



**SUPERIOR NORTH CATHOLIC
District School Board**

CRISIS RESPONSE PLAN

FOR

_____ **SCHOOL**

Street Address

Town

Postal Code

TABLE OF CONTENTS

	<u>Page</u>
1.0 ONGOING MANAGEMENT PLAN	
1.1 Critical TimeLines.	1
1.2 Schedule Of Drills.	2
1.3 Staff Training Log.	3
2.0 BACKGROUND	
2.1 Organization	4
2.2 Guidelines	4-6
3.0 PREVENTION	
3.1 Board Emergency Plan.	6
3.2 Board Crisis Support Team.	6-7
3.3 School Emergency Plans.	7
3.4 School Crisis Response Team.	7-10
4.0 INTERVENTION	
4.1 Crisis Response Process Model.	11
4.2 Principal Checklist	12-13
4.3 Staff Responsibility Guide.	14-17
4.3.1 Evacuation	14
4.3.2 Shelter In Place (Lockdown).	14
4.3.3 Aftermath	14-15
4.3.4 Staff Responsibility Guide.	16-17
5.0 POSTVENTION	
5.1 Debriefing After A Crisis (Participants).	18-20
5.2 Debriefing After A Crisis (Crisis Response Team Members).	21
5.3 Critical Incident Stress Debriefing Process.	22
6.0 RESOURCES	
6.1 First Aid Supplies List.	23
6.2 Fire Safety Plan	24
6.3 Board Policies	24
6.4 Crisis Team	24
6.5 Student Lists.	25
6.6 Community Contacts Inventory	26

	<u>Page</u>
6.7 Sample Letters/Announcements	27-31
6.7.1 Announcements To Students and Staff	27
6.7.2 Sample Letter #1 To Parents	28
6.7.3 Sample Letter #2 To Parents	29
6.7.4 Sample Letter #3 To Parents	30
6.7.5 Sample Permission Letter	31
6.8 Web sites	32
6.9 Prayers	32-34
6.10 Resource Materials	35-41
6.11 Citations	42

CRISIS RESPONSE PLAN

1.0 ONGOING MANAGEMENT PLAN**1.1 Critical Timelines For Review & Evaluation Of The Plan**

- September - Lists updated (student info, community lists, crisis team).
- Training of staff on procedures.
- Drills - Evacuation and shelter in place.
- October - Crisis team meetings set for the year (training plan).
- January - Review of plan, drills, lists.
- Training of new staff.
- March - Drills - Evacuation and shelter in place.
- June - Annual review of the plan.
- Recruit members for the crisis team for the following year.

Following a crisis event, the plan must be reviewed to evaluate how things went, what needs to be improved. The crisis response team should meet at the end of the day to do a quick review of how things went and to check on the welfare of crisis team members.

Documents to be reviewed and updated in September and January:

- ◆ Schedule of Drills
- ◆ Student Lists - Phone Tree
- ◆ Community Contacts
- ◆ Crisis Team Members
- ◆ Staff Training Log
- ◆ Emergency Kit Supplies

1.2 Schedule of Drills

FALL	DATE	TIME	SIGNATURE
Evacuation Drill #1	_____	_____	_____
Evacuation Drill #2	_____	_____	_____
Evacuation Drill #3	_____	_____	_____
Lockdown Drill #1	_____	_____	_____
Lockdown Drill #2	_____	_____	_____
Lockdown Drill #3	_____	_____	_____
SPRING	DATE	TIME	SIGNATURE
Evacuation Drill #1	_____	_____	_____
Evacuation Drill #2	_____	_____	_____
Evacuation Drill #3	_____	_____	_____
Lockdown Drill #1	_____	_____	_____
Lockdown Drill #2	_____	_____	_____
Lockdown Drill #3	_____	_____	_____

Note: Three drills should be conducted in the spring and in the fall. These should be a combination of the evacuation drill and of the lockdown drill.

The date, time and signature of the principal, should be filled in on the appropriate line.

2.0 BACKGROUND

2.1 Organization

This document is organized into three sections.

Prevention – Mitigation and preparedness, awareness, written plan, drills and training, review and revision of the plan.

Intervention – Response to crisis incidents occur under the following three categories:

- a) Evacuation (Bomb Threat, Fire, Mechanical Problems In School)
- b) Shelter In Place (Intruder, Threat In Vicinity Of School)
- c) Aftermath (Dealing with a trauma that happened outside of school hours.)

Postvention – Recovery from the incident, provision and improvement of resources, debriefing and evaluation of the effectiveness of the plan and the team's response. Taking care of the crisis response team members after the crisis.

2.2 Guidelines

Crisis intervention guidelines tell us how to get help, specific steps to take and those to avoid. Here is a simple reminder for Crisis Intervention: **Be C-A-L-M.**

Be stands for:

Before you act, especially if you are leaving your classroom or office.

Be sure you have the facts. For example, you will need to know where the incident is, where the students are, if anyone required medical attention, who has been notified. Be sure to verify the source of your information, so you do not pursue a rumor!

Be sure you ask for help. Always let others know where and why you are responding, so that you will have backup support, if needed.

C stands for:

Call out procedures. These are the steps you take to reach essential crisis responders, such as school staff, law enforcement, emergency management agencies, social services, and health providers. Some person(s) in the district should carry a pager so that you can immediately convene the crisis response team in the event of an emergency.

Collaboration with other agencies, including social service agencies, law enforcement, juvenile court and probation staff, transportation providers, and local print and electronic media representatives.

Co-ordination of staff, including “jobs” each staff member will fulfill in a crisis.

Communication procedures to keep crisis responders and your “public” abreast of new developments. Without these, people will rely on the inevitable rumors. One example of coordination is for each member of a crisis team to carry with them a “crisis kit” containing forms, maps, crisis handbook, telephone and fax numbers, first aid kit, etc.

A stands for:

Anticipate what could happen in the next hour, 24 hours, 72 hours. It is said that the art form of crisis responding is the ability to anticipate what else could happen!

Activate the crisis intervention plan.

Adjust your plan accordingly. No two crises are identical, so every plan will need to be adjusted to fit the immediate situation.

L stands for:

Look for signs of things getting worse or better, new crises, restoration of routines. This information allows you to adjust your plans.

Listen to your “audiences.” You may need to reach out to community sources to find out what’s really happening.

M stands for:

Maintain the crisis team’s mental and physical health. For example, crisis team members should carry water, personal hygiene items, and medications in their crisis kits. Crisis responders should take turns, to avoid burnout and fatigue.

Manage the overall crisis, including the next day, week. One person should be designated to coordinate the effort, to follow-up with those affected, and to assess the crisis plan and response.

Postvention guidelines tell us how to support staff, students, and families in the hours, days and weeks following a tragedy.

Debriefing and evaluation procedures remind us to examine the crisis and the crisis response. All responders should meet to review the team's response and their personal reactions. This provides an opportunity for "Critical Incident Stress Debriefing" or CISD. CISD has proven helpful in reducing long-term maladaptive reactions to high stress events. Improving the Plan refers to the process whereby we take a look at how we responded and make plans to improve our efforts. This ensures that we learn from our experiences, mistakes and successes.

3.0 PREVENTION

3.1 Board Emergency Plan

Emergency Response on a Board-wide basis is governed by the following legislation, policies, procedures and protocols.

Board Policies: Safe Arrival (102)
 Safe Schools (103)
 Drug & Alcohol Use (108)
 Occupational Health & Safety (112)
 Transportation (114)
 Assault on School Personnel (117)
 Police Protocol (129)
 Anti-Violence Curriculum Initiatives
 Bear Protocol (408)

Government Statutes: Education Act - Provincial Code of Behaviour
 Child & Family Services Act
 Young Offenders Act
 Criminal Code of Canada
 Occupiers Liability Act
 Trespass To Property Act

Local Protocols: Fire Emergency Plan
 Municipal Emergency Evacuation Plan
 Police Protocol

Each site in our system is managed by the Principal or CEO under the guidance of the above-mentioned documents which are maintained on site.

3.2 Board Crisis Support Team

The Board crisis support team consists of people with expertise in the areas of crisis management and with contacts in the wider community, to assist the school crisis response teams when called upon to do so. The Board crisis support team is in place at the Board level to support the individual school crisis response teams in terms of consultations, provision of resources and training.

In a consistent manner, training will be provided to the school crisis teams in the following skills related to crisis intervention:

- ◆ Critical Incident Stress Debriefing
- ◆ Team Building
- ◆ Support Group Facilitation
- ◆ Active Listening Skills
- ◆ Small Group Techniques For Children And Adults
- ◆ Intervention With A Person In Acute Shock
- ◆ Giving Or Calling For Medical Assistance
- ◆ Crowd Control And Evacuation Of Students And Staff
- ◆ Effective Media Relations

3.3 School Emergency Plans

Schools will have, on site, the governing documents which have been developed and regularly updated in the past. Clear routines for evacuation and/or lockdown will be established and practiced. A clear signal using the public announcement system to inform everyone of the nature of the emergency must be in place as well as a clear signal to report the status of each group involved in the situation (red/green card).

A briefcase with all the necessary information (student lists, community agencies list, first aid supplies, loud haler, hard hat, orange vest, an emergency phone, flashlight, battery radio, parent contact numbers, etc., as well as a copy of the crisis response protocol) should be assembled for easy transport to the designated staging area in case of an evacuation being necessary. It should be clearly marked and every adult in the school should know where it is stored. This kit must be maintained with current lists and supplies at all times. Use of a cell phone is discouraged because of the possibility of monitoring of the lines. The emergency phone (hard line) in the school should be used for safety/security reasons and because it is the only reliable link in the case of loss of power.

3.4 School Crisis Response Team

Each school site forms a school crisis response team and individualizes the crisis plan to suit their unique circumstances.

This plan will maximize the intrinsic abilities of the school personnel most directly involved with the crisis. It attempts to avoid the helicopter or paratrooper syndrome where outsiders take over during the crisis and depart soon after.

This plan empowers school staff by supporting the delicate eco-structure of a school community and encourages its inherent strength by webbing the interdependent relationships amongst school personnel and community agencies. Expertise and support must be encouraged from within the existing school communities, with professional assistance and guidance available as backup.

The School Crisis Response Team is the most important tool for managing the crisis intervention in a school setting. It consists of a group of individuals from the staff of a school who know their school community well enough to make the necessary decisions in a crisis situation. The people who have the most knowledge about the people facing the trauma in the school should make the decisions concerning their welfare.

Flexibility in response and the strength of teamwork are essential to effectively manage a crisis.

The school crisis response team models appropriate teamwork and cooperative relationships. This team needs to demonstrate effective leadership in times of emotional crisis. There is a need for calm direction, and clear decision-making in the interests of the school community.

Needs of School Crisis Response Team:

- have building safety guidelines to follow
- have an evacuation plan and schedule of drills
- access/provide regular training
- use curriculum materials to prepare children for a crisis
- have access to books and other materials as resources
- build positive relationships with the community and district resources
- promote open and honest working relationships

Criteria for School Crisis Response Team:

- the Principal chooses the members of the team from the stakeholder group (suggested participants include Principal, Teacher, Secretary, Librarian, Educational Assistant, Custodian, Priest, Parent)
- staff members may express an interest through an annual questionnaire
- term of service should be specified (two years at a time, participant may remain on the team)
- team size will vary according to size of school
- regular meetings should be held (ie. monthly)

Information Gathering:

- names and phone numbers of members (home and work)
- designation of Team Leader/Incident Commander (with a back-up, usually the Principal or Designate will act in this role)
- clear list of responsibilities of members (roles defined)
- **formal training in the crisis incident management system is required for these roles**

Incident Commander

- provides leadership
- assesses the situation, decides needs
- coordinates the response
- calls the team together to plan response
- acts as liaison with Board office personnel
- continually checks on status, progress and needs of others on team

Public Information Officer

- handles the media
- may arrange interviews and/or press releases
- acts as spokesperson in constant contact with Incident Commander
- keeps records of all community agency involvement
- keeps a running record of the incident with times and names of people involved
- updates other team members as necessary

Liaison Officer (Staff/Parent/Community)

- keeps staff informed of progress of action plan
- coordinates any communication that needs to be sent home
- conducts parent meeting/community information meeting
- conducts staff debriefing meeting
- networks with community agencies involved
- Use **Who** will do **What When** and **How** format

Preliminary Discussion with Team Members:

- plans differ with each crisis
- members need to be trained in First Aid/CPR
- members need to understand the dynamics of Critical Incident Stress Management
- be able to assess needs for intervention
- assess the risk factors
- realize the importance of supporting staff
- need to debrief
- evaluate the effectiveness of the actions
- work with the media
- table top exercises, or mock disasters should be done regularly
- regular meetings to brainstorm ideas of how a situation would be handled would be invaluable to the team members

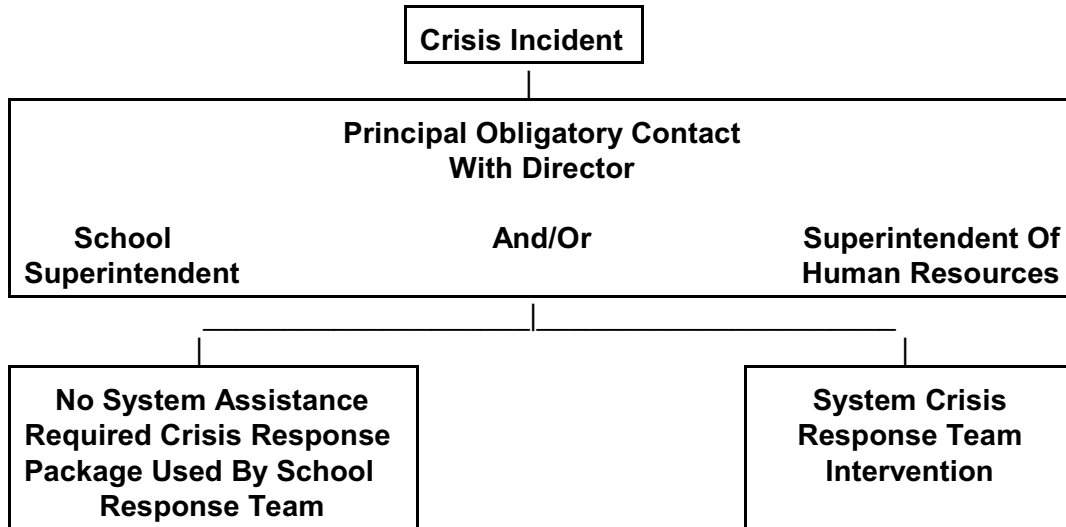
3.4 School Crisis Response Team

NAME	PHONE #'S	STRENGTHS	RESPONSIBILITY	CERTIFICATION	BACKUP
	H W		Team Leader Principal		
	H W		Staff Liaison		
	H W		Parent Liaison		
	H W		Community Liaison		
	H W		Community Health Team		
	H W		Fire Department		
	H W		Board Liaison		
	H W		Priest		

Updated: _____ By: _____

4.0 INTERVENTION

4.1 Crisis Response Process Model



4.2 Principal Checklist

Clarify the facts around the death and/or event.

Obligatory Contact:

Director of Education, Superintendent Of The Board And/Or System Crisis Response Team Leader

Meet School Response Team (Collaboratively Outline Roles Of Responsibility For Each Member)

Notify The Following People (The time and the order of contact would be at the Principal's discretion.)

- Parish Pastoral Team
- System Crisis Response Team Leader
- Superintendent of the Board
- Staff Members
- Community Resources
- Contact person in ethnic community or liaison person of the given cultural background, if deemed necessary.

Decide how classes should be informed.

Establish a designated person to act as contact with the family re: special considerations and funeral wishes.

If a staff member has died, contact all staff to notify and advise of special meeting before school begins.

Prepare a written announcement that should be given to teachers. It should be distributed to **all staff**, including custodial, secretarial and other support staff. **(Do not use the P.A. system.)**

This announcement should be given apart from other school business. It should include:

- who died
- simple accurate account of the death and/or traumatic event
- who the individual is in relation to the school (eg. Grade 4 - Ms. Smith)
- share your feelings of grief and personal remembrances
- prayer

Hold a staff meeting as soon as the staff can be gathered together.
Review adjustments needed in school schedule.

About **a week** after the funeral, call the parents/guardians and ask
when it would be convenient for you to return the student's personal
effects. Do not require the parents/guardians to come to the school.

Parental/Guardian distress is great and parents/guardians may be understandably reluctant to discuss the death of their child with a person unknown to them. Therefore, it is important that the designated contact person be someone with whom they are familiar (eg. Principal, classroom teacher, person in the ethnic community).

4.3 Staff Responsibility Guide

4.3.1 Evacuation

Each school has in place an emergency evacuation plan which is used in the case of fire, boiler failure, chemical spill etc. The Plan is found in section 3.3 of your binder.

Procedure upon hearing the fire alarm/announcement to evacuate the building:

- Collect daily attendance register.
- Do a quick headcount. Identify missing students. Notify the office.
- Calmly line students up at the door.
- Notify the office that you are leaving the building.
- Exit and close your door upon leaving.
- Calmly walk students outside and to the designated gathering area.
- Confirm headcount.
- Await further instructions regarding releasing students to their parents or guardians.

4.3.2 Shelter In Place (Lockdown)

In the instance of a threat to the health and safety of the occupants of the building from inside or outside forces such as an intruder, a chemical spill in the vicinity, a train derailment nearby, a signal will be delivered over the public announcement system telling the adults to shelter the students in place until an all-clear signal is heard and report their status to the office immediately.

Display of the red/green card in a visible place will indicate the status of the room (Red = there is a problem, some students are unaccounted for; Green = all is well, everyone accounted for.)

Information as to the nature of the incident will be shared with all adult personnel in a timely manner and pertinent information will be disseminated to the students on a need-to-know basis.

Use of the public address system should be limited to necessary inquiries only. Subsequent announcements will be made as to the status of the disaster when necessary.

4.3.3 Aftermath

Following a critical incident which has happened outside of school hours, bringing the students back may require a plan for dealing with the trauma which has occurred. This may involve few or all students in the school. Planning will have been done by the school crisis response team as to the appropriate level of involvement of the school personnel.

Responses to such incidents could include the following:

- Grief Counseling
- Re-introduction To The Classroom
- Memorial Services
- Critical Incident Stress Debriefing

4.3.4 Staff Responsibility Guide

Principal:

- Receive Notification Of Death
- Verify Information
- Notify Director of Education/Superintendent
- Call Police Or Outside Agencies As Needed
- Notify Crisis Response Team, Call Meeting
- Notify Media Liaison
- Schedule Special Staff Meeting
- Hire Substitute Teachers
- Write Announcement To Be Read In Classes
- Write Phone Inquiry Statement
- Attend Special Staff Meetings
- Make Announcement To School
- Write And Send Letter To Parents
- Notify Other Principals
- Grant Release Time For Funeral Attendance
- Send Condolence Note To Family
- Attend Funeral If Desired

Crisis Response Team:

- Initiate Phone Tree
- Notify Family Liaison
- Call Outside Consultants - EFAP At St. Joseph's Care Group, Thunder Bay
- Contact Community Resource People
- Contact Student Leaders
- Open Crisis Centres
- Distribute Literature
- Notify Librarian To Put Grief Books On Reserve
- Attend Faculty Meetings
- Plan Community Meeting

Teachers:

- Read Announcement
- Modify Class, If Needed
- Talk With Students
- Clarify Misinformation
- Offer Activities To Encourage Expression Of Feelings
- Express Own Feelings
- Give Grief Information
- Make No Judgement Of Grief

- Lead Activities To Encourage Remembering Deceased
- Make Referrals When Necessary
- Support Students
- Use Support Services For Self
- Send Condolence Note To Family
- Have In-School And Outside Resource Talk With Classes
- Attend Funeral If Desired

Family Liaison (Appointed By Crisis Response Chair):

- Contact Family
- Offer Help
- Obtain Needed Information
- Inform School Of Procedures
- Help To Gather Personal Items Of The Deceased Student
- Attend Funeral
- Keep In Contact With Family After The Funeral

5.0 POSTVENTION

5.1 Debriefing After A Crisis - Participants

Age Appropriate Reactions & Intervention Strategies

Immediate reactions to a crisis may include the following:

- Shock, Numbness
- Denial Or Inability To Acknowledge The Situation
- Dissociative Behaviour, Appearing Dazed, Apathetic, Expressing Feelings Of Unreality
- Confusion
- Disorganization
- Difficulty Making A Decision
- Suggestibility

Individuals need an opportunity to express their thoughts and feelings in a warm and supportive climate. It may be helpful to:

- Talk about **facts** surrounding the experience.
- Talk about **behaviours** at the time of the experience.
- Talk about **physical reactions** at the time of the experience.
- Talk about **thoughts** at the time and immediately after the experience.
- Talk about **feelings** at the time and immediately after the experience.

Following is a chart of age-appropriate reactions and intervention strategies:

Age-Appropriate Reactions	Intervention Strategies
<p>Preschool (Ages 1 Through 5) Resuming immature behaviours previously abandoned including:</p> <ul style="list-style-type: none"> • thumb sucking • bed wetting • fear of the dark • loss of bladder control • speech difficulties • decreases/increases in appetite • clinging and whining • separation difficulties 	<ul style="list-style-type: none"> • play activities including use of clay or blocks • painting • drawing pictures reflecting feelings and memories • journal writing • reading and discussing stories • writing cards or letters to the deceased or surviving family members • creating a mural or memory board about their experiences • developing a memory box to process happy thoughts • develop thoughts as they relate to feelings chart • individual & group counseling

Age-Appropriate Reactions	Intervention Strategies
<p>Childhood (Ages 5 Through 12)</p> <ul style="list-style-type: none"> • sadness & crying • poor concentration • fear of personal harm • bed wetting • confusion • physical complaints (headache) • regressive behaviour • aggressive behaviour at home/school • withdrawal/social isolation • attention seeking behaviour • school avoidance • irritability • nightmares • anxiety & fears • eating difficulty 	<ul style="list-style-type: none"> • play activities including use of clay or blocks • painting • drawing pictures reflecting feelings and memories • journal writing • reading and discussing stories • writing cards or letters to the deceased or surviving family members • creating a mural or memory board about their experiences • developing a memory box to process happy thoughts • develop thoughts as they relate to feelings chart • individual & group counseling
<p>Early Adolescence (Ages 11 Through 14)</p> <ul style="list-style-type: none"> • sleep disturbance • withdrawal/isolation from peers • increase/decrease in appetite • loss of interest in activities • rebelliousness • generalized anxiety • school difficulty, including fighting • fear of personal harm • physical ailments (bowel problems) • poor school performance • depression • concentration difficulties 	<ul style="list-style-type: none"> • journal writing • art activities • poetry writing • story writing • designing/writing cards or letters to the deceased or surviving family members • relaxation techniques including deep breathing and muscle relaxation • problem solving strategies • small group discussions • support groups • exercise • listening to music • individual and group counseling

Age-Appropriate Reactions	Intervention Strategies
<p>Adolescence (Ages 14 Through 18)</p> <ul style="list-style-type: none"> • intrusive recollections • anxiety & feelings of guilt • eating disturbance • anti-social behaviour (stealing) • poor school performance • increased substance abuse • amenorrhea/dysmenorrhea • poor concentration & distractibility • psychosomatic symptoms (headaches) • agitation or decrease in energy level • decreased interest in the opposite sex • numbing • sleep disturbance • apathy • aggressive behaviour • depression • peer problems • withdrawal 	<ul style="list-style-type: none"> • journal writing • art activities • poetry writing • story writing • designing/writing cards or letters to the deceased or surviving family members • relaxation techniques including deep breathing and muscle relaxation • problem solving strategies • small group discussions • support groups • exercise • listening to music • individual and group counseling
<p>Adulthood</p> <ul style="list-style-type: none"> • shock & disbelief • feelings of detachment • unwanted, intrusive recollections • concentration difficulty • psychosomatic complaints • eating disturbance • poor work performance • emotional & mental fatigue • irritability & low frustration tolerance • loss of interest in activities once enjoyed • denial • depression • anxiety • hyper-vigilance • withdrawal • sleep difficulty • emotional liability • marital discord 	<ul style="list-style-type: none"> • temporarily alter work schedule • seek social support • exercise • relaxation exercises such as yoga & meditation • writing about the experience • listening to music • hot baths & massage • individual & group counseling

5.2 Debriefing After A Crisis - Crisis Response Team Members

Evaluation Of Crisis & Team Response

Members of the crisis response team also need the opportunity to express their feelings and thoughts following a crisis situation. This can be done on an individual basis, but usually is done in a small group sharing session.

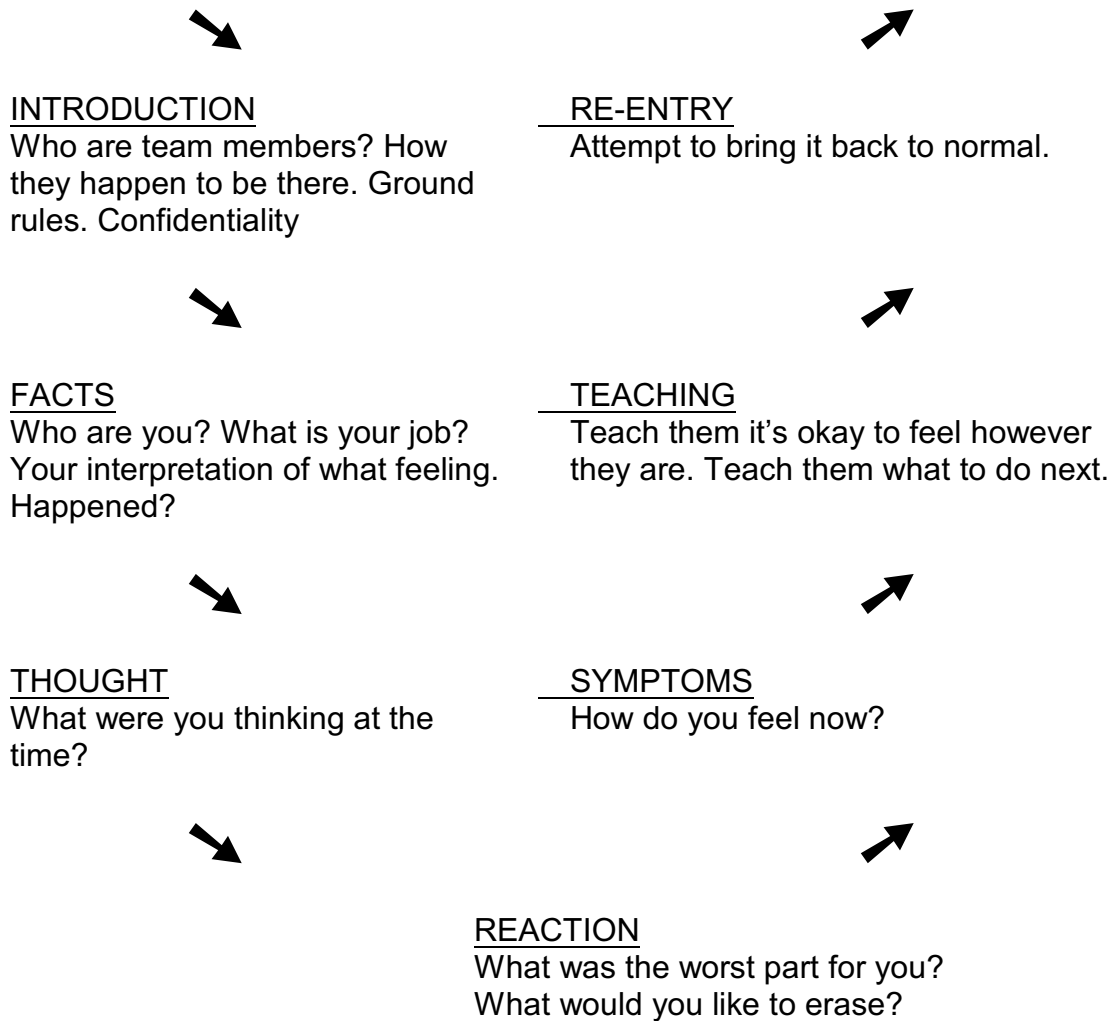
A graphic organizer such as a PMI (Plus, Minus, Interesting) chart could be used to record the information gained during such a session (recording done by an impartial person not involved in the crisis).

+ What Went Right	- What Needs Improvement	/ What We Noticed	Team Member

After The Crisis (A One Month Plan):

- Establish regular meeting times.
- Stay in touch with the family (cards, letters, flowers, other services to the family). Offer to take part in ceremonies and observe family members at school.
- Hold a parent information night. Be available for phone consultation. Send followup letters with information on dealing with children’s grief.
- Watch for at-risk behaviour from students or adults. Distribute a list of support groups and crisis line numbers. Formulate on-going support groups as needed.
- Screen volunteers very carefully. Use only with supervision.
- Plan a school memorial activity (ie. tree planting, assembly, memorial award, yearbook dedication).
- Encourage classroom flexibility. Ensure time out to express feelings through discussion, art, creative writing.
- Support the staff and crisis response team members. Eat regularly, take breaks, plan relaxing activities. Attend organized debriefing meetings. Acknowledge the hard work each is doing. Trust your intuition. Ask for help if you need it.

5.3 Critical Incident Stress Debriefing Process



6.0 RESOURCES

6.1 First Aid Supplies List

- First Aid Handbook
- Blood Pressure Cuff: 1 Adult Size, 1 Pediatric Size
- Scissors - 1 Pair
- Bandage - 1
- Tweezers - 1
- Tongue Depressors - 1 Dozen
- Triangular Bandages - 10
- 4" X 4" Sterile Gauze Pads - 1 Box
- Blankets - 2
- 4" Sterile Kling Wrap Bandages - 6
- Vaseline Gauze - 2
- Disposable Sterile Gloves - 2 Pair
- Pocket Mask - 2
- Pen Light - 1
- Paper Tape - 2 Rolls
- Large Cervical Collar - 1
- Small Cervical Collar - 1
- Full Arm Cardboard Splints - 2
- Full Leg Cardboard Splints - 2
- Oral Thermometer - 1
- Normal Saline Irrigation (250 cc Size) - 2
- 5" X 9" Surgipads - 2
- Neosporin Ointment (For Burns) - 2 Tubes
- Cotton Balls - 1 Bag
- Roller Gauze - 2
- Butterflies - 1 Box Large, 1 Box Small
- Band Aids - 2 Boxes
- Hydrogen Peroxide - 1 Bottle
- Bleach - 1 Bottle
- Distilled Water - 1 Gallon
- Wooden Safety Matches - 1 Box
- Candles - 1 Box
- Large Battery-Powered Flashlight - 1
- Small Paper Cups
- Safety Pins - Large and Small
- Kwik Kold Ice Packs - 1 Box
- Sugar

6.2 Fire Safety Plan

Please insert individual school Fire Plan in this section.

6.3 Board Policies

Board policies that have been referred to in this Crisis Response Protocol, can be found in the Board Policies and Procedures Manual.

6.4 Crisis Team

Please insert the current list of crisis response team members in this section.

6.5 Student Lists

Please insert individual student lists in this section. This may include phone trees and vital statistics for students in your school.

6.6 Community Contacts Inventory

SERVICE	ORGANIZATION	CONTACT PERSON	ADDRESS	PHONE/ FAX
Hospital/Ambulance				
Social Service Agencies				
Health Unit				
Government Agencies				
Fire				
Police				
Municipal Office				
Local Press				
Chamber of Commerce				

To be reviewed and updated in September of each year.

Date of Revision: _____

Principal's Signature: _____

6.7 Sample Letters/Announcements

6.7.1 Announcements To Students & Staff

Staff should be gathered together to find out the known details of the incident prior to classes beginning on the following school day and prior to the announcement being made to the entire school.

This announcement will require modifications based upon the nature of the crisis, age of the students, wishes of the victim's family, etc.

You may have noticed that our flag is flying at half-staff. Last night we received news that one of our teachers (name of teacher), died in a car accident on her way home from her vacation. This is a terrible tragedy for her family, our school and the community. Our thoughts and prayers are with these groups as they cope with these events. As more information becomes available, including funeral arrangements, I will speak to you again.

We need to be supportive of each other at this difficult time. Anyone who feels the need to talk about this incident, should come to the school library where the crisis intervention team is waiting to help you. If you see someone in need, please talk to them and encourage them to speak to someone on the crisis response team, or a teacher.

Please join us in offering prayers for the repose of the soul of (name of teacher).

A suitable prayer may be said over the PA system or in individual classrooms.

We at (name of school) are a family. Families share their good times and joys as well as their sad times. Today is a very sad day for all of us because (student's name) died very suddenly last night while on a picnic with his family. This is a great shock to all of us and we are going to miss him as part of our school family. His own family will need our prayers and our kind words.

Please remember (student's name) and his family as we say this prayer together.

“Heavenly Creator, please give us strength to withstand this grief. Bless (student's name) family and help them to be able to give each other support and the love that they need at this time. May (student's name) rest in peace.”

Amen

6.7.2 Sample Letter #1 To Parents

Letters will need to be modified to reflect the circumstances of the incident, ages of the students, wishes of the victim's family, etc.

Name of School _____

Name of Student (19 ____ to 20 ____)

The death of a child is particularly hard to accept. (Name of student), one of our Grade 6 students, drowned over the weekend while on a fishing trip with his family. Please join us in offering prayers for the repose of the soul of (name of student).

Jesus, our brother and saviour, welcome (name of student) into paradise. Let her/him be with you in Your kingdom of love and share forever in your heavenly banquet.

Amen

List the visitation information.

List the funeral information.

Date: _____ Principal's Name: _____

May (name of student) rest in your everlasting peace.

Amen

6.7.3 Sample Letter #2 To Parents

Date

Dear Parents:

On Wednesday evening, one of our Grade 4 students, (name of student) was involved in an accident with his father. Mr. (name of family) is recovering from his injuries at home. (name of student) died as a result of his injuries. This is a tragedy for the (name of family), our school and the community.

Although classroom instruction will continue as always, I anticipate that the next few days will be difficult for everyone. Please keep in mind that it is not uncommon for children to act out, show fears, exhibit poor concentration, have nightmares, change their sleeping and eating patterns, show regressive behaviour or crying or irritability.

Over the next few days, please monitor your child and allow him/her to express feelings regarding this loss. If you wish to speak to someone concerning your child, please contact the school and the secretary will give you names of counselors or crisis response team members trained to deal with grief.

We need to help each other and be strong during this difficult time.

Sincerely,

(Name of Principal)

6.7.4 Sample Letter #3 To Parents - Followup Letter

Date

Dear Parents;

Our school has been profoundly affected by the death of (name of student/teacher). We would like to offer you, at this time, some additional material that might help you respond to your children at home as they are struggling to understand and recover from this loss in their lives.

Enclosed are some handouts and a list of books that you can read, read with your children or have them read about death and life for those remaining.

Please call the school for more information and the names of counselors and crisis response team members who have been trained in dealing with the aftermath of a crisis such as this. It is vitally important that your children have the opportunity to express their feelings in this regard.

We recognize that this is a difficult time for our school families. We want to be available to support you. Please do not hesitate to call and ask for our help.

Sincerely,

(Name of Principal)

6.7.5 Sample Permission Letter

Date

Dear Parent/Guardians,

The students in (name of school) are invited to attend a memorial Mass for (name of student) at (time) on (date) at (name of church).

Students will be traveling by _____ supervised by _____.

Thank you for your continued cooperation and support.

Yours truly,

(Name of Principal)

Please complete and return to the school.

_____ I hereby give permission for my child to attend the funeral.

_____ I am able to assist with transportation.

_____ I am not able to assist with transportation.

Parent Signature

6.8 Web Sites

Google -> Children Coping With Death

www.thebeehive.org/life/death-in-the-family.asp

www.bouldenpublishing.com/store/index.dfm

www.connectforkids.org/usr_doc

www.wiganandleighhospice.org.uk

www.cfw.tufts.edu

www.nasponline.org

www.madd.org

www.aboutourkids.org

www.wbllib.org

www.teachersandfamilies.com

www.school-counselors.com

www.leeanne.com/grief/

www.redcross.org

6.9 Prayers

www.stmonica.ecsd.net/prayers_for_children.htm

www.interluderetreat.com/prayers.htm



SPIRIT CHILDREN

This page is for all those who have lost a child – I hope that the poems and links below bring some comfort. Spirit children are often known to ‘pop in’ and visit myself and other sitters in the circle and always bring many smiles with them. When a child returns to spirit – even if the return is before the child has been born, due to abortion or miscarriage – the child will continue to grow and develop in spirit. Spirit children are often around their families; they take an interest in family life and sometimes they worry about the family that they have left behind. They continue to learn and take an interest in the world in much the same way as a child still on the Earth plane.

GOD’S LENT CHILD

I’ll lend you for a little while a child of mine, God said,
For you to love her while she lives, and mourn for when she’s dead.
It may be six or seven years, or forty-two or three;
But will you, till I call her back, take good care of her for me?

She’ll bring her charms to gladden you, and should her stay be brief,
You’ll have the lovely memories as a solace for your grief.
I cannot promise she will stay, since all from earth return;
But there are lessons taught below I want this child to learn.

I’ve searched the whole world over, for teachers kind and true;
And from the throngs that crowd life’s lane I have chosen you ...
Now will you give her all your love? Nor think the labor pain?
Nor hate me should the angels call, to take this child back again?

To which the parents did reply ...
Dear Lord, Thy will be done.
For all the joys thy child will bring, the risk of grief we’ll run.
We’ll shelter her with tenderness,
We’ll love her while we may ...
For all the love this child will bring, forever grateful we will stay.
But should the angels call for her, much sooner than we’ve planned,
We’ll brave the bitter grief that comes, and try to understand.

In a baby castle, just beyond my eye
My baby plays with angel toys that money cannot buy.
Who am I to wish her back into this world of strife?
No, play on my baby, you have eternal life.
At night when all is silent and sleep forsakes my eyes,
I'll hear her tiny footsteps come running to my side.
Her little hands caress me so tenderly and sweet,
I'll breathe a prayer and close my eyes and embrace her in my sleep.
No, I have a treasure I rate above all other,
I have known true glory – I am still her Mother.

LINKS

- ◆ Sudden Infant Death Syndrome & Other Infant Death
- ◆ Tommy's - The Baby Charity
- ◆ Child Death Helpline
- ◆ BBC - Health - Loss Of A Child (Resources)
- ◆ Death Of An Adult Child
- ◆ Miscarriage Help & Advice
- ◆ Post-Abortion Counseling

6.10 Resource Materials

Coping With Death

<u>Age</u>	<u>Author</u>	<u>Title</u>
J/S	Kubler-Ross, E.	Living With Death & Dying
J/S	Kubler-Ross, E.	On Death & Dying
J/S	Kubler-Ross, E.	Questions & Answers On Death & Dying
J/S	Kubler-Ross, E.	To Live Until We Say Goodby
J/S	L'Engle, M.	Ring To Endless Light, A
J/S	Lifton, R.	Living And Dying
J/S	Maidens, M.	Life, Death And The Government
J/S	McCuen, G.	Terminating Life
J/S	Meaddough, R.	Death Of Tommy Grimes, The
J/S	Miklowitz, G.	Close To The Edge
J/S	Moe, B.	Pickles And Prunes
J/S	Naylor, P.	String Of Chances, A
J/S	Pattison, E.	Experience Of Dying, The
J/S	Peck, R.	Day No Pigs Would Die, A
J/S	Raab, R.	Coping With Death
J/S	Rawls, W.	Where The Red Fern Grows
J/S	Rohr, J.	Death And Dying
J/S	Rosenthal, T.	How Could I Not Be Among You?
J/S	Saborn, M.	Recollections Of Death
J/S	Schaefer, D.	How Do We Tell The Children
J/S	Schiff, H.	Living Through Mourning
J/S	Segeberg, O.	Immortality Factor, The
J/S	Sternberg, F.	If I Die And When I Do
J/S	Stolz, M.	Edge Of Next Year, The
J/S	Talbert, M.	Dead Birds Singing
J/S	Tatelbaum, J.	Courage To Grieve
J/S	Voight, C.	Tell Me If The Lovers Are Losers

J/S	Westberg, G.	Good Grief
J/S	Windsor, P.	Summer Before, The
J/S	Winslade, W.	Choosing Life Or Death

Coping With Death Through Disaster

<u>Age</u>	<u>Author</u>	<u>Title</u>
E	Francoise	Big Rain, The
E	McCloskey, R.	Time Of Wonder
E	Maruki, T.	Hiroshima No Pika
E	Pringle, L.	Death Is Natural
E	Coerr, E.	Sadako & The Thousand Paper Cranes
E	Tsuchiya, Y.	Faithful Elephants, The
E	Gallaz, C.	Rose Blanche
J/S	Guy, R.	Disappearance, The
J/S	Hersey, J.	Hiroshima
J/S	Crutcher, C.	Running Loose
J/S	Talbert, P.	Dead Birds Singing
J/S	Bruckner, K.	Day Of The Bomb, The

Coping With The Death Of A Friend

<u>Age</u>	<u>Author</u>	<u>Title</u>
E	Brooke, L.	Johnny Crow's Garden
E	Haddard, C.	Last Ride, The
E	Levy, E.	Shuttered Window, The
E	Paterson, K.	Bridge To Terabithia, The
E	Payne, B.	Late, Great Dick Hart, The
E	Rock, G.	Thanksgiving Treasure, The
E	Strasser, T.	Friends Till The End
J/S	Blinn, W.	Brian's Song
J/S	Boyd, C.	Breadsticks & Blessing Places

J/S	Deaver, J.	Say Goodnight, Gracie
J/S	Gerber, M.	Please Don't Kiss Me Now
J/S	Greene, B.	Summer Of My German Soldier
J/S	Kerr, M.	Night Kites
J/S	Miles, B.	Trouble With Thirteen, The
J/S	Morris, J.	Brian Piccolo: A Short Season
J/S	Paterson, K.	Bridge To Terabithia, The
J/S	Peck, R.	Close Enough To Touch
J/S	Peck, R.	Remembering The Good Times
J/S	Pfeffer, S.	About David
J/S	Rock, G.	Thanksgiving Treasure, The
J/S	Strasser, T.	Friends Till The End
J/S	Windsor, P.	Summer Before, The

Coping With The Death Of A Grandparent

<u>Age</u>	<u>Author</u>	<u>Title</u>
E	Bunting, E.	Happy Funeral, The
E	Contant, H.	First Snow
E	DePaola, T.	Nana Upstairs & Nana Downstairs
E	Fassler, J.	My Grandpa Died Today
E	Harris, A.	Why Did He Die?
E	Jukes, M.	Blackberries In The Dark
E	Miles, M.	Annie And The Old One
E	Minarik, E.	Little Bear's Visit
E	Ruby, L.	Two Truths In My Pocket

Coping With The Death Of A Parent

<u>Age</u>	<u>Author</u>	<u>Title</u>
E	Zolotow, C.	My Grandson Lew
J/S	French, D.	I Don't Belong Here
J/S	Mazer, N.	After The Rain
E	Blume, J.	Tiger Eyes
E	Grifalconi, A.	Everett Anderson's Goodbye
E	Hermes, P.	You Shouldn't Have To Say Goodbye
E	Mann, P.	There Are Two Kinds Of Terrible
E	Stolz, M.	Edge Of Next Year, The
E	Voight, C.	Dacey's Song
J/S	Blume, J.	Tiger Eyes
J/S	Carris	Revolt Of 10X
J/S	Cleaver, V.	Where The Lilies Bloom
J/S	Colman, H.	Sometimes I Don't Love My Mother
J/S	Fox, P.	A Place Apart
J/S	Girion, B.	Tangle Of Roots, A
J/S	Greenberg, J.	Season In Between, A
J/S	Harlen, E.	Footfalls
J/S	Hermes, P.	You Shouldn't Have to Say Goodbye
J/S	Holland	Of Love And Death And Other Journeys
J/S	Johnson	As Someone Dies
J/S	Klass, D.	Atami Dragons, The
J/S	Kremetz, J.	How It Feels When A Parent Dies
J/S	LeShan, E.	Learning To Say Goodbye
J/S	Logan	Very Nearest Room
J/S	Mann, P.	There Are Two Kinds Of Trouble
J/S	Martin, A.	With You And Without You
J/S	Mazer, H.	When The Phone Rang
J/S	Miller, F.	Truth Trap, The

J/S	Myers, E.	When Parents Die
J/S	O'Neal, Z.	Formal Feeling, A
J/S	Sebestyen, O.	Words By Heart
J/S	Stolz, M.	Edge Of Next Year, The
J/S	Strauss, L.	Coping When A Parent Has Cancer
J/S	Tarlton, L.	Two Worlds Of Coral Harper, The
J/S	Voight, C.	Dicey's Song
J/S	Zalben, J.	Maybe It Will Rain Tomorrow
J/S	Zindel, P.	Star For The Latecomer, A

Coping With The Death Of A Sibling

<u>Age</u>	<u>Author</u>	<u>Title</u>
E	Collier, J.	My Brother Sam Is Dead
E	Greene, C.	Beat The Turtle Drum
E	Hickman, M.	Last Week My Brother Anthony Died
E	Richter, E.	Losing Someone You Love
J/S	Calvert, P.	Stone Pony, The
J/S	Cleaver, V.	Belle Pruitt
J/S	Dixon, P.	Skipper
J/S	Donnelly	Recovering From The Loss Of A Sibling
J/S	Lowrey, L.	Summer To Die, A
J/S	Myers, W.	Motown & Didi
J/S	Osborne, M.	Run, Run As Fast As You Can
J/S	Pfeffer, S.	Year Without Michael, The

Coping With Death Through Illness

<u>Age</u>	<u>Author</u>	<u>Title</u>
E	Coerr, E.	Sadako & The Thousand Paper Cranes
E	Klien, N.	Confessions Of An Only Child
E	Smith, D.B.	Taste Of Blackberries, A
J/S	Benton, R.	Death & Dying
J/S	Blinn, W.	Brian's Song
J/S	Brim	Dying Patient, The
J/S	Carroll, D.	Living With Dying
J/S	Dixon, P.	May I Cross Your Golden River?
J/S	Gunther, J.	Death Be Not Proud
J/S	Kerr, M.	Night Kites
J/S	Kubler-Ross, E.	Living With Death & Dying
J/S	Langone, J.	Vital Signs
J/S	Lund, D.	Eric
J/S	Morris, J.	Brian Piccolo: A Short Season
J/S	Simpson, M.	Facts Of Death, The
J/S	Smith, D.B.	Taste Of Blackberries, A

Coping With Death Through Suicide

<u>Age</u>	<u>Author</u>	<u>Title</u>
E	Calvert, P.	Hour Of The Wolf, The
E	Marsoli, L.	Things To Know About Death & Dying
E	O'Neal, Z.	Language Of Goldfish, The
J/S	Alvarez	Savage God, The
J/S	Bonham, F.	Gimme An H, Gimme An E, Gimme An L, Gimme A P
J/S	Bridgers, S.	Notes For Another Life
J/S	Calvert, P.	Hour Of The Wolf, The
J/S	Cannon, B.	Bellsong For Sarah Raines, A
J/S	Chiles, J.	Teenage Depression & Suicide

J/S	Griffin, M.	Cry For Help, A
J/S	Grollman, E.	Suicide: Prevention, Intervention, Postvention
J/S	Hadley, I.	So Long At The Fair
J/S	Hafer, B.	Youth Suicide
J/S	Hermes, P.	Time To Listen, A
J/S	Hyde, M.	Suicide: The Hidden Epidemic
J/S	Johnston, J.	Why Suicide?
J/S	Klagsburn, F.	Too Young To Die: Youth & Suicide
J/S	Kolehmainen, J.	Teen Suicide
J/S	Langone, J.	Dead End
J/S	Leder, J.	Dead Serious
J/S	Mack, J.	Vivienne: Life, Suicide & Adolescent Girls
J/S	Madison, A.	Suicide & Young People
J/S	Maguire, D.	Death By Choice
J/S	Peck, R.	Remembering The Good Times
J/S	Quinnett, P.	Suicide: The Forever Decision
J/S	Smith, J.	Coping With Suicide
J/S	Wartski, M.	My Name Is Nobody

E Books found in elementary libraries, suitable for primary or intermediate students.

J/S Books found in junior and/or senior high school libraries.

Reference materials provided by Modesto City Schools, Modesto, California.

6.11 Citations

Guide for Preventing & Responding to School Violence
International Association of Chiefs of Police, Alexandria VA

Developing Good Crisis Plans
Centre for Safe Schools
<http://www.center-school.org>

Crisis Communications Guide & Toolkit
National Education Association
<http://www.nea.org/crisis>

Crisis Intervention Resource Manual
Bartow County School System, Cartersville, GA
<http://www.bartow.k12.ga.us>

Guide to Crisis Response Teams
Gander Nfld

Crisis Response Team Manual (1997)
Thunder Bay District Catholic School Board

School Crisis Response Teams: Lessening the Aftermath
Schoenfeldt & Associates, Renton, WA
www.safer-schools.com

Compassionate Care Guideline (1995) Working Draft
Waterloo Region Roman Catholic Separate School Board

The First 120 Minutes - A Guide To Crisis Management In Education (1994)
Canadian Education Association
Dick Dodds & Donna Swiniarski