

CRISIS RESPONSE PLAN

ÉCOLE J. B. MITCHELL SCHOOL



2008 - 2009

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1. PURPOSE

1. To prepare a document which will provide information as to the manner in which the school will respond to a crisis.
2. To provide the École J. B. Mitchell School staff with a detailed, sequential plan of action.
3. To provide information in order to better deal with a crisis or bereavement.

2. DUTIES

If there is an emergency, or a life and death situation, the office shall alert the Crisis Response Team **as soon as possible** before informing all parties of the crisis. An immediate action plan will be developed based on the situation and a longer term plan will also be considered as required.

The administrator will delegate responsibilities to the team. Upon completion of the crisis, the administrator will debrief with staff, students and the community.

3. DEFINITIONS

DIVISION FACILITY EMERGENCY

A Division facility emergency is an emergency which would affect the personal safety of persons within a particular facility, including events such as a minor fire, water main break, loss of electrical power or loss of heat. Further instructions regarding relocation and/or dismissal will be determined by the Chief Superintendent, the principal and the Superintendent of the South.

COMMUNITY-WIDE EMERGENCY

A community-wide emergency is an emergency which would affect the personal safety of persons within a specified area of the City including one or more Division facilities. Community-wide emergencies would include such disasters as a major fire, chemical spill, gas leak, explosion, aircraft crash, flood or a civil disturbance. Further instructions regarding relocation and/or dismissal will be determined by the Emergency Operations Center & the Chief Superintendent.

4. DAILY DUTIES OF THE CUSTODIAN

1. Check all areas of the school upon entering each morning, insuring that doors are open and that areas are clean and safe before the children and the staff enter the building.
2. Conduct a regular fire drill every morning prior to the beginning of school and check the a/c power indicator and trouble indicators. It is at this time that the custodian confirms with the department that this is a test only.
3. Check the grounds and areas surrounding the school for any signs of vandalism, for items that may cause harm or concern and for debris at entrance-ways that may create concern of safety. Should any vandalism be discovered, the custodian reports it to the administration. Debris will be cleared away and discarded.
4. In the winter time the custodian clears all entrance-ways and sidewalks of snow and ice before the staff and students arrive for another day of school.
5. Inspect all doors required for fire separations to ensure they are closed.
6. Check and maintain areas of degress and all lighting for exits as required.

5. CRISIS RESOURCE LIST

The following is a listing of the crisis resource contact people for École J. B. Mitchell School.

<u>NAME</u>	<u>POSITION</u>
	Principal
	Vice-Principal
	Resource Teachers
	Physical Education Teacher
	Secretaries
	Custodian
	Educational Assistants

Teacher in charge: _____, _____ and _____

List of people not mentioned above, who might need to be notified in the event of a crisis:

<u>NAME</u>	<u>POSITION</u>
	Superintendent's Dept.
	CGC
	CGC Social Worker
	CGC Psychologist
	Public Health Nurse
	Parent Council
	Community Constable

THIS DOCUMENT SHOULD BE STORED IN A CENTRAL AREA WHERE ALL STAFF MEMBERS WOULD HAVE ACCESS IN AN EMERGENCY.

6. TEAM RESPONSIBILITIES

The following staff members will assume responsibility for:

Task	Staff Person
<p>First Aid/C.P.R. Responder: Provides emergency first aid until medical assistance arrives.</p>	
<p>School Site Coordinator: Responds to the site of the emergency and controls access to the area until emergency personnel arrive and assume control and responsibility.</p>	
<p>Emergency Personnel Coordinator: Greets arriving emergency personnel and directs them appropriately. Also, directs media, parents and divisional staff to the appropriate locations.</p>	
<p>Hallway Coordinator: Coordinates non-classroom staff to monitor hallways, bathrooms and other locations for students and/or outsiders and directs them to the appropriate locations.</p>	
<p>Media Assistant: Under the direct supervision of the school administrators and in some cases the Superintendent's Department and Communications Officer, assists in preparation of media statements, arranges interviews and meets the needs of the media.</p>	
<p>Parent Coordinator: Deals with parents who may contact the school via the telephone or in person, sets up a parent centre, organizes the release of students to parents during a crisis, and informs parents about available counselling services for their children.</p>	

7. TELEPHONE TREE

The administration or designate will activate the telephone tree, located on pages 26 and 27, to make other staff members aware of the event. If the staff is to be notified by using the phone tree, the message must be very clear:

1. Accurate, verified information surrounding the event;
2. Notification of a staff meeting indicating date, time, place;
3. Notification of crisis response meeting for those on the team.

Person responsible for updating the telephone tree: _____

NOTE:

If you have a change in number, please let _____ and the person ahead of you know.

If the person you are calling is not home, please phone the people they would have phoned.

The teacher of the child involved will be phoned by _____ or _____.

The information to be passed on is: who is involved
what has happened
when the staff will meet.

8. FIRST AID/CPR CERTIFICATION

Name	Date Certified
	2002
	2006
	2008
	2006

Person(s) responsible for updating the current list: _____ / _____.

9. LOCATION OF FIRST AID KITS

Nurse's Room (complete kit)

School Gym (complete kit)

School Office (back room) - 2 kits for field trips.

General Educational Assistant has first aid kit in fanny pack.

All classrooms have bandaids and gloves.

Person(s) responsible for updating a current list: _____, _____

On the Move & Carpathia have a 1st aid kit in a backpack. Taken outside in case of emergency.

10. PROCEDURES FOR FIRE DRILL EVACUATION

In the case of a need to evacuate the school for the purpose of a practice fire drill or a true fire alarm, the regular fire alarm system will be used. This is a continuous ringing which will remain on until the practice or emergency is over. Practice drills are determined by the administration. Should there be a real emergency any adult can pull the fire alarm.

In all such cases, the following regulations will be in effect:

- ◆ Unless previous notice has been given, every ringing of the fire alarm must be heeded. **EVERYONE** is required to leave the school building.
- ◆ Children proceed directly outside when the fire alarm rings. They do not stop to pick up clothes or equipment.
- ◆ Visitors and Pupils not with their classes exit from the nearest door. **They should never return to their home room.** (*Various situations should be discussed with the children*).
- ◆ In the classroom, a clipboard with a class list is located close to the door. The teacher **must take their clipboards outside.** Make sure the classroom windows and doors are closed. Designated persons will check the washrooms as classes are walking out; flick the light switches to get the attention of DHH students. _____-girls'/boys' washroom by the office, _____-boys washroom, handicapped washroom (SW corner), _____-girls washroom (SW corner).
- ◆ Pupils proceed in single file, walking in silence to the designated exit for that room.
- ◆ Students should line up at their designated areas. Silence is absolutely necessary in the event of further instructions. Use the color coded chart on pages 7 & 8 to proceed to the designated areas outside.
 - ⇒ Rms. 132, 133, 134 use emergency exit door near library door (yellow).
 - ⇒ Rms. 136, 135, 129, 127, 124, 126, 203, 205, 206 exit at the Lanark St. doors. (blue).
 - ⇒ Rm. 115, 119, 120, 121, 122 exit at the rear parking lot doors (green).
 - ⇒ Rms, 107, 108, 112, 114 exit at the front parking lot doors (pink).
 - ⇒ Rms. 137, 138, 139, 201, 204 and office area exit at the John Brebeuf doors (orange).
- ◆ Outside, teachers call the roll or otherwise make sure all pupils are accounted for.
- ◆ When everyone is present teachers will notify the principal / vice-principal / teacher in charge.
- ◆ Pupils do not re-enter the building under any circumstances.
- ◆ When all students have been accounted for, _____ or teacher in charge will give _____ the signal

10. PROCEDURES FOR FIRE DRILL EVACUATION - CONT'D

to ring the bell three times for re-entry and students can return in single file to their rooms.

- ◆ **NOTE:** The school fire alarm system is connected with the central city fire alarm system. The connection is severed during the drill, but any other setting off of the school alarm brings fire trucks, police, etc. In these circumstances, the signal for re-entry is issued by the Fire Chief, ProTelec and the Police (911) must be notified.
- ◆ Teachers and educational assistants must make sure all students requiring visual supports are aware a fire bell has rung and must make sure they understand the instructions given. It is strongly encouraged to bring the sound systems outside if time allows.
- ◆ School board policy specifies that schools are required to have a minimum of 10 fire drills per school year.
- ◆ Lunch Program will line up on the hard top according to the area they are seated in the school: form 3 lines - Grades 1-2 (115, 119, 121, 136), Grades 3-4 (129, 133, 135, 138), Grades 5-6 (139, 204, 137, 201)
- ◆ Carpathia Day Care will line up against the fence on the hard top by Room 121, even prior to school and at the end of the day if students are under their care .
- ◆ On the Move Day Care will line up against the fence on Lanark by the baseball diamond.
- ◆ Once lined up, the staff members will call out the students' names and/or count heads.
- ◆ All staff should keep their walkie-talkies on channel 11. The lunch programs will radio in to the vice-principal/teacher in charge, confirming all students are outside. The vice-principal/teacher in charge will radio in to the principal.

11. WHO MEETS THE FIRE DEPARTMENT

By rights the custodian should meet the fire department as he will have first knowledge of where the fire is located after having checked the security system. However, there may be a time when the custodian is out of the building for lunch, etc. and then it should fall to the administrators. Though there should not be any responsibility assigned to the administrator (since the administrator may be away from the building more frequently than the custodian at meetings, conferences etc.) the teacher-in-charge would be the next appropriate person to meet the fire department.

At École J. B. Mitchell School the principal/teacher-in-charge and the custodian would meet the fire department. The custodian will be able to give the location of the fire to the department and the principal will be able to formulate a plan from that information in order to give further directives to the staff and students.

12. FIRE EMERGENCY EVACUATION - DURING NOON HOUR ONLY

Other Students	On The Move	Grade 5/6	Carpathia	Grade 3/4	Grade 1/2
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13. FIRE EMERGENCY EVACUATION - SECOND FLOOR PLAN

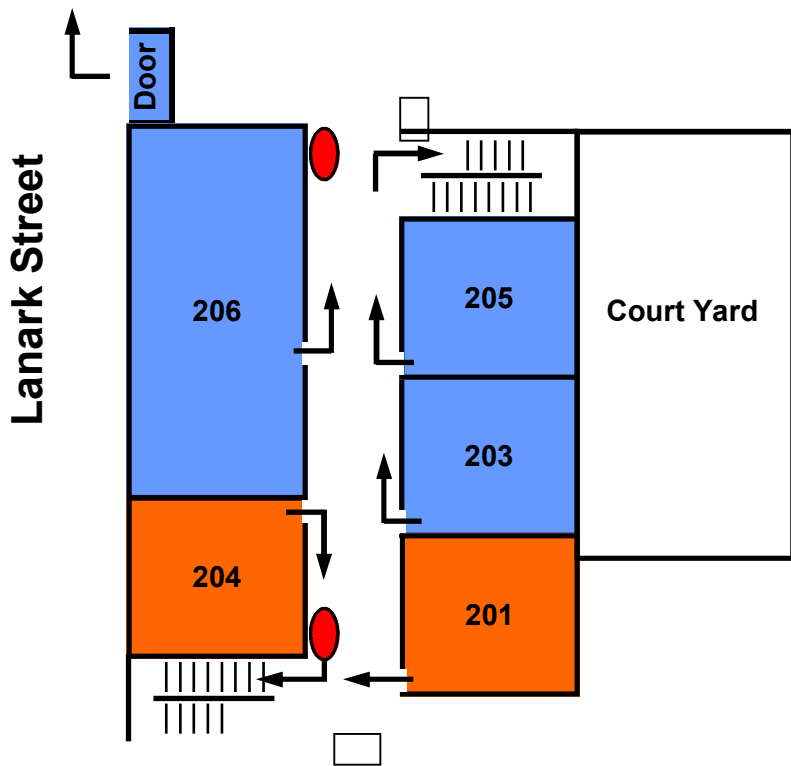
On
 The Move 138 204 133 139 201 137 205 203 136 129 119 135 121 115 112 108 107 Carpathia
CLASSROOM MEETING PLACE

Teachers

Teacher in Charge / Vice Principal

 Pull Station

 Fire Extinguisher



 Principal,
 Custodians, Secretaries
 and Volunteers

Door

John Brebeuf Place

14. PROCEDURES FOR EVACUATION - OTHER THAN FIRE DRILL

In the event of an immediate need to evacuate the school, instructions will be given by administration. Students are to line up outside as during regular fire drill procedures. Once outside the administrators will alert teachers to take their class across the playground to On the Move : (489-3212) and Carpathia Daycare Centre (489-6014) : (1777 Grant Avenue). Such an evacuation may occur due to bomb threats, chemical spills, flooding and weather related emergencies.

The administration, secretary or teacher-in-charge will call 911 and the Superintendent's Department (775-0231). If the Superintendent's Department has not been contacted, the administration, secretary, or teacher-in-charge will now call from On the Move/Carpathia Daycare. The Transportation Department (775-0231) will be notified of the Superintendent's decision by administration or teacher in charge. Staff and parent volunteers will notify parents/guardians of the emergency. A list of students' phone numbers and emergency numbers will be taken by the secretary to the assigned site. Teachers will be responsible for his/her class of students.

At the daycares, the older students (Gr. 3, 4/5, 4, 5, 5, 5/6, 6) would go to rooms 2, 1, 6, 13 and 14. The younger students (N-Gr. 2) would go to the gym. In case of an evacuation during the lunch hour, staff who are in the building must leave the school and join up with their students. Staff from the lunch programs will take their clipboards outside and do the roll call. The secretary will take the binder of phone numbers and emergency numbers of all students.

Under no circumstances will a child be sent home unless an adult is there to meet him/her.

The following Parent Volunteers will be called by the administration, secretary, and/or teacher-in-charge to notify parents of the emergency and student pick up arrangements:

- Chair
- Vice Chair/Volunteer Coordinator
- Secretary
- Treasurer

15. RESPONSIBILITIES OF STAFF MEMBERS - DURING AN EMERGENCY

1. **The custodian will be responsible for :**

- a. Ringing of the fire alarm system.
- b. Check for the site of the fire should an unplanned fire bell sound.
- c. Check if the fire is containable (e.g. in a garbage can) and extinguish it with a hand held fire extinguisher. Should the custodian deem the fire to be too large he/she would at that time evacuate the building and wait for the fire department.

2. **The classroom teachers will be responsible for:**

- a. Teaching fire safety and procedures to their students.
- b. Taking his/her class out of the building and after instructions by administration or designate, to proceed to On the Move/Carpathia Daycare.
- c. Calling the roll or otherwise making sure all pupils are accounted for.
- d. Bringing sound systems for deaf and hard of hearing students.
- e. Remaining with their students until the “all clear” signal is given to return or until such time as they are advised by authorities that the building is safe to reenter.
- f. If you have a cell phone, please take it outside with you.

3. **The secretary will be responsible for:**

- a. Taking the binder containing the students' home information to On the Move/Carpathia Daycare.
- b. Taking the first-aid kit to On the Move/Carpathia Daycare.

4. **The administration or teacher designate will be responsible for:**

- a. Notifying the caretaker about the emergency and giving instructions about the intermittent ringing of the fire alarm system.
- b. Meeting with the teachers outside to give further information/instructions about the emergency, and details regarding the relocation and dismissal of students.
- c. Notifying the chief superintendent of the Division and/or the Emergency Operations Centre (911) and getting authorization from the Chief Superintendent to dismiss students and/or staff.

16. IN-SCHOOL RESPONSE TO A CRISIS / ACCIDENT

The following procedures are guidelines when responding to a crisis or an accident.

1. For minor incidents teacher calls office and asks for help with a student. Be specific (for example, "Sam has fainted" or "Has a deep cut." "Send principal or vice principal to Room # ____".)
2. Secretary tells the administration. The administration will assess the situation.
3. Other respondents will be called if needed by using the term "**Response Team**" (location). Directions will be given to begin assuming responsibilities as explained on page 3.
4. An ambulance should be called when the severity of the accident is beyond the scope of the school. Parents/guardians are to be notified immediately and requested to meet their child at the hospital as soon as possible. Examples are head injury, spinal injury, following the use of an epipen, or signs of an anaphylactic reaction, severe bleeding or as indicated in an individual health care plan.
5. While waiting, written information (student's name, address, parents' name, Manitoba Health No.) should be prepared. One copy should be given to the ambulance driver.
6. If a parent is not available to accompany the student, the principal/teacher involved will accompany the student in the ambulance or follow the ambulance to the hospital and wait until the student is in the care of his/her parent(s)/guardian(s).
7. **Lunch Program:** The first respondents are the supervisor/director or designate of the lunch programs. (Carpathia - _____, On the Move-_____, _____ or _____ or school lunch program (_____)). The director would assess the situation. If necessary, the director would walkie-talkie other directors for help. If an ambulance is required the director would call the ambulance, as well as the parents and will notify the administrator / teacher in charge.

17. EMERGENCY SITUATION OUTSIDE THE SCHOOL

In the event that there is an emergency/violence on the playground, the supervising teacher / educational assistant / director of the lunch program will send for emergency help by contacting the office either in person , using a walkie-talkie. Be specific, "John is having an allergic reaction, I used his Epi-Pen!" "Cathy fell off the play structure; she is not moving!. Response Team to the office please". If telephone monitors receive information they will say "An administrator is needed in the office now." If the secretary is available she will notify administration who will assess the situation. Depending on the circumstances, a staff member trained in CPR may need to respond, a "Response Team to the office" may be called and an ambulance may be required..

18. MINOR ACCIDENT

Every teacher has a small first aid kit in the classroom with gloves and band-aids. Ice is available in the fridge in the nurse's room. When there is blood involved, ensure that gloves are worn.

School personnel shall render first aid and keep the student under observation. If the student is to be sent home, parents must be contacted only by the office. Specific arrangements must be made with the parent/guardian to either have the student picked up at school or have the child accompanied to the home or another location. If the parent/guardian cannot be contacted, the student must remain at school. **Please notify the office before you send a student to the nurse's room from the classroom, the gym or the playground. The office will notify you if the student has been sent home. An accident report must be completed.**

19. LOCKDOWN PROCEDURES

As soon as the office is aware of an extreme situation (eg. threat, violent intruder, person with a weapon, etc.) a call over the P.A. will be made indicating "**Response Team go to....**" *state the location.*" The crisis team will respond to the location and assess the situation. Police will be contacted if required.

If a lockdown is warranted, an emergency lockdown will be announced by intercom, "**Attention staff: this is an emergency lockdown.**"

If a situation occurs in the office and an announcement cannot be made, notification to the rest of the school will be made by using the telephones or by any way possible. Staff within the building will spread the word in a safe manner.

20. LOCKDOWN PROCEDURES - INDOORS

- ⇒ Staff will peek out their classroom door and check hallways for students and direct them to the nearest classroom.
- ⇒ Students in hallways are to go to the nearest classroom.
- ⇒ Lock classroom and other doors (non classroom staff shall assist with this).
- ⇒ Close windows and window treatments.
- ⇒ Turn off lights.
- ⇒ Everyone is to remain quiet and not enter hallways.
- ⇒ Sit in an area that is out of sight from doors and windows. Remain in this position until "all clear" is announced.
- ⇒ A lockdown supersedes fire alarms and recess bells. Should the fire alarm sound, do not evacuate the building unless:
 - You have first hand knowledge that there is a fire in the building or;
 - You have been advised by the Office or the Police to evacuate the building.
- ⇒ Should a recess bell ring, before the “**All Clear**”, everyone is to remain in their classroom.
- ⇒ During the noon hour, students by the Lanark doors will go to the library, students by the Nursery classrooms will go to the gym. On The Move and Carpathia Children’s Centre will remain in their rooms : (kitchen and the multi-purpose room)

21. LOCKDOWN PROCEDURES - OUTDOORS

- ⇒ If a threat occurs outside during recess, students and staff will walkie-talkie one another. Everyone will be directed to their classrooms. Doors will be locked.
- ⇒ If a threat occurs during the lunch program, students and staff of Carpathia Daycare, On The Move Daycare and École J. B. Mitchell School Lunch Program will go to the gym.
- ⇒ In the event that an intruder is known to be in the vicinity of the school, precautions may be taken to reduce the number of entry ways into the school. This may result in all doors, depending on the circumstances, to be locked after students enter at 9:00 a.m.
 - Announce on P.A. that exterior doors have been locked and that students and staff are to remain in the building.
 - In the event that this situation persists, parents will be notified by letter and students will be notified that they are to only use the front entrance.
 - As courtesy, On the Move and Carpathia Daycare will be notified.

Note. Once a lockdown process has been completed, administration will debrief with staff and students. A letter to parents will be sent home to provide information regarding the lockdown.

22. WATERMAIN BREAKS

In the event of a watermain break at the school, the following steps shall be followed:

1. The administration or caretaker is to notify the Building Department at the earliest possible opportunity as follows:
 - ⇒ Monday to Friday - between 8:30 a.m. and 4:30 p.m.
Contact the Work Receptionist at 775-0231, ext. 111
 - ⇒ At All Other Times
Contact Protelec Alarms at 949-1415
2. The administration will notify the appropriate Superintendent of Schools.
3. Following an assessment of the situation by Building Department personnel, the appropriate Superintendent of Schools and the school administration will receive a report from the Building Department Representative.
4. The appropriate Superintendent of Schools will make the decision as to whether the school needs to be closed.

This decision will be communicated to the school administration by the Superintendent of Schools.
5. The administration will advise students, parents, and staff of the closing. As required, WSD Communications Officer, shall contact the media to advise them of the decision to close the school and request cooperation in advertising the information.
6. The Superintendent of Schools will advise the Chief Superintendent in writing regarding the reasons that prompted the decision to close the school.
7. The Chief Superintendent will advise the Secretary-Treasurer in writing regarding the decision to close the school.
8. The Secretary-Treasurer will advise the Minister of Education and Training regarding the closing of the school.

In the event water service to your school is required to be shut off for ***longer than two hours***, the City of Winnipeg Water and Waste Department has authority to ***immediately*** install a temporary water line.

23. SEVERE WEATHER CONDITIONS

In the event it is necessary to close all schools and the Administration Building on a given day due to severe weather conditions, the Chief Superintendent, in consultation with the Chairman of the Board shall make the decision to close the schools, the Administration Building, and all other Division facilities. The Chief Superintendent shall communicate this decision to:

1. Coordinator of Transportation and Permits, who shall arrange for the cancellation of school bus transportation.
2. Communications Officer, who shall inform the media.
3. All staff are requested to listen carefully to these stations for an announcement: **CBC, CBC French, CJOB, 92 CITI-FM, Q94 FM, 99.9 BOB FM, 102.3 CLEAR FM**

In some cases, severe weather conditions may necessitate the closing of the school once the students have already arrive, *i.e.* early dismissal of some or all students. In this case, the parent volunteers, listed on **page 12** will be called to the school to help notify parents at large about the emergency.

24. TORNADOES

A tornado advisory, watch or warning is issued by Environment Canada when a tornado has been sighted or indicated by weather radar. If a tornado warning is issued and the sky becomes threatening, move to the pre-designated area of safety. Everyone shall to go to the main floor of the school. Rooms 201 and 203 shall go to the library; Rooms 204 and 205 shall go to the Multi-Purpose Room. Everyone shall go under a large piece of sturdy furniture such as a workbench or heavy table or desk and huddle and hold on to it (see picture below.) Use arms to protect the head and neck. Everyone will stay away from large glass areas and windows.

25. RESPONDING TO A CRISIS / TRAUMATIC EVENT

The order of events may vary according to circumstances:

- ⇒ School/staff person/parent become aware of crisis and inform an administrator or designate.
- ⇒ An administrator or designate will confirm/verify information. It may be necessary to call police to verify information received from radio, TV, etc.
- ⇒ An administrator will contact family, police/fire/ambulance, School Superintendent, C.G.C., child and Family Services, community officials, as deemed necessary.
- ⇒ An administrator will call Crisis Team together. Implement phone tree if some people are out of the building and/or if planning is done after school hours, on the weekend, etc.
- ⇒ Members of the Child Guidance Clinic, Winnipeg South Unit Crisis Response Team may be called in to assist as needed.
- ⇒ An administrator will call a special meeting at a specific time (pending at what time during the day the tragic event occurred). Consistency and accuracy are a must and therefore all should hear the **same information** from one source preferably at the same time. An administrator will discuss with staff and other members of the response team how students will be informed.
- ⇒ Notify neighbouring schools, day care centres, community resources, ethnic liaisons, etc. as deemed necessary. The purpose here is to inform and to consult. The administrator will contact the school administrator where siblings attend. It will be the parents' responsibility to inform the siblings.
- ⇒ An administrator will write a fact sheet for staff/students/parents and to delegate person(s) to deliver it in a calm, professional manner.
- ⇒ An administrator will release a statement to the media, if deemed appropriate at the time. The school will not release information without family/police/School Board permission. Only **the administrator** will speak to the media. This is very important to maintain control.

26. CRISIS MANAGEMENT

- ⇒ In the case of a suicide, or any other situation where there is a distressed student(s) or a distressed adult(s) in the school, a Team member will be present with this person at all times. This team member will talk with the person(s) privately and try to assess the level of risk. Other Team members could be present and/or consulted for relief/decision-making, etc.
- ⇒ The Library will be freed **at any time** a crisis occurs. A “**DO NOT DISTURB**” sign will be placed on the door.
- ⇒ Extra personnel will be assigned to answer telephones/talk to people who enter school. Arrangements to cover a classroom teacher who has to be with a child involved in a crisis situations will be made by the administrator and/or his designate and/or the school secretary (in that order).
- ⇒ All staff shall be cognizant of the expected grief reaction depending on age and cognitive development (see material on Death following divider D in staff binders).
- ⇒ All staff will be familiar with the Guidelines for Dealing with Death – Do’s and Dont’s (in the event the tragic event is a death.)
- ⇒ Discussions will be held with the Crisis Response Team to decide what further support is needed by the child, what resources are available, and how it will be carried out. Parents will be notified. When appropriate, a place for parents/community members to gather at school will be arranged. Clear documentation of all plans and procedures will be made.
- ⇒ An administrator will obtain the *Developing Safe School Communities* binder.

27. ON-GOING SUPPORT

- ⇒ The Crisis Response Team will provide support for staff and students experiencing difficulty. Outside supports may be brought into the school. (This process will be ongoing after the initial crisis has passed as the process of grieving is cyclical and will resurface again and again. The Team will review the process at 1, 3, 6 and 12 weeks).
- ⇒ The Crisis Response Team will discuss how the students will be kept informed that support services are available to all students/staff, not only to those who request them. The Library may be used as the room where any students needing support may go.
- ⇒ An administrator will ensure that an accident form is completed (when applicable).
- ⇒ Parents will be informed if their child appears to have difficulty handling grief.
- ⇒ School staff members supported by the Crisis Response Team will be honest with the students about the loss and grief that accompany the death of a particular child or adult. A longer term plan of support may have to be implemented for any direct victims of the crisis and any students/family who are experiencing ongoing difficulties. Outside referral, if required, is also a possibility.
- ⇒ Staff/students/parents/community/media will be kept informed by the administrator regarding what has been done.

28. BEREAVEMENT RESPONSE

- ⇒ The administrator is responsible for the organization of commemoration depending on the wishes of the family.
- ⇒ The administrator and family will discuss the role the school may play in attending the funeral, having an assembly or memorial service, a memorial fund donation, flowers, lower flag to half mast, 1 minute silence, memory book, etc.
- ⇒ It is not recommended that all students attend the funeral nor that there be a general assembly in the event of a suicide. This is to down play suicide as a coping skill for dealing with stress.
- ⇒ After discussions with the family, plans will be made to remove the personal belongings and property of the student (in the case of death).
- ⇒ The classroom teacher will be responsible to adjust the seating plan, registers, class list, etc. Particular sensitivity will be used in the removal of the student's desk. The home class will have to be involved in the process.
- ⇒ Follow-up activities will be discussed by the Crisis Response Team. Decisions will be made as to whether or not something is to be done at anniversary dates.
- ⇒ Students and staff who are having difficulty "going on" will be consulted with. Outside intervention/help is possible, if required.

29. GRIEF REACTION INFORMATION

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

5-9 Years Old

Fear personification of death – skeletons and ghosts, fear of graveyards, haunted houses, “bad” people, darkness and being alone. They know the body decays but believe the spirit still lives. Talk openly to clear up misconceptions and lessen fears. Reassure children that they will be looked after and accept that their level of conceptual understanding necessitates a concrete view of death.

10-14 Years

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

- Teach:
- 1) it is normal to feel sad, angry, lonely
 - 2) it is all right to cry openly and talk about a death
 - 3) there is a need not only to say “hello” to the pain of grieving but eventually to say “goodbye”

15-18 Years

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

Adult

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

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

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

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

32. SUICIDE INTERVENTION RESPONSE - STUDENT/STAFF/PARENT

DO'S

1. Provide accurate information to staff and students. (A written statement may be best.)
2. Allow opportunities to discuss, question, vent and mourn.
3. Meet separately as a staff.
4. Meet with students in smaller groups with support personnel in attendance.
5. Ensure support counsellors are available as required.
6. Watch at-risk students and staff closely, intervention may be needed.
7. Acknowledge the finality of death.
8. Allow time for recovery.
9. Watch closely the children closest to the victim.

DON'T'S

1. Minimize the tragedy.
2. Glorify the deed.
3. Romanticize the situation.
4. Minimize the hurt and anger of others.
5. Try to answer "Why".
6. Ignore your own needs and emotions.
7. Rush to return to normal routines.

30. GUIDELINES FOR DEALING WITH DEATH

DO'S

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

DON'T'S

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

31. WEAPONS POSSESSION INTERVENTION RESPONSE

DO'S

1. Assume the weapon is deadly.
2. Assume the offender intends to use it.
3. Call the police and the ambulance if needed.
4. Use a specific message to secure school and students against assault – evacuation may be necessary.
5. Isolate the offender if possible.
6. Suggest the offender lay down the weapon and walk away from it.
7. Wait for the police to initiate any action against the offender.
8. Gather as many details as possible about the offender and the situation.
9. Prepare for the media.
10. Utilize the crisis intervention plan.

DON'T'S

1. Confront the offender directly.
2. Cut off exists or prevent offender from leaving.
3. Touch any weapon left behind.
4. Try to be a hero.