personnel?
- Who will coordinate rooms for emergency personnel, media, parents?
- Who will handle media?
- Who will check rooms, restrooms, and other site locations?

(continued on next page)

SCHOOL SAFETY PLAN CHECKLIST (continued)

SCHOOL-WIDE EMERGENCY (LOCKDOWN):

- Announce lockdown
- Plan for students in classes
- Plan for students outside
- Plan for students in restroom/cafeteria/library/gymnasium/other areas

EVACUATION PROCEDURES:

- Announce evacuation
- Plan for evacuating the building
- Plan for evacuating the entire site and moving to another site
- Instructions for teachers to carry class rosters (possibly even student phone numbers) and other items
- Plan activities for children during evacuation; activity kits
- Transportation/bus loading plan, including steps to be taken to keep high school students/staff from leaving in cars (potential for traffic jam to block buses/emergency vehicles)
- Plan for student checkout by parents

OTHER EMERGENCY SITUATIONS:

- Identified tasks in case of a medical emergency/injury
- Power outage during crisis

Notes:

CRITICAL RESPONSE PLAN QUESTIONS

Answers to the following questions need to be included in your school’s Critical Response Plan.

1. Who are the crisis team members? Personnel should be identified who will assist or “back up” the team leaders. Also, identify student leaders.
2. What are the assigned responsibilities of each member? What training is needed, and who will provide it for team members to assist them in fulfilling their assigned tasks?
3. How and when will the entire staff receive orientation on the school crisis plan?
4. Which rooms or areas will be used for crisis counseling, and what are their capacities?
5. Where will the emergency communication centre be located?
6. Who will be the liaison with the School Division Media Contact Person?
7. In the event of evacuation, have all staff been briefed on procedures? Have teachers been instructed to take their class attendance books with them? What system will be followed in reuniting children with their parents?
8. How will information be released to parents, students, staff, and administration?
9. Who has a copy of the building’s floor plan showing room numbers/ID, doors and windows, offices, and restrooms? Where is this information kept?
10. Is there an adequate communication plan linking classrooms, school year, and all buildings with the office? Has a coded warning system been devised?
11. What provisions have been made to address the special needs of handicapped students or those with limited English proficiency during a crisis?
12. Have community resources been identified that may be available in reducing traumatic effects following a major crisis?

Notes:

DISASTER SUPPLIES BOX LIST
“Master Kit”/School
“Mini-Kits”/Classrooms

- | | |
|--|--|
| <input type="checkbox"/> Megaphone(s) | <input type="checkbox"/> Alternate evacuation site |
| <input type="checkbox"/> Cell Phone(s) (ensure access to) | <input type="checkbox"/> List of students with special needs |
| <input type="checkbox"/> Radios (battery) | <input type="checkbox"/> Candles |
| <input type="checkbox"/> Flashlights (batteries) | <input type="checkbox"/> Blankets |
| <input type="checkbox"/> Disposable camera | <input type="checkbox"/> Matches |
| <input type="checkbox"/> Staff and student directory/class lists | <input type="checkbox"/> Utility cut off sheet |
| <input type="checkbox"/> Copy of critical response manual | <input type="checkbox"/> Whistle |
| <input type="checkbox"/> Floor plan of school or site | <input type="checkbox"/> Fluorescent vest(s) |
| <input type="checkbox"/> First aid kit | <input type="checkbox"/> Name tags |
| <input type="checkbox"/> Duct tape | <input type="checkbox"/> Flags (red/green) |
| <input type="checkbox"/> Rubber gloves | <input type="checkbox"/> Bucket/pail |
| <input type="checkbox"/> Glow sticks | <input type="checkbox"/> Kleenex |
| <input type="checkbox"/> Bottled water | <input type="checkbox"/> Toilet paper |
| <input type="checkbox"/> Yearbook/photo image base | <input type="checkbox"/> Pad of paper |
| <input type="checkbox"/> Spare copy of school keys | <input type="checkbox"/> Pens/pencils |
| <input type="checkbox"/> Fire alarm turn off procedures | |

DEVELOPING A COMMUNICATION PLAN – QUESTIONS

Questions to consider:

- Who will contact the Division critical response team?
- How will the personnel be informed if the crisis event has taken place before or after school hours?
- What warning system will be used if there is an emergency during work hours?
- What are the plans to notify families in emergency situations?
- What process will be used to disseminate information during work hours? How will this process vary with different types of crises?
- What procedures will be used if normal communication devices fail, i.e., no telephone and/or no PA system?
- How will all personnel receive orientation to the Critical Response Plan? How will all new employees be made aware of the plan?

COMMUNICATING WITH THE MEDIA

In any crisis situation, the news media will likely reach your school before additional Division help arrives. This is especially true if:

1. any type of emergency call (fire, police, ambulance) was made as a result of the crisis, or
2. a large number of people witnessed the crisis. In the event of a crisis situation, either the Superintendent/designate will respond to your building.

The Principal’s first responsibility should be responding to the crisis.

Once there is time, the Principal should inform the media representatives that someone with the School Division is en route to answer their questions. In the interim, the Principal should ask the media for publishing/broadcasting deadlines. If the Division spokesperson has not arrived in time to make a statement, it may be necessary for the Principal to answer questions. The RCMP should be consulted beforehand.

In the interest of accurate and consistent communication with the media and the public, the Superintendent/designate will be the primary spokesperson during a crisis situation. The RCMP Media Liaison should work in cooperation with the Division representative.

On the scene, the Division media spokesperson will:

- 1) establish an area for the media to wait for a briefing.
- 2) talk with the Principal and others to gather the facts.
- 3) talk with any other public information officers from any other responding agencies (police, fire, etc.).
- 4) brief the media, and others as needed in a timely manner.

Building Level Communications

- The Principal is in charge of building level communications and is the most likely source of accurate information for the Division media spokesperson.
- The Principal should brief the Division media spokesperson.
- The Division media spokesperson will address the media.
- Once there is no pressing need for the Principal to tend to the crisis, the Principal may talk to the media as well, with guidance from the Division media spokesperson.

CRITICAL RESPONSE TEAM RESOURCE GUIDE

_____ **School**

INTRODUCTION

During a typical school year, some schools experience the death of a student or staff member. The initial responsibility of responding to the needs of survivors often rests with teachers, the school counselor and the administrators within the school.

This resource guide is designed to assist teachers, school counselors and school administrators to develop a Critical Response Team for use in the event of the death of a student or staff member through illness, by accident or by suicide.

It is strongly recommended that you use this guide to plan practical strategies to assist your school to respond to critical incidents which may occur during the school year.

Take the time to identify the natural strengths and resources that can be accessed when a critical incident occurs – these are the small steps that we will continue to take towards building a School Division response to bereavement and loss situations.

CRITICAL INFORMATION

In the event of a tragedy, be sure to gather the answers to the following questions:

- What is the name of the student or staff member who died or is critically injured?
- What is the cause of death or the nature of the critical incident?
- Are there any siblings in your school or in other schools in your community?
- Are there any unique or difficult obstacles that you can predict in this critical incident?

CRITICAL DECISIONS

In the event of a critical incident at your school or in your community, who will:

- contact the family to:
 - express sympathy,
 - clarify the family's special wishes and requests,
 - ask how the school can help,
 - ask if they would like someone from the school to visit,
 - ask what information they would like released to the school,
 - obtain permission to release information to other schools,
 - ask if the students/staff can attend the funeral/memorial service and,
 - ask if students and staff may have a memorial service.
-

- initiate the C.R.T. emergency telephone fan out to all school staff members:
-

- arrange relief time for the school secretary, if necessary, to answer incoming telephone calls:
-

- set up a "quiet room" in the school where students and staff can receive counseling/support:
-

- serve as the media spokesperson for the school:
-

- chair the before and after school staff meetings:
-

- prepare a letter parents to explain the critical incident to them:
-

CRITICAL DECISIONS

- decide if food and beverages should be provided at the school:

- contact the Deputy Superintendent to access School Division support services:

- prepare a written announcement for staff to verify and confirm all know facts:

- assist classroom teachers to explain the critical incident to students:

- contact the clergy for additional support:

- contact the C.R.T. co-leader for additional supports:

- plan the memorial service at the school:

- identify “at-risk” students and staff members:

**CRITICAL RESPONSE TEAM
OUR C.R.T. KITS**

At the present time, the C.R.T. kits are available to our schools to assist us to deal with critical incidents.

These C.R.T. Kits are located at:

-
-
-
-
-
-

SCHOOL FLOOR PLAN

SAMPLE LETTERS

Sample Letter

SUICIDE

Date

To the school community:

A very sad thing happened today that I want to share with you.

(Give factual information, using the word “suicide” for the cause of death)
i.e., Ms. Smith, our librarian, took her own life by poisoning on _____ she committed suicide.

Any person’s death is tragic. There can be many factors, which would lead an individual to this course of action. We can never know exactly why she killed herself.

Counselors, teachers and other support personnel have been, and will continue to be, available for students, teachers and parents on an ongoing basis. Please contact the counselor or the school office (number).

Possible support/information night information inserted here.

Our thoughts are with the (name) family and with each of you.

Sincerely,

Principal

Sample Letter

MURDER

Date

Dear Parents:

A very sad thing happened today that I want to share with you.

(Factual information, using the work murder).

(i.e., A neighbourhood child who is the brother of (name) a student here at (name) school was murdered earlier this week. We are all profoundly saddened by his death)

We have shared this information and had discussion with all our students so that they know what has happened. Counselors, staff and other support personnel have been and will continue to be, available for students, staff and parents on an ongoing basis. Please call the school if you wish to talk with someone.

You may want to talk to your child as well. The violent death of a student/staff member may cause a variety of reactions in your child. Most children will experience being afraid for their own life and for the lives of those they love. We will be planning follow-up activities to help cope with children's fears, with lessons on safety and security. You may want to talk to your children about safety at home and on the way to and from school.

We need your help! Please send your child who walks to school at the appropriate time only. School begins at 8:40.

Please do not send your child early to play on the playground. We recommend that children walk to and from school with a friend. Children must go home directly after dismissal. Let's work together to provide the safest and most secure environment for our children.

There are news reports around the school. You need not respond to reporter's questions if you are approached. Naturally, we will not allow them to interview your child at the school site.

The death of a young person is tragic. However, a violent death is different. It is a sad thing to have to teach our children about the violence in our world and sometimes we do not have the power to prevent it. This is a loss for all of us. We can offer our children our love and our attention to make a safer and kinder world. This is something we can do together. Please, let us know if there is any way we can support you during this difficult time.

Parent support night (Possible support/information night information inserted here.)

Our thoughts are with the (name) family and with each of you.

Sincerely,

Principal

Sample Letter
OUTSIDE OF SCHOOL INCIDENT

Date

Dear Parents:

A very sad thing happened today that I want to share with you.

Share the facts as you know them.

(i.e. This morning one of our Kindergarten students, (name?), was hit by a car outside of his home. According to his family, he ran out onto the street and was seriously injured. He died later in hospital from his injuries. We are profoundly saddened by his death.)

We have shared this information and had discussions with all of our students (in the classroom/school) so that they are aware of what happened. Counselors, teachers and other support personnel have been and will continue to be available to students, teachers and parents on an ongoing basis. Please call the school, (number), if you require further assistance.

As a parent, you may want to talk to your child as well. The death may affect your child in a number of different ways depending on the age of the child, how well the child knew the deceased and the child's prior experience with grief.

When reacting to death, a child may:

- appear not to be affected
- ask a lot of questions
- be agitated and angry
- try extra hard to be good
- be thinking about it privately
- be frightened
- be sad and withdrawn.

We suggest that you listen to your child. If he/she seems to need to talk, answer questions simply, honestly and possibly over and over again.

Our thoughts are with (name family).

Sincerely,

Principal

Sample Letter
ACCIDENT

Date

Dear Parents, Students and the Staff of (School Name):

We regret to notify you that an accident involving one of our students occurred shortly after noon today at the school. The incident was not of an aggressive or violent nature, but nonetheless resulted in a severe cut to the back of the student's leg. Staff responded immediately to assist the student and emergency services were on the scene within minutes. The injured student was quickly transported to a nearby hospital to receive appropriate medical attention.

In the interest of clarity, compassion and care for your child, we need to inform you that the student's injury is life threatening.

At this same time we ask that you speak with your child about the incident. The accident scene was very disturbing to the students who witnessed it. The RCMP and _____ Critical Response Team were on site this afternoon and are consulting with staff to ensure that adequate emotional and spiritual support is and will be available to all students here at (school name).

We will keep you informed of the situation as information is released to us.

Thank you for your support.

Sincerely,

Principal

Sample Letter
DEATH OF STAFF

Date

Dear Colleague:

Yesterday, many of you were dealing with a number of very difficult emotional reactions about the death of (name). I know you care a great deal for (name) and you want to reach out and help (name) through this tragedy.

(Factual information)

i.e. (name) was informed that her father died of a heart attack while on vacation in Florida.

This has left (name) and her family with a void that can only be understood by those of you who have experienced such a loss. Your love and support for (name) will be an important part in her ability to cope with this loss and at the same time continue on with her personal and professional life.

Last night, I shared with (name) the fact that so many of you were so concerned and that you wanted to do something for her to show your feelings and to comfort her. She was sincerely touched by this. She understands this is not a school's sentiment but the many personal feelings from each of you.

We discussed ways that people could demonstrate their caring. (Name) has decided that she would like people to make contributions to (name of organization) in (name of deceased). (Name) had a love for their work and their support of public education.

Funeral services for (name) will be held at (time) on (day). Everyone is invited to (name) home following the services. Here address is (address).

Your caring and support has been, and will continue to be, very important to (name). The sensitive and caring nature of the people with which she has had the privilege of working for so many years in _____ has been so clearly communicated to (name). She is indeed fortunate.

Sincerely,

Principal

Sample Letter
STUDENT DEATH

Date

Dear Parents of Junior High Students:

A very sad thing happened today that I want to share with you.

This afternoon, a former (school name) student, (student name), passed away following a brief illness. He was in grade 7 at (school). We are profoundly saddened by his death.

We have shared this information and had discussions with all of our junior high students, so that they are aware of what happened. Counselors, teachers and other support personnel have been and will continue to be available to students, teachers and parents on an ongoing basis. Please call the school, (school number), if you require further assistance.

As a parent, you may want to talk to your child as well. The death may affect your child in a number of different ways depending on the age of the child, how well the child knew the deceased and the child's prior experience with grief.

When reacting to death a child may:

- appear not to be affected
- ask a lot of questions
- be agitated and angry
- try extra hard to be good
- be thinking about it privately
- be frightened
- be sad and withdrawn.

We suggest you listen to your child. If he/she seems to need to talk, answer questions simply, honestly and possibly over and over again.

Our thoughts and prayers are with the (family name) family.

Sincerely,

Principal

Sample Letter
STUDENT CRITICAL ILLNESS

Date

Dear Parents of Junior High Students:

We have been informed that a former (school name) student, (student name), is in critical condition following a brief illness and is not expected to survive. He is a grade 7 student at (name of school) school. We are profoundly saddened by this news.

We have shared this information and had discussions with all of our junior high students, so that they are aware of what happened. Counselors, teachers and other support personnel have been and will continue to be available to students, teachers and parents on an ongoing basis. Please call the school, (school number), if you require further assistance.

As a parent, you may want to talk to your child as well. Your child may be affected in a number of different ways:

- appear not to be affected
- ask a lot of questions
- be agitated and angry
- try extra hard to be good
- be thinking about it privately
- be frightened
- be sad and withdrawn.

We suggest you listen to your child. If he/she seems to need to talk, answer questions simply, honestly and possibly over and over again.

Our thoughts are with the (family name) family.

Sincerely,

Principal

Sample Letter
LIFE SUPPORT

Date

Dear Parents of Junior High Students:

A very sad thing happened today that I want to share with you.

This afternoon, a former (school name) student, (student name), was taken off life-support, following a brief illness. He is a grade 7 student at (school name) school. We are profoundly saddened by this event.

We have shared this information and had discussions with all of our junior high students, so that they are aware of what happened. Counselors, teachers and other support personnel have been and will continue to be available to students, teachers and parents on an ongoing basis. Please call the school, (school number), if you require further assistance.

As a parent you may want to talk to your child as well. Your child may be affected in a number of different ways:

- appear not to be affected
- ask a lot of questions
- be agitated and angry
- try extra hard to be good
- be thinking about it privately
- be frightened
- be sad and withdrawn.

We suggest you listen to your child. If he/she seems to need to talk, answer questions simply, honestly and possibly over and over again.

Our thoughts are with the (family name) family.

Sincerely,

Principal

STUDENT/STAFF LISTS