Safe Schools Handbook

Prairie South Schools 210

Learning together.

Updated December 2022

Safe Schools Handbook

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SECTION 1
Crisis/Trauma Incident Response Procedures

CRISIS/TRAUMA INCIDENT RESPONSE PROCEDURES
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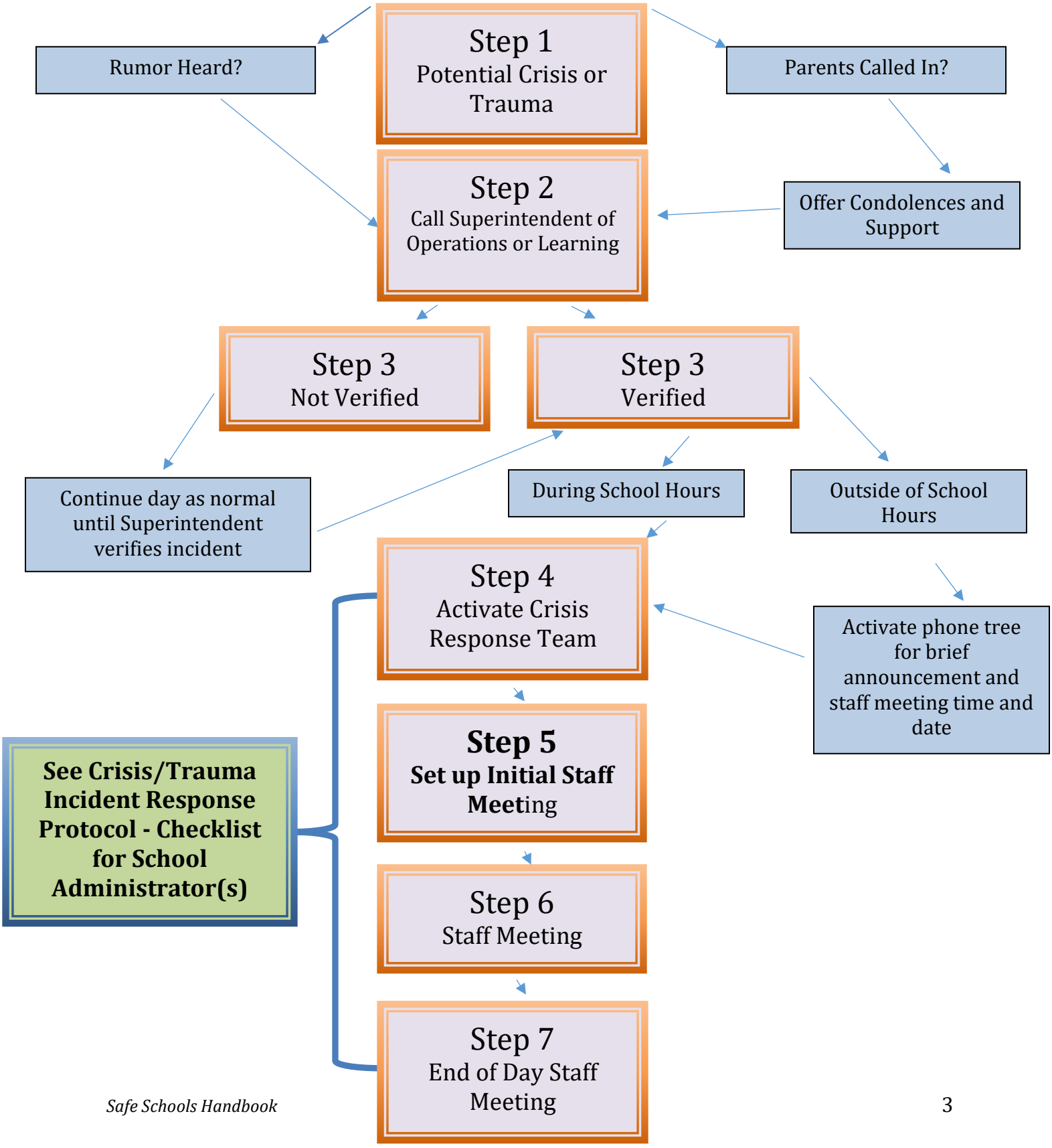
CRISIS/TRAUMA INCIDENT RESPONSE FLOWCHART



Checklist of the School Administrator(s)
Crisis/Trauma Incident Response

For the purpose of this document, crisis and trauma will be used interchangeably. A Crisis/Trauma is a sudden, unexpected and uncontrollable event that poses a serious threat to life and may result in an acute stress response. Crises can be either acute or chronic in nature, and can be experienced or witnessed. Examples of crises include, but are not limited to, death, accidents, illness, community violence, domestic violence, abuse, neglect, assault, and/or natural and manmade disasters. While a distress response is inevitable, behavioral changes and psychiatric disorders may also follow crises.

Team Members:

Principal- _____ Vice-Principal- _____ Teacher_____
Central Office - Superintendent or Designate Other_____ Other _____

Response	Details	Responsibility and Progress	Notes *(to document important information as checklist is completed)*	Appendix/ Resources
Step 1 **Heard** a rumour or call comes in	- If a rumor is heard, proceed to **Step 2** - If parent calls, provide condolences/support. Proceed to **Step 2** - If the police call, proceed to **Step 2**	☐ check when completed		Appendix A
Step 2 **Call** Superintendent of School Operations or Superintendent of Learning	Name: _____ Phone Number: _____ Name: _____ Phone Number: _____ - Administrator clarifies next steps with Superintendent.	☐ check when completed		Division Office 1.306.694.1200 Learning Department 1.306.693.4631
Step 3 **Verify** Information	- If there has been no verification, the Superintendent or designate will verify or attempt to verify situation.	☐ check when completed		
Step 4 **Activate** Crisis Response Team with the Superintendent or Designate	- Superintendent or Designate is responsible for coordinating and approving all communication including: writing script for administrative assistant, staff information, student information. - scripts - Division resources - Community resources - Counselling responsibilities - Identify support needed for EAL students and others with unique needs or vulnerable - Identify possible impact on those outside of school (siblings, others schools, etc.)	☐ check when completed	**Follow Up Meeting –** Date: Time:	Appendix B Appendix C Appendix D Appendix E

Step 5 **Notify** Staff	- When possible, utilize phone tree. - Set up a staff meeting to advise the details of the crisis and how school response will proceed.	☐ check when completed	**Staff Meeting-** Date: Time: Location:	School Phone Tree
Step 6 **Lead** Staff Meeting	- advise the details of the crisis and how school response will proceed. - Share counselling plan with staff - location of counsellor in building - times and **protocol** for support - Encourage support of each other during this difficult time - Encourage students to talk with parents and trusted adults - Include information about community resources and other information - With permission from Superintendent or Designate, read announcement from a written message, class by class	☐ check when completed	**Name of Counsellor:** Time available: Phone Number	Appendix F Appendix G
Step 7 **Debrief** (as needed)	- Plan to meet as an entire staff at the end of the first day - Assess impact to determine if after school activities should continue. - Plan to meet as needed in the days to follow	☐ check when completed	**Staff Meeting-** Location: Time:	Appendix H Appendix I
Step 8 **Share** other resources and future plans **Debrief** with division office staff	- Teacher Resources - Classroom guidelines - Classroom process - Classroom considerations - 3 - 4 weeks following the incident, it should be reviewed, and include division office staff.	☐ check when completed		Appendix J Appendix K Appendix L Appendix M Appendix N Appendix O Appendix P Appendix Q

The following principles are intended to assist administrators and staff in responding to a crisis event.
The primary focus for these guidelines is the maintenance of a calm, orderly school atmosphere that reflects professional sensitivity in coping with the trauma of a crisis event.

- **Calm Orderly Approach** – The principal, with the support of response personnel, provides the leadership to minimize anxiety and create an atmosphere of sympathetic calm.

- **Focus on Accurate Data** – All pertinent facts must be verified with the parents/guardians/police.

- **Keep Staff Informed** – Staff need an overall understanding of the grieving process and their role in the crisis events plan. Parents must be kept informed about the situation and the information being provided to their children. Stress is increased if individuals are not informed of the pertinent details.

- **Maintain Normalcy in School Operations in an Empathetic Manner**

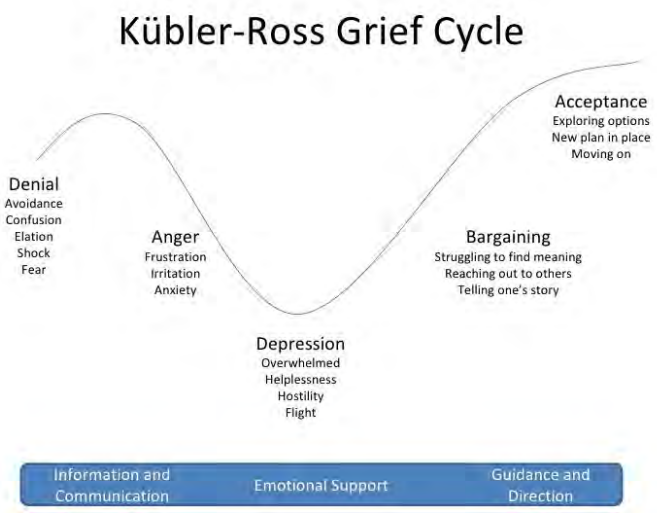
Mental Health Intake: 1.306.691.6464 STF/PSTA Counsellor-Evelyn Steginus: 1.306.529.4235
CUPE Counsellor-EFAP: 1.866.644.0326

NOTES

Appendix A

GRIEF AND CONDOLENCES

Take time to learn about the grieving process. People grieve in different ways, and is a long difficult path. It is a social, spiritual, physical, and emotional reaction.



Understanding grief and offering condolences is difficult for most people. Understand that strong emotions are part of the grieving process. Many of us want to offer comfort and compassion to those who have lost a loved one. Not knowing what to say, or fear of saying the wrong things keeps us from reaching out to others in need. We may recognize when someone is hurting and we fear adding to that hurt by saying or doing something that may be taken the wrong way. We often are afraid of strong emotions and don't feel equipped to handle them.

Some Words and Phrases That Often Provide Comfort:

With preparation, the right words can be found to offer comfort and support to a grieving person. You can incorporate some of the following phrases into your conversation when expressing condolences.

1. I am so sorry for your loss.
2. I will surely miss him/her.
3. You and your family are in my thoughts (and prayers).
4. I am sure these times must be very difficult for you.
5. Would you like to tell me a little about (name)?

Be Cautious of Words That Can Be Misinterpreted:

Although silence may feel uncomfortable, don't feel like you need to fill in the silence. It may be advisable to steer away from the following words and phrases.

1. He/she is in a better place.
2. This is probably for the best. He/she is no longer suffering.
3. I know exactly how you feel.
4. Time heals all wounds.
5. You may not feel it now, but you will be able to move on.
6. Avoid euphemisms like "passed on" or "gone home."

Appendix B

CRISIS RESPONSE PLAN QUESTIONS

Answers to the following questions need to be included in your school's Crisis Plan.

1. Who are the crisis team members? Personnel should be identified who will assist or "back up" the team 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 counselling, and what are their capacities?

5. Where will the emergency communication centre be located?

6. 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?

7. How will information be released to parents, students, staff, and administration?

8. 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?

9. Is there an adequate communication plan linking classrooms, school yard, and all buildings with the office? What warning system has been devised?

10. What provisions have been made to address the needs of intensive support students and/or those with limited English proficiency during a crisis?

11. Have community resources been identified that may be available in reducing traumatic effects following a major crisis?

Appendix B (Con't)

CRISIS/TRAUMA 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?
   _____
   _____

Appendix B (Con't)

CRISIS/TRAUMA 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 Director of Education and another copy kept on file at the school.

Appendix C

Scripts

The Superintendent and principal directs the crisis response that includes:

• Verification of facts and coordination with school and community authorities
• Communication with families involved
• Maintaining confidentiality of those involved and responding to media
• Calling together the crisis team (usually the administrators and Building Crisis Response Team)
• Making decisions about how to notify staff, students, and parents
• Making decisions about how to comfort students and staff while maintaining the school routine to the degree possible

Sample Communication Script to Use for Incoming Phone Calls During Crisis:

Hello, _____ School. May I help you?

♦ Take messages on non-crisis related calls.

♦ For crisis related calls, use the following general schema:

• **Police or other security professionals --** immediate transfer to principal.

• **Family members of deceased --** immediate transfer to principal or anyone else they want to reach at school. If principal is not available immediately, ask if they would like to speak to school psychologist or social worker**.**

• **Other school administrators --** Give out basic information on death and crisis response and offer to transfer call to principal or others.

• **Parents regarding their child's immediate safety --** Reassure parents if you know their child was not involved and outline how children are being served/supported. If child may have been involved, transfer to a crisis team member who may have more information.

• **Persons who call with information about others at risk --** Take down information and get it to a crisis team member. Take a phone number where the person can be called back by a crisis team member.

• **Media --** Take phone messages and refer to Superintendent or principal.

• **Parents generally wanting to know how to respond --** Explain that children and staff are being supported. Take messages to give to principal from parents needing more detailed information.

• **Where to send parents who arrive unannounced on the scene --** Set aside a space for parents to wait and get information. Any person removing a student from school must be on the annual registration form as the parent or guardian. Records must be kept of who removed the child and when.

Appendix D

Crisis/Trauma Incident Response
Contact Numbers: 911

Division Office *Superintendent of Operations*	1 (306) 694-1200
Learning Department *Superintendent of Learning*	1 (306) 693-4631
Police Services	1 (306) 694-7600
School Liaison Officer	1 (306) 694-7687
RCMP	Assiniboia: 1 (306) 642-7110 Avonlea: 1 (306) 868-2300 Bengough1 (306) 268-2144 Craik: 1 (306) 734-5200 Coronach: 1 (306) 267-1830 Moose Jaw: 1 (306) 691-4670
Mental Health Intake	1 (306) 691-6464
Social Services	1 (844) 787-3760

Appendix E

Moose Jaw Support Services Contact Numbers

COUNSELLING *SUPPORT*

Service	Number
Mental Health Intake	**306-691-6464**
Crescent View Clinic	**306-691-2040**
Moose Jaw Family Services	**306-694-8133**
Transition House	**306-693-6848**
Kids Help Phone	**1-800-668-6868**
HealthLine	**811**
PSSD	**306-693-4631**
Additional Community Resources	**www.sk.211.ca**

INTENSE NEEDS

Service	Number
Mental Health Intake Complex Cases	**306-691-6484**
Autism Spectrum Disorder Program	**306-691-1579**
Cognitive Disabilities' Strategy PSSD	**306-692-6943**
Early Psychosis Intervention	**306-691-6464**
Children's Advocate	**1-800-322-7221**
HUB	**306-630-5219**
Behaviour Learning Cycle	**306-693-4631**

CRISIS SUPPORT

Service	Number
Mental Health Intake	**306-691-6464**
PSSD – Crisis/Suicide Intervention	**306-630-5219** **306-693-4631**
PSSD - VTRA	**306-631-6351** **306-693-4631**
Social Services	**1-844-787-3760**
Transition House Crisis Line	**306-693-6511**
Community Trauma Response Team	**306-691-6464**
Moose Jaw Police Services	**306-694-7600** 911
School Liaison Officers	**306-694-7687** **306-694-7679**
Victim Services	**306-694-7624**
Crisis Lines	

FAMILY SUPPORT

Service	Number
Mental Health Intake	**306-691-6464**
Family Outreach Program (MH)	**306-691-6464**
Transition House	**306-693-6848**
KidsFirst	**306-691-1616**
Social Services – Family Assistance Program	**306-694-8133**
Family Services Diversion Program	**306-694-8133**
Multi-Cultural Council	**306-693-4677**
Family Justice Services	**1-888-218-2822**
Family Matters	**1-844-863-3408**
Additional Comm.	**www.sk.211.ca**

GROUPS/PRESENTATIONS - STUDENT

Service	Number
Mental Health Intake	**306-691-6464**
Big Brothers Big Sisters	**306-757-3900**
PSSD	**306-693-4631**
CMHA	**306-692-4260**
Transition House	**306-693-6848**
Canadian Red Cross	**1-877-356-3226**

GROUPS - ADULT

Service	Number
Mental Health Intake	**306-691-6464**
YMCA	**306-692-0688**
W.J Jones and Son	**306-693-4644**
Family Justice Services	**1-888-218-2822**
PSSD	**306-693-4631**
Comm. Support Groups	

PHYSICAL/OCCUPATIONAL THERAPY

Service	Number
Public Health	**306-691-1500**
Wascana Rehab.	**1-306-766-5100**

SPEECH LANGUAGE

Service	Number
Public Health	**306-691-1500**
PSSD	**306-693-4631**

MENTORSHIP

Service	Number
Big Brother Big sister	**306-757-3900**

NUTRITION

Service	Number
Hunger In Moose Jaw	**306-692-1916**
Food Bank	**306-692-2911**
Good Food Box	**306-692-2911**
Public Health	**306-691-1500**

RECREATION AND SPORT

Service	Number
JumpStart	**306-692-7151**
Kidsport	**Kidssport.ca**
Creative Kids	**saskcutlure.ca**
Equipment Library	**306-694-4447**
Recreation Guide	**moosejaw.ca**

HEALTH

Service	Number
Teen Wellness Clinic	**306-691-1644**
Crescent View Clinic	**306-691-2040**
Homecare	**306-691-2090**

ADDICTIONS

Service	Number
Mental Health Intake	**306-691-6464**
High School based Services (MH)	**306-691-6464**
PSSD	**306-693-4631**
Al-anon	**306-691-5811**
Wakamow manor	**306-694-4030**
PSSD	**306-693-4631**

MULTICULTURAL

Service	Number
RAP	**306-693-4677**
Needs Assessment and Referrals	**306-693-4677**
SWIS	**306-693-4677**
Newcomer Welcome Centre	**306-692-6892**

EARLY YEARS

Service	Number
Early Childhood Intervention Program	**306-692-2616**
Early Social Skills Program	**306-630-8411**
PSSD	**306-693-4631**

PSYCHOLOGY ASSESSMENTS

Service	Number
Mental Health Intake	**306-691-6464**
PSSD	**306-693-4631**

Appendix F

CHECKLIST FOR INITIAL STAFF MEETING

Suggested Agenda

☐ **Share** information regarding tragic event (dispel rumours); provide student photograph(s) if available.

☐ **Introduce** resource personnel who are present.

☐ **Identify** other resource personnel including PSSD and community resources available to staff and students (e.g., Teacher Counselling Service, Mental Health Service, handouts).

☐ **Designate** counselling room and process for students accessing counselling service.

☐ **Assign** teachers who do not have immediate classroom responsibilities to monitor entrances, hallways, and washrooms.

☐ **Identify,** with staff, friends and students who are felt by staff to be particularly vulnerable.

☐ **Consider** the addition of resource person in classrooms where particularly strong reaction is expected.

☐ **Review** procedure for communicating with media.

☐ **Identify** teachers who may need particular support.

☐ **Provide** for discussion and input from resource personnel; and address school staff reactions and concerns.

☐ **Discuss** procedures for sharing information with students. (As directed By Superintendent or Designate)

☐ **Review** prepared statement to be used for classroom announcement. (As directed By Superintendent or Designate)

☐ **Arrange** the distribution of a letter to the parents/guardians of the student body (if appropriate in consultation with family and as directed By Superintendent or Designate)

Appendix G

COMMUNITY RESOURCES

Mental Health Intake	1 (306) 691-6464
Crescent View Clinic	1 (306) 691-2040
Moose Jaw Family Services	1 (306) 694-8133
Transition House	1 (306) 693-6848
Canadian Mental Health Association	1 (306) 692-4260
Social Services	1 (844) 787-3760
Transition House Crisis Line	1 (306) 693.6511
Victim Services	1 (306) 694.7624
Canadian Red Cross	1 (877) 356-3226
Multi-Cultural Council	1 (306) 693.4677
STF/PSTA Counsellor (staff resource)	1 (306) 529.4235
CUPE Counsellor (staff resource)	1 (866) 644-0326
Community Support	www.sk.211.ca
Health Line	811
Emergency	911

Crisis Hotlines

Children

- **(Canada) Kids Help Phone- 24/7 Hours: 1-800-668-6868**

General Crisis Counselling

- **(Canada) Trans Lifeline (Support for Transgender people) – hours of operation available online: www.translifeline.org 1-877-330-6366**
- **Saskatchewan Farm Stress Line – 24/7 Hours 1-800-667-4442**

Sexual Assault

- **Regina Sexual Assault Centre - Sexual Assault Line – 24/7 Hours 306-352-0434**
- **(Saskatchewan) Saskatoon Interval House - Women's Abuse Crisis Line – 24/7 Hours 1-888-338-0880**
- **(South East Saskatchewan) Envision Counselling and Support Centre - Abuse/Sexual Assault Support Line – 24/7 Hours 1-800-214-7083**

Suicide Prevention Lines

- **Canadian Association For Suicide Prevention Crisis 24 Hour: (306) 933-6200**
- **Moose Jaw Crisis** 8am-5pm, Mon-Fri **1-877-564-0543**

Appendix H

CHECKLIST FOR END OF DAY STAFF MEETING

☐ **Share** updated information regarding tragic event (dispel rumours); provide student photograph(s) if available.

☐ **Introduce** resource personnel who are present and available for follow-up.

☐ **Identify** other resource personnel available to staff and students (e.g., Teacher Counselling Service, Mental Health Service).

☐ **Designate** counselling room and process for students accessing crisis room.

☐ **Assign** teachers who do not have immediate classroom responsibilities to monitor entrances, hallways, and washrooms for the next day.

☐ **Identify,** with staff, friends and students who are felt by staff to be particularly vulnerable.

☐ **Review** procedure for communicating with media.

☐ **Identify** teachers who may need particular support.

☐ **Provide** for discussion and input from resource personnel; and address school staff reactions and concerns.

☐ **Discuss** procedures for sharing information with students. (As directed By Superintendent or Designate)

☐ **Review** prepared statement to be used for classroom announcement. (As directed By Superintendent or Designate)

☐ **Arrange** the distribution of a letter to the parents/guardians of the student body (if appropriate in consultation with family and as directed By Superintendent or Designate)

Appendix H (con't)

STAFF MEETING – END OF FIRST DAY

	Comments:
Update any information concerning the tragic event.	
Request the names of any high risk students. High risk students include those who may be depressed themselves or who were close friends of the student/teacher or particularly in the case of a suicide, feel unusual guilt.	
Arrange for notification of parents/guardians of students identified as high risk.	
Decide on staffing around funeral to accommodate staff. School should remain open with appropriate staffing. Parents are responsible for their child/children attending the funeral.	
Validate and affirm the feelings of the staff; encourage debriefing of experiences during the day.	
Discuss any plans for the next day including the role and availability of counsellors, crisis room, etc.	

Appendix I

SECOND DAY

Comments:

Follow up with students absent from day one.	
Continue meetings with students and teachers individually and in small groups for support.	
Follow up on students who were absent or who were identified as high risk the day before; call parents if appropriate.	
Confirm the final details for attendance at the funeral.	

THIRD DAY

Comments:

Continue to follow up with students and teachers identified as needing support.	
Phone parents of additional students identified as high risk.	

FOURTH DAY

Comments:

Prairie South counsellor will be available to provide ongoing support if necessary.	

AT A LATER DATE

Comments:

Meet with the superintendent, counsellor, and other school based team members to de-brief the event, review the protocol, and suggest any necessary changes or additions to the protocol.	

Appendix J

CRITICAL INCIDENT STRESS INFORMATION SHEETS

You have experienced a traumatic event or a critical incident (any event that causes unusually strong emotional reactions that have the potential to interfere with the ability to function normally). Even though the event may be over, you may now be experiencing or may experience later, some strong emotional or physical reactions. It is very common, in fact quite *normal,* for people to experience emotional aftershocks when they have passed through a horrible event.

Sometimes the emotional aftershocks (or stress reactions) appear immediately after the traumatic event. Sometimes they may appear a few hours or a few days later. And, in some cases, weeks or months may pass before the stress reactions appear.

The signs and symptoms of a stress reaction may last a few days, a few weeks, a few months, or longer, depending on the severity of the event. The understanding and the support of loved ones usually cause the stress reactions to pass more quickly. Occasionally, the traumatic event is so painful that professional assistance may be necessary. This does not imply craziness or weakness. It simply indicates that the particular event was just too powerful for the person to manage by himself.

Here are some common signs and signals of a stress reaction:

Physical*
- Chills
- Thirst
- Fatigue
- Nausea
- Fainting
- Twitches
- Vomiting
- Dizziness
- Weakness
- Chest pain
- Headaches
- Elevated BP
- Rapid heart rate
- Muscle tremors
- Shock symptoms
- Grinding of teeth
- Visual difficulties
- Profuse sweating
- Difficulty breathing
- Etc....

Cognitive
- Confusion
- Nightmares
- Uncertainty
- Hypervigilance
- Suspiciousness
- Intrusive images
- Blaming someone
- Poor problem solving
- Poor abstract thinking
- Poor attention/ decisions
- Poor concentration
- Poor memory
- Disorientation of time, place or person
- Difficulty identifying objects or people
- Heightened or lowered altertness
- Increased or decreased awareness of surroundings
- Etc...

Emotional
- Fear
- Guilt
- Grief
- Panic
- Denial
- Anxiety
- Agitation
- Irritability
- Depression
- Intense anger
- Apprehension
- Emotional shock
- Emotional outbursts
- Feeling Overwhelmed
- Loss of emotional Control
- Inappropriate emotional response
- Etc...

Behavioral
- Withdrawal
- Antisocial acts
- Inability to rest
- Intensified pacing
- Erratic movements
- Change in social activity
- Change in speech Patterns
- Loss or increase of appetite
- Hyperalert to environment
- Increased alcohol consumption
- Change in usual communications
- Etc...

Spiritual
- Anger at God
- Questioning of basic beliefs
- Withdrawal from place of worship
- Faith practices & rituals seem empty
- Loss of meaning & purpose
- Uncharacteristic religious involvement
- Sense of isolation from God
- Anger at clergy
- Etc.

****Any of these symptoms may indicate the need for medical evaluation. When in doubt, contact a physician.***

THINGS TO TRY:

- WITHIN THE FIRST 24-48 HOURS: periods of appropriate physical exercise, alternated with relaxation will alleviate some of the physical reactions.
- Structure your time; keep busy.
- You are normal and having normal reactions; don't label yourself crazy.
- Talk to people; talk is the most healing medicine.
- Be aware of *numbing* the pain with overuse of drugs or alcohol, you don't need to complicate this with a substance abuse problem.
- Reach out; people do care.
- Maintain as normal a schedule as possible.
- Spend time with others.
- Help your co-workers as much as possible by sharing feelings and checking out how they are doing.
- Give yourself permission to feel rotten and share your feelings with others.
- Keep a journal; write your way through those sleepless hours.
- Do things that feel good to you.
- Realize those around you are under stress.
- Don't make any big life changes.
- Do make as many daily decisions as possible that will give you a feeling of control over your life. i.e., if someone asks you what you want to eat, answer him even if you're not sure.
- Get plenty of rest.
- Don't try to fight reoccurring thoughts, dreams or flashbacks – they are normal and will decrease over time and become less painful.
- Eat well-balanced and regular meals (even if you don't fee like it).

FOR FAMILY MEMBERS & FRIENDS

- Listen carefully.
- Spend time with the traumatized person.
- Offer your assistance and a listening ear if (s)he has not asked for help.
- Reassure him that he is safe.
- Help him with everyday tasks like cleaning, cooking, caring for the family, minding children.
- Give him some private time.
- Don't take his anger or other feelings personally.
- Don't tell him that he is "lucky it wasn't worse", a traumatized person is not consoled by those statements. Instead, tell him that you are sorry such an event has occurred and you want to understand and assist him.

Appendix K

CLASSROOM GUIDELINES ON STUDENT DEATH /SUICIDE / CRITICAL INCIDENT
For Teachers, Student Services Staff, and Administrators

The purpose of classroom discussion regarding a student death/suicide is to:

- Support students who are grieving.
- Identify student who may need more support and referral.
- Prevent contagion in the case of a suicide death.

Any teacher should be able to request classroom support and support in classes of the deceased student should be automatic. If you cannot meet with your classes due to a personal intense grief reaction, let the principal know so class coverage can be arranged.

Main procedures for students are:

- Read school announcement of death, information on resources, and any information on services.
- Express sadness and feelings for affected students and the family.
- Expect a range of emotions and responses. Students may want to dwell on details of the death or speculate about what may have gone wrong. It is probably more useful to redirect to how each person is feeling about what has happened.
- Students who didn't know the deceased student may still be very affected due to losses in their own lives, many of which may not be known to school staff.
- Help students identify adults in their lives they can seek out for support, now and in the future.
- Do provide time and paper for students to write condolence notes to the family if that is their choice.
- Talk about how to deal with the empty chair and the student's permanent absence.
- Help students return to normalcy and planned school activities. Students who are unable to do this may need additional support/counseling.
- Identify students for follow-up by counsellors and get immediate help for a student, if needed. The students may be ones you have already been worried about or students whose concerns are new to you. Never leave a student alone about whom you are seriously concerned. Call or send another student runner for help.
- Supervision is important. Keep a list of any students leaving the room during the immediate aftermath and their intended destination. Notify the office of students leaving the building.
- Get the support of family, friends, colleagues, and/or professional resources for your own feelings.

For a death by suicide:

- Respectfully make it clear that you believe suicide is not a good choice and that there are other ways to solve problems. This is a basic prevention message.
- For older students, reiterate that alcohol and drug use are not effective ways to deal with grief and will often make things worse.
- Make students aware of warning signs of suicide and where to seek help for themselves or friends.
- Do not copy lyrics, play songs with death or nihilistic themes.

It is not unusual for the school effects of a student death to go on for months. The most common effects are students' decreased concentration on studies, preoccupation with death, and sometimes behavior changes. Adults have generally learned how to compartmentalize their pain so that they can carry on with life functions. A number of students may have a great deal of difficulty in compartmentalizing their lives to maintain optimal school functioning.

Intermediate Intervention:

- Talk to students whose work has declined or who seem changed to find out if they are connected with a mental health provider at school or in the community.
- Negotiate academic demands with students with the understanding that modifications may include lower grades. It is a reality that none of us are at peak performance throughout our lives. Accepting our limitations is part of life.
- Contact the parents of students who appear affected to make certain parental support is in place.
- Help students understand that grieving is a long-term process and that when trauma is involved, the emotional impact is often greater. It is "normal" to feel numb, upset, depressed, etc., for some time after a suicide, sudden death, or other critical incident.
- Even if the student doesn't seem to accept it, keep reminding students that alcohol and drug use (particularly marijuana) can increase depression and inhibit healthy coping skills. This is not a morality lecture; it is a scientific reality.
- Students and staff need to be reminded that, no matter how good their previous mental health and how well they take care of themselves, higher level metacognitive abilities are often compromised for a period of time in the aftermath of a crisis. Students and staff may be challenged by diminished concentration, memory, and ability to synthesize information. There is no quick "fix" for this problem, but generally healthy individuals will find that their full capacities return over time.

Appendix L

SAMPLE CLASSROOM PROCESS

(In the event of the death of a student or staff member)

Sharing Information and Discussion Outline:

The teacher or teacher and counsellor will:

- Greet students; establish a quiet, attentive environment.
- Read the information prepared about the incident. If a suicide, it will be addressed in the statement if the suicide has been confirmed by an official source.

Sharing Thoughts and Feelings:

- Take initiative to set the direction and tone of the discussion. The *direction* is in remembrance and sharing feelings, the *tone is respectful and reflective.*
- If judging occurs, redirect.
- If too much curiosity prevails, redirect. Students may need some information about the deceased.
- If students are action oriented "let's do something" attitude – redirect to "right now we want to remember _____."
- Some possible opening lines:
  "Right now I'm feeling…"
  "One thing I'll make sure I remember about _____ is…"
  "This is what I know about how people grieve…"
- Be aware that students may need time to absorb the information before they are ready to share feelings. Allow students to engage in quiet activities and/or talk to each other if they wish.

Debrief:

- Let students know that a counsellor will be at school all day, and where the counsellor will be if any of them or a group of them needs to talk. Let them know they can talk to you as well.
- Let students know that details about the funeral will be given when known.
- Inform that time may be taken later to personally remember the deceased, attend funeral.
- Convey the message that is very important to continue with our daily lives while we go through this week of thinking about the deceased and supporting each other.

Appendix M

SUGGESTIONS FOR TEACHER SUPPORT FOR THE GRIEVING STUDENT

- Let the student know you are aware of the death in his or her family.
- Visit the funeral home, attend the funeral, and sign the guest book so the student will know that you were there.
- Send a card or note addressed to the student rather than to the family. (You may ask the student to pass on condolences to the rest of the family, i.e. in cases where family members are known.)
- Tell the student you are available for extra help with his or her studies, assignments and courses – then be available.
- Set specific times to meet with the student who is floundering academically.
- In addition to the discussion of academic problems, be prepared to let the student talk about the death, his or her feelings or problems at home.
- Be aware of the changed family structure and resulting problems caused by a death in the family and tell the student you are aware of these additional stresses.
- Recognize that physical symptoms such as insomnia, loss of appetite, headaches and stomach aches are a normal part of grief and can affect the quantity and quality of a student's work.
- Provide student with appropriate resources to aid and understand his/her loss.

SPECIFIC TIPS FOR TEACHERS

- It is not your responsibility to make the person feel better. You are there to make yourself available to the person who may or may not need you. Don't be evasive. Don't say, "If you need anything, let me know." Be sensitive to their need and offer some assistance in an area of need. Recognize that the individual may not have the energy to come to you. The important thing is that the reality of death be acknowledged and that you indicate you are willing to talk about it. You are not requiring the other person to talk about it. If the person does, let him/her talk about the death, feelings, etc., over and over again. Repetition is a part of the process of grief.

Appendix M (con't)

FUTURE CONSIDERATIONS

- Teachers continue to monitor at risk students.
- Counsellors continue to work with students requiring support. Teachers and support staff are encouraged to seek support through their professional organizations.
- Staff discuss and plan for future activities which may impact or be impacted by the crisis.
- Specific attention will be paid to significant dates, including:

    - The victim's birthday
    - School ceremonies such as graduation
    - School holidays, especially extended periods
    - Anniversary of the death or event

NOTE: It is strongly recommended that an opportunity be provided for staff who have been dealing directly with the crisis to meet with a counsellor or another person for the expression of feelings and mutual support. This is a very important and necessary ingredient of the healing process.

Depending on family wishes, future remembrances such as the following should be considered:

- Memorial fund
- Recognition at graduation
- Dedication of yearbook

At a Later Date:

- Ask staff, students, parents for feedback to be included in a report to the Superintendent of Operations or Learning.

Documentation:

- All relevant information is to be documented and response strategies recorded (by individual designated by school-based team)
- Information to be recorded with regard to confidentiality and privacy
- A brief report will be prepared and presented to the superintendent of operations or learning.

Appendix M (con't)

WHEN TO BECOME CONCERNED ABOUT GRIEVING AND/OR DEPRESSION

If you feel that a young person seems unusually unhappy or unhappy for a prolonged period of time and *shows signs* of:

- Being lonely, hopelessness, helplessness, sadness

And/or says things such as:

- I can't take it any more
- Everyone will be better off without me
- No one cares about me
- I don't need these things any more
- I don't care any more
- No one can help me
- I can't do anything right
- I wish I was dead

And/or begins to:

- Give away possessions
- Withdraw from family and friends
- Lose interest in hobbies or activities
- Change behaviour
- Self- harm
- Abuse alcohol or drugs

And/or shows:

- A lack of interest in appearance
- Change in appetite
- Disturbed sleep patterns
- Complaints about health

And/or you have a gut feeling that this person is at serious risk:

- This person might be considering suicide.

You should ask the individual if he/she has considered suicide. If the answer is *yes*, do not leave this person alone and get immediate help from either:

- A person trained in suicide intervention
- A counsellor
- A colleague
- A parent
- A professional in the health area

Never take such a threat lightly.

Appendix N

SUICIDE PREVENTION and EARLY INTERVENTION FOR TEACHERS AND OTHER STAFF

Teachers and other school staff are in an excellent position to observe students for suicide warning signs and precipitators of suicide. **Particular note should be taken of students who may have alcohol or drug (e.g. marijuana or ecstasy) use since there is a high correlation between this use and self-violence.**

- Teachers and other school staff should promptly refer students to the principal when they have concerns.
- **If the risk seems significant, the teacher or staff member stays with the student until help arrives.**
- If imminent safety is involved, the police are contacted (911).
- Parents are contacted when there is a perceived suicide risk. It is the responsibility of the parent to make arrangements for assessment and treatment, but the school can assist by identifying community resources.
- If there is concern that the student may be neglected or abused, a mandated referral is made to Social Services

PRECIPITATORS OF SUICIDE
There are four completed male suicides for every completed female suicide; however, females are at least twice as likely to attempt suicide than males. According to the
American Association of Suicidology, "Suicide cuts across all age, economic, social, and ethic boundaries."

Risk factors for suicide include:
♦ **Previous suicide attempt.** (26% to 33% of adolescent suicide victims have made a previous attempt.)

♦ **History of substance abuse**. (Alcoholism is a factor in approximately 30% of all completed suicides.)

♦ **Mental illness.** (Ninety percent of adolescent suicide victims have at least one diagnosable psychiatric illness at death – generally depression, substance abuse, or conduct disorders. And according to the National Institute of Mental Health more than 1.5 million children under the age of 15 are seriously depressed.)

♦ **Exposure to suicide** (i.e. suicide "contagion"). Although this risk is commonly identified with regard to suicide "clusters" of children and teens, it pertains to the family of suicide victims as well as to peers. Each year, between 7,000 and 12,000 children in the United States are exposed to suicide in the home when a parent dies by suicide, and data indicate that individuals who attempt or complete suicide often have a significant family history of suicidal behaviors. Additionally, according to the American Association of Suicidology, "Surviving family members not only suffer the trauma of losing a loved one to a suicide, but are themselves at higher risk for suicide and emotional problems."

♦ **Portrayal of suicide in the media**, such as through motion pictures, news coverage, and/or song lyrics.

♦ **Having a gun in the home.** (Death by firearms is the fastest growing method of suicide. According to the American Foundation for Suicide Prevention, among people with no known mental disorders, those with a loaded gun in the house are 32 times more likely to die by suicide.)

♦ **Exposure to violence.**

♦ **Sense of hopelessness.**

♦ **Stressors, such as a recent disappointment/rejection or getting into trouble** (e.g., at school, with the law).

♦ **Pressures to succeed.**

♦ **Financial uncertainty/poverty.**

♦ **Divorce/formation of stepfamilies.**

♦ **Mobility of families/moving into a new community.**

♦ **Family dysfunction or changes** (e.g., illness or death in the family, parental marital conflict).

♦ **Lack of connection to religion.**

♦ **Loss** (e.g., of a prized object, a person, a state of well-being, or social supports).

♦ **Sexual orientation related stressors –** including harassment by others, rejection or fear of rejection by the family, religious issues, etc**.**

♦ **Fantasy concept/preoccupation with death. –** Often suicide is the magical way out when a teen doesn't have the inner psychological resources to cope with family issues, relationship breakup, or values conflicts**.**

♦ **Cultural issues.** Suicide rates tend to correlate with the degree of social acceptance of suicidal behavior in particular cultures and subcultures.

♦ **Anger and/or rage causing acting-out behavior toward self or others.**
The American Foundation for Suicide Prevention has reported that attempts to reconstruct the mental state of teen suicides from psychological autopsy research suggest that high levels of anxiety or anger are commonly present just prior to death.)

♦ **Learning disabilities.** Evidence increasingly suggests that adolescents with learning disabilities are at high risk for suicide.

Appendix N (con't)

Tips for Talking about Suicide

Suicide is a difficult topic for most people to talk about. This tool suggests ways to talk about key issues that may come up when someone dies by suicide.

Give accurate information about suicide.	By saying...
Suicide is a complicated behavior. It is not caused by a single event. In many cases, mental health conditions, such as depression, bipolar disorder, PTSD, or psychosis, or a substance use disorder are present leading up to a suicide. Mental health conditions affect how people feel and prevent them from thinking clearly. Having a mental health problem is actually common and nothing to be ashamed of. Help is available. Talking about suicide in a calm, straightforward way does not put the idea into people's minds.	"The cause of **[NAME]**'s death was suicide. Suicide is not caused by a single event. In many cases, the person has a mental health or substance use disorder and then other life issues occur at the same time leading to overwhelming mental and/or physical pain, distress, and hopelessness." "There are effective treatments to help people with mental health or substance abuse problems or who are having suicidal thoughts." "Mental health problems are not something to be ashamed of. They are a type of health issue."

Address blaming and scapegoating.	By saying...
It is common to try to answer the question "why?" after a suicide death. Sometimes this turns into blaming others for the death.	"Blaming others or the person who died does not consider the fact that the person was experiencing a lot of distress and pain. Blaming is not fair and can hurt another person deeply."

Do not focus on the method.	By saying...
Talking in detail about the method can create images that are upsetting and can increase the risk of imitative behavior by vulnerable individuals. The focus should not be on how someone killed themselves but rather on how to cope with feelings of sadness, loss, anger, etc.	"Let's talk about how **[NAME]**'s death has affected you and ways you can handle it." "How can you deal with your loss and grief?"

Address anger.	By saying...
Accept expressions of anger at the deceased and explain that these feelings are normal.	"It is okay to feel angry. These feelings are normal, and it doesn't mean that you didn't care about **[NAME]**. You can be angry at someone's behavior and still care deeply about that person."

Appendix O

DEFINITIONS

- **Traumatic Event** – All traumatic deaths caused by suicide, homicide, or accident; all deaths of school aged children; traumatic occurrences involving all age groups which include serious accidents, natural disasters, some deaths from illness.
- **Traumatic Death –** Any sudden death occurring as a result of violence, misadventure or unfair means, especially suicide, accident or homicide.
- **Survivor or Survivor Victim –** Those persons who have experienced or have been significantly affected by a tragic or traumatic event.
- **Attempted Suicide –** Results when an individual deliberately and voluntarily harms himself with a conscious intent to die but does not die.
- **Cluster Suicide –** A "group of suicides" or suicide attempts, or both, that occur closer in time and space that would normally be expected.
- **Completed Suicide –** The death of an individual resulting from deliberate, voluntary self-harm behaviour done with a conscious effort to die.
- **Contagion Effect –** A situation in which one suicide increases the likelihood of another within a general population.
- **Parasuicide –** Refers to non-fatal behaviour(s) accompanied by a predominant, conscious intent to live.
- **Suicide Risk Assessment –** A practical investigative process for assessing the likelihood of an individual engaging in suicidal behaviour.
- **Grief –** The expected cognitive emotional response to loss.
- **Critical or Traumatic Incident –** A turning point or crisis event. A sudden, powerful, psychologically distressing event that is outside the usual range of human experience which may overwhelm usually effective coping skills. Any situation faced by individuals which causes them to experience unusually strong emotional reactions and which has the potential to interfere with their ability to function either at the event or at a later stage.
- **Traumatic Stress –** The reaction a person or group has to a critical incident, characterized by a wide range of cognitive, physical, emotional and behavioural signs and symptoms.
- **Post Traumatic Stress –** The term used to denote the stress response symptoms which follow exposure to a disturbing traumatic or critical event.
- **Debriefing –** A group meeting following a distressing critical event designated to mitigate the impact of a critical incident.
- **Postvention –** Those activities that serve to reduce the emotional and psychological after effects of a tragic event. Its purpose is to help survivors to live longer, more productively and less stressfully than they may do otherwise.
- **School Crisis Response Team –** A group of professionals identified to a traumatic event that occurs in the context of a school community.
    - **Primary Response Person –** School Counsellor.
    - **Secondary Response Team –** The other support professionals assisting in the response.

****please note that the term 'committed suicide' is not an appropriate term to use when discussing someone who has died by suicide. It is an old term used when suicide was considered an illegal act. Using the terms completed suicide or died by suicide are considered appropriate.**

Appendix P

Sample Letter to Parents
(Only after permission of family and directed by Superintendent)

Date

Today, _____School is mourning the loss of one of our students, _____.

We wish to express our sincere condolences to _____'s parents and family, as well as to all of _____'s relatives and many friends. _____ was a vital part of our school family for so many reasons.

Counselling support is available at the school. Support for your child may be needed at home as well. Suggestions to help your child are:

Do:

- Listen and empathize. Realize that there are many stages of grief and not everyone will experience them in the same manner. Maintain a sympathetic attitude toward your child's age-appropriate responses.
- Allow your child to express as much grief as he/she is able or willing to share with you, but don't force a child to participate in a discussion about death. Share your own feelings as well.
- Try to maintain usual routines, however, recognize that these may be disrupted – be flexible.

Don't:

- Never link suffering and death with guilt and punishment.
- Don't be judgmental; don't lecture.
- Don't expect "adult responses" from children and teenagers. Their grief responses may even seem inappropriate to you.
- Don't feel you have to handle your child's grief alone. If you feel you need help dealing with your child's or your own grief, contact the school and we can help arrange counselling.

Today, all of us are sharing in the sorrow of _____'s death. We hope that our thoughts of sympathy and understanding will comfort the family in the days ahead. _____ will certainly be missed.

Sincerely,

_____ School Staff

Sample Letter - DEATH OF STAFF

(Only after permission of family and directed by Superintendent)

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

Appendix Q

MEDIA GUIDELINES

If the media contacts the school, he/she should be referred to the Director of Education or designate. Contact should be restricted to the media representative. When the media representative is speaking, the following guidelines should be followed:

1. In the event of sudden death or a tragic event when informing the public:

    a. Report the facts only, to minimize confusion.

    b. Do not talk about student's social behaviours, personality, or academic achievement.

    c. In the case of suicide it is important to avoid or minimize:
        i. Reporting specific details of the method.
        ii. Descriptions of the suicide as unexplainable, e.g.: "He had everything going for him."
        iii. Reporting romanticized version of the reasons for suicide.

2. In addition, the print media could be asked to reduce the effects of suicide by:

    a. Printing the story on an inside page.

    b. If the story must go on the front page, print it below the fold.

    c. Avoid the word "suicide" in the headline.

    d. Avoid printing a photo of the person who committed suicide.

    e. Any printed materials regarding a suicide must include phone numbers for suicide intervention/hotline numbers

SECTION 2
Critical Incident Response Procedures

CRITICAL INCIDENT RESPONSE PROCEDURES
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Accidents at School

Internal Contacts:	**External Contacts:**
Division Office – 694-1200	Emergency 9-1-1
	Ambulance 9-1-1

For Minor Accidents and Injuries

- Have the student(s) taken to the general office for assistance by a responsible person.
- Contact the parents or guardians about the accident.
- Accident report form.

Related information:

- Provide all staff with a one-page list of "emergency procedures" of what to do in case of an accident or injury on the playground, in the halls or in the classroom.
- Post laminated classroom emergency procedures on the back of every classroom door.
- Post in the main office and gym the names of building staff who have completed paramedic training, certification in First Aid or other special lifesaving/life sustaining training or expertise (i.e., CPR).
- Post the list of emergency telephone numbers in both the main office and the gym office.
- Post general procedures explaining when parents are to be notified of minor mishaps.
- Develop protocols for any student or staff having special medical or physical needs and the procedures that are to be followed in the event of a medical episode. These conditions might include allergies, fainting, seizures, diabetes, etc. Ensure that classroom teachers, etc. are fully aware of this information.

Accidents To and From School

Internal Contacts:	**External Contacts:**
Division Office – 694-1200	Emergency 9-1-1
	Ambulance 9-1-1

In the event of accidents involving an employee or student who is on the way to or from school, first determine whether or not help is on the way.

If help is not on the way:

- Go for help even if this means the person will be left alone for a brief period of time!
- Call Emergency Ambulance Services at 9-1-1.
- Notify the Administrator.
- Notify the Superintendent of School Operations in charge of safety.
- Notify parents or guardians, spouse or other individuals listed as an emergency contact.

If help is on the way:

- Stay with the person. Send someone to inform the principal.
- If not reached earlier, continue to try to notify parents or guardians, spouse, or other individuals listed as an emergency contact.
- If parents or guardians, spouse, or individuals listed as an emergency contact are not available, discuss the situation with an associate at the place of employment of the parents, guardians or spouse.
- Send a "calm" staff member, preferably a member of the School Crisis Response Team, to observe the situation. Notify the Superintendent of School Operations in charge of safety.

Allergic Reaction

Internal Contacts:
Division Office – 694-1200

External Contacts:
Emergency 9-1-1
Ambulance 9-1-1

Possible Symptoms:

- General feeling of impending doom or fright, weakness, sweating, sneezing, short of breath, nasal itching, hives, vomiting, cough, restlessness, shock, hoarseness, swollen tongue, severe localized swelling

Checklist:

- Assess the situation, remain calm, and make the person comfortable.
- Only move the person for reasons of safety.
- Contact Emergency Services at 9-1-1.
- Follow the medical protocol for the student, if on file.
- Notify the parent(s) or guardian(s).
- Administer medication, by order of a doctor, if appropriate. Apply an ice pack, keep the person warm.
- Record on an attached label time and site of insect sting, etc. and name of medicine, dosage and time, if appropriate.

Preventative/Supportive Actions:

- Encourage parent(s) and guardian(s) to list health situations on emergency card for their child.
- Encourage employees having health situations affecting them to alert the school principal and fellow staff of any difficulties and possible remedial actions.
- Alert substitute teachers to health situations in the substitute teacher plan.
- Post Epipen procedures in strategic locations throughout the school.

Angry Person

Internal Contacts:
Division Office – 694-1200

External Contacts:
Emergency 9-1-1
Ambulance 9-1-1

Checklist:

- Meet in a neutral protected location.
- Be courteous and confident
- Remain calm
- Do not touch
- Keep at a reasonable distance
- Listen
- Allow the opportunity to vent in a respectful manner
- If the individual is harassing, disrespectful or violent, ask the individual to leave and if he/she persists get help and/or phone 9-1-1.
- Leave door open or have another staff member join you.
- Avoid blame – focus on what can be done.
- Ask:
    - "How can I help you get the services you/your child needs?"
    - "How can we work together?"
    - "What kinds of support can we put in place to help your child succeed?

Assault by an Intruder

Internal Contacts:
Division Office – 694-1200

External Contacts:
Emergency 9-1-1
Ambulance 9-1-1

Checklist:

- Call Emergency Services at 9-1-1.
- Notify the Superintendent of School Operations in charge of safety.
- Assess the situation. If there is a continuing threat, institute a regular or quiet lockdown.
- Provide first aid to the victim.
- Question the victim, if appropriate. Make notes for a potential court case including:
  - A detailed description of the assailant(s);
  - An accurate chronology of events while memories are fresh.
- Prepare a written memo for staff to read and provide a letter for parents.
- Refer all media requests to the Director of Education or designate.
- Schedule follow-up support for staff and students.
- Call an emergency staff meeting.

Additional Suggestions:

- Provide First Aid:
  - Assign a staff person to meet and direct the ambulance staff to the victim.
  - Assign a staff member to accompany the victim in the ambulance.
- Notifications:
  - Notify the parents, guardians or spouse of the victim as soon as possible.
  - Call a School Crisis Response Team meeting.
  - Inform all staff of the situation as soon as possible.
  - Inform students of the facts as soon as possible so as to reduce rumors.
  - Inform other schools in the division to reduce both concerns and rumors.
- Prepare a written statement for those individuals who will respond to telephone calls to the school. Have these persons instruct the caller that information will be provided by the Director of Education or designate. Give the caller the telephone number of the Division Office.

Biological/Chemical Terrorist Threat

Internal Contacts:
Division Office – 694-1200

External Contacts:
Emergency 9-1-1
Ambulance 9-1-1

Checklist:

- Immediately initiate a full LOCKDOWN of the school. Lock all outside doors and keep everyone in the school. Administrators can determine whether it is safe for the School Crisis Response Team members and other staff not in a classroom to move about the school.
- An administrator will call 9-1-1 immediately after announcing the lockdown.

Notes:

- Provide all relevant information known about the situation.
- Indicate unusual conditions that warrant dispatching fire/ambulance/police personnel.
- The principal will immediately notify the Superintendent of School Operations in charge of safety.
- If safe to do so, further activities to deal with the biological/chemical threat may be carried out while waiting for outside support.

Notes:

- Evaluate whether the air handlers and air exhaust system should be turned off.
- Turn off the school's bell system.
- The principal will communicate via telephone with the Fire Department to advise them of everything that is known about the threat.
- Administrators should not leave the school to convey information until advised they pose no risk of contaminating persons outside the school.
- No person should be allowed in the school until the threat of contamination has been assessed and found not to be present.
- The Fire Department will make all decisions. The principal with the Support of the School Crisis Response Team members will follow these decisions.

Decision options may include one or more of the following:

- Deciding the situation is not dangerous and immediately lifting the LOCKDOWN.
- Having the school evacuated by following the school's evacuation plans.
- Having some classes move to a safe area of the school.
- Allowing some persons to be released from the school while retaining others until further assessment of exposure/threat can be assessed.
- Requiring everyone in the school to be quarantined pending the arrival of support.

Chemical Spill

Internal Contacts:
Division Office – 694-1200

External Contacts:
Emergency 9-1-1
Ambulance 9-1-1

Inside the School:

- Evacuate the area immediately.
- Check the Material Safety Data Sheet to determine the urgency of the situation.
- Notify the principal as soon as possible.
- The principal will call Emergency Services at 9-1-1 if outside consultation and/or support is necessary.
- The principal will notify the Facilities Manager and the Superintendent of School Operations in charge of safety.

Outside the School:

- Ensure that all students are in the school and that they remain there.
- Shut off all outside air ventilators if possible.
- The principal will call Emergency Services at 9-1-1 if outside consultation and/or support is necessary.
- The principal will notify the Facilities Manager and the Superintendent of School Operations in charge of safety.
- Keep telephone lines clear for emergency calls only.
- Prepare for parent information and parent/student re-unification procedures if appropriate.

Bomb Threat

Internal Contact:
Division Office – 694-1200

External Contacts:
Emergency 9-1-1
Ambulance 9-1-1
RCMP/Police 310-7267, 9-1-1

Bomb Threat/Telephone Threats
The school administrator must evaluate the seriousness of bomb threats or other disruptive types of demonstrations using input from all sources; then, the school administrator acts in such a manner that reflects the best safety interests of those under his/her charge. Bomb and other threats may be originated in writing, in person, over the telephone or relayed through a third party.

Checklist:
- Record data on the **'BOMB WARNING TELEPHONE PROCEDURES'** form.
- Dial *57 immediately after hang-up. If multiple calls you have to do it after each call
- For Cell phones, write down date and time for police and they can trace it.
- Do not use the telephone for any subsequent telephone calls.
- Notify the principal immediately.
- The principal will contact the RCMP/Police.

IF THE LEVEL OF THREAT IS HIGH:
- Arrange for evacuation and relocation of students to a safe location.
  Note: In the event of a serious bomb threat, everyone must be moved at least **100 meters** from the school and preferably out-of-sight of the school building.
- Call the Superintendent of School Operations in charge of safety.
- Do not allow anyone back into the building until instructed by Emergency Services personnel that it is safe to do so.
- Call a meeting of the School Crisis Response Team and an emergency staff meeting.

Sequence of Response
1. Bomb threat received
2. Questions:
   - Where is the bomb?
   - When will the bomb go off?
   - Any other details.
3. Gain attention of another teacher

Complete the bomb threat checklist on next page.
Notify Administration

BOMB THREAT

♦ Listen	♦ Gather Information
♦ Be Calm and Courteous	♦ Take Notes
♦ Pretend Difficulty with Hearing	♦ Trace the Phone Number - * 57 after hanging up
♦ **DO NOT** Interrupt	♦ **DO NOT HANG UP**

EXACT WORDING OF THREAT	_____ _____

Your Name _____ Time _____ Date _____

□ **ASK QUESTIONS:** Record Conversation

- ❖ Where is the bomb?
- ❖ When will it go off?
- ❖ Why are you doing this?
- ❖ What kind of bomb is it?
- ❖ What does it look like?
- ❖ When did you do this?
- ❖ Where are you calling from?
- ❖ What is your name?

□ **VOICE:**

Do you recognize the voice?	□	Male/Female	□
Child/Adult	□	Intoxicated	□
Speech Impediment	□	Accent	□
Caller familiar with school	□	Other (e.g. calm, vulgar, emotional)	□

□ **BACKGROUND**

Music	□	Children	□
Machinery	□	Conversation	□
Car/Truck	□	Airplane	□
Typing	□		

□ **LISTEN FOR THIS TERMINOLOGY:**

Pipe Bomb	□
Detonation Time	□
Fertilizer	□

Bus/Auto Accident

Internal Contacts:		**External Contacts:**	
Division Office:	306-694-1200	Emergency	9-1-1
Transportation Office:	306-694-8750	Ambulance	9-1-1

Precautionary Measures before Leaving the School Division:

- Ensure school buses have up-to-date first aid kits. Check to see if the kit is in place.
- Take along a list of students in attendance. The list should include home telephone numbers, names of parents, parents' work telephone, home addresses and any health or medical information.
- Take along a list of emergency phone numbers for students.
- Take along a list of chaperones and teachers who are in attendance on the trip, their home addresses and home phone numbers, name and work telephone of spouse or nearest relative and relevant medical and health information.
- Leave duplicate copies of the lists with administration at the school.

Checklists:

At the Accident Scene

- Account for each individual.
- Assess the scene: condition of the scene, types of injuries, need for immediate medical treatment
- Radio shop immediately for help
- Remove passengers from threat of further danger (i.e. bus fire, bus on railroad tracks, etc.)
- Secure and protect the collision scene
- Attend to injured as directed by medical personnel and/or supervise those not injured
- After the situation is under control, complete an incident report detailing the entire accident
- Refer all media requests to the Director of Education

At the Bus Garage

- Access accident information and contact Emergency Services at 9-1-1 if necessary.
- Dispatch a supervisor along with a back-up bus and driver to the scene.
- Contact the school principal(s).
- Contact the Superintendent of School Operations in charge of safety.
- Refer all media requests to the Director of Education.

At the School and/or Emergency Reception Centre

- Activate the School Crisis Response Team.
- Prepare for parent notification and re-unification activities.
- Provide personal support services to students, parents and schoolmates.
- Provide information and personal support services to staff.
- Refer all media requests to the Director of Education.
- Call Emergency Staff Meeting (s) as soon as is reasonable.

At the Hospital

- Provide practical and emotional support for the injured and their families.
- Refer all media request to the Director of Education or designate.

Unauthorized Removal of Child or Lost Child

Internal Contacts:
Division Office – 694-1200

External Contacts:
Emergency 9-1-1
Ambulance 9-1-1
RCMP/Police 310-7267, 9-1-1

Checklist:

- Telephone Emergency Services at 9-1-1.
- Notify the parents or guardians of the child.
- Contact the Superintendent of School Operations in charge of safety.
- Use the School Crisis Response Team to work on the crisis while the rest of school maintains a normal routine.
- Obtain a full description of the child including an up-to-date school picture and the clothing they were wearing.
- Search the school building, school grounds and areas immediately adjacent to the school.
- If child-napping is suspected, try to obtain a description of the suspect(s) from any known witnesses.
- When the child is found, contact everyone involved.
- At the direction of your Superintendent, prepare a memo/letter to inform staff, students and parents of the incident and actions taken.
- May contact superintendent of learning for directions to support child, parents, staff and students as necessary.
- Call emergency staff meetings as necessary.
- Provide follow-up support for those involved.

Preventative activities which may help avoid child-napping situations are as follows:

- The school admin assistant should have at their desk a list of students who are not to be released to anyone except a particular parent or guardian.
- Emergency cards of such students should be tagged.
- Before releasing a child to anyone except a parent or guardian on the list, staff should check with the custodial parent and/or guardian for approval. Keep a record of the time and date that the telephone approval was granted.
- When a parent telephones a request that a child be released from school, the identity of the caller should be confirmed (by a separate call to the parent or guardian, if needed) before the child is permitted to leave. In the event of any doubt, the message and phone number should be written down; a return call should be made after cross-checking the phone number with those on file in the child's folder or on the emergency card.
- Identify students who have restricted access with the substitute teacher plan.

Administrative Action:

1. Contact parents
2. Obtain information about removing person and vehicle
3. Notify RCMP or City Police
4. Notify other contacts

Disaster

Destruction of Part/Whole of School (e.g., tornado, plane crash, explosion, etc.)

Internal Contacts:	**External Contacts:**
Division Office – 694-1200	Emergency 9-1-1
	Ambulance 9-1-1

Checklist:

- Call Emergency Services at 9-1-1.
- Call School Crisis Response Team members together.
- Call the Superintendent of School Operations in charge of safety.
- Establish a Crisis Command Centre in or near the school.
- Determine the extent of injury to persons and damage to the building if safe to do so.
- Evacuate or, if unsafe to leave the school, move students to safe areas of the building.
- Assign staff to supervise others in attending to the injured.
- Assign staff to meet and assist Emergency Services personnel.
- Assign staff to begin accounting for all students and staff.
- Relocate students and staff to the designated evacuation site.
- Prepare for parent information and student re-unification process.
- Direct all media requests to the Director of Education.
- Call an emergency staff meeting.

Specifics:

- After Emergency Services have been contacted, it may be necessary to stay on the telephone with them until the first Emergency Services personnel arrive.
- Start delegating tasks to the School Crisis Response Team members.
- Make sure that no additional person is put in harm's way.
- Assign unassigned adults to attend to the injured with one adult designated as "in charge."
- Only evacuate if there is no danger outside the school.
- If it is unsafe to leave the school, designate hallway routes to be taken by staff in moving students to safe areas.
- Have the person meeting Emergency Services personnel provide access via a master key to all areas of the school.

Notification:

- Call an emergency staff meeting after students leave to update the situation.
- Work with the Director of Education or designate in developing all information for dissemination to the public.
- Use radio station to broadcast emergency public information announcements.
- Refer media and other calls from the general public to the Director of Education or designate.

Disaster

Danger from Outside Preventing Evacuation (e.g., severe weather, plane crash, etc.)

Internal Contacts:	**External Contacts:**
Division Office – 694-1200	Emergency 9-1-1
	Ambulance 9-1-1

Checklist

- Call Emergency Services at 9-1-1.
- Call the Superintendent of School Operations in charge of safety.
- Identify safe areas in the school.
- Direct staff to escort students to identified safe areas.
- When the situation is "clear," return students to class if appropriate.
- Direct all media requests to the Director of Education or designate.
- At the direction of your Superintendent, prepare memo/letters to inform staff, students and parents.
- Call an emergency staff meeting.

Specifics

- After Emergency Services have been contacted, it may be necessary to stay on the telephone with them until the first Emergency Services personnel arrive.
- Attempt to determine the level and type of danger and the possible length of time the danger may exist.
- Move everyone to a safe area if possible:
    - Consider large areas at the interior of the school away from numerous windows and outside walls that also have a reliable source of lighting.
- All "clear"
    - Do not give the all clear signal to staff and students until directed to do so by Emergency Services personnel. Make a judgment as to whether evacuation to an emergency site or reception centre should be carried out or whether it is okay for teachers to escort their students back to class.
- Evacuation and Re-location:
    - If possible, wait until the arrival of Emergency Services personnel.
- Notification:
    - Consider briefly summarizing the danger and its resolution for all students prior to dismissal by informing teachers and having them explain it to the students or by using the P.A. system.
- Consider preparing a written memo to parents detailing the situation and how it was handled to be sent home with students or distributing it the following day.
- Prepare a written memo to staff summarizing the situation and how it was handled.

Fighting

(Physical Violence between Two or More Students)

Internal Contacts:	**External Contacts:**
Division Office – 694-1200	Emergency 9-1-1
	Ambulance 9-1-1
	RCMP/Police 310-7267, 9-1-1

Prevention:
Have a clear operational plan and be familiar with that plan. Be alert to patterns of stress and agitation in students. Be familiar with the **Suggested Procedures for Handling Fights in School Settings** (see below).

Intervention:
Intervening and managing physical altercations requires making judgment calls. There may be several goals at one time and individual circumstances will determine the priorities of your interventions.

- Call for help and assistance in managing the incident.
- De-escalate the immediate situation.
- Disperse the crowd.
- Maintain care and control of the combatants.
- Attend to medical needs.

Postvention:

- Assess the incident.
- Contact the RCMP/Police if appropriate.
- Contact the Superintendent of School Operations in charge of safety.
- Contact parents or guardians.
- Provide follow-up supports to those involved in the incident.
- Call a meeting of the School Crisis Response Team and an emergency staff meeting.
- Formulate the school/division response(s).

Suggested Procedures for Handling Fights in School Settings

1. Remove your eyeglasses.
2. Walk briskly – don't run.
3. Get help along the way.
4. Assess and evaluate:
   - the number of students directly involved
   - the size of students involved
   - the presence of weapons
   - the proximity of individuals who can assist
5. Recognize that there may be several subtle things going on simultaneously that are being tangibly expressed in the conflict (e.g., gang involvement; cliques, etc).
6. Dismiss the audience.
7. Identify yourself to the combatants.
8. Call the student(s) by name.

Fighting, continued

9. Stay away from the middle of the conflict.
10. Give specific commands in a firm, authoritative voice.
11. Defer to rules, not personal authority.
12. Separate aggressor and the victim when safe to do so.
13. Avoid physical force if possible.
14. Remove participants to neutral locations.
15. Obtain identification.
16. Get medical attention if necessary.
17. Describe the incident in writing.
18. Debrief relevant teachers.
19. Provide protection and support for victims.
20. Provide counselling to all relevant parties – not simply the day after the event, but as long as necessary.
21. Report incident to all relevant personnel including parents, administration, police and other community agency personnel that may be involved with the students.

Fire/Arson/Explosives

Internal Contacts:
Division Office – 694-1200

External Contacts:
Emergency 9-1-1
Ambulance 9-1-1

Checklist

- Sound alarm AND evacuate building.
- Call Emergency Services at 9-1-1.
- Determine if there are any serious injuries.
- Arrange for evacuation and relocation of students to a safe location.
  Note: In the event of a possible explosion, everyone must be moved at least **100 meters** from the school and preferably out-of-sight of the school building.
- Call the Superintendent of School Operations in charge of safety.
- Determine the building status before returning to regular classes.
- Call a meeting of the School Crisis Response Team.
- Call an emergency staff meeting.
- Determine with the Superintendent of Operations in charge of safety the follow-up activities that will facilitate returning to a normal school routine.

Sequence of Response

1. School alarm sounds.
2. Close windows and doors.
3. Teachers lead their class and leave by the closest safe entrance.
4. Complete common area inspection as assigned.
5. Assemble at designed safe area.
6. Take attendance and report to principal or secretary.
7. Wait for "All Clear" signal before re-entering school, or remove students to designated safe place.

Administrative Action

1. Notify fire department – Admin. Assistant
2. Complete school evacuation – Principal
3. Complete attendance process – Principal
4. Facilitate emergency personnel – All staff
5. Notify other contacts – Admin. Assistant, Principal/staff

Gas Leak

Internal Contacts:
Division Office – 694-1200

External Contacts:
Emergency 9-1-1
Ambulance 9-1-1
SaskEnergy 888-700-0427

Natural gas leaks, with odor, may occur and bring danger of explosion. Natural gas rises and will often be outside because most gas lines are outside the building. Natural gas is mixed with Mercaptan to give it odor. The gas goes up and the odor goes down.

If a leak is in or near the building:

- Call Emergency Services at 9-1-1.
- Contact SaskEnergy.
- Evacuate the school following your school evacuation plan.
- Move students and staff a safe distance from the building.
  Note: In the event of a possible explosion, everyone must be moved at least **100 meters** from the school and preferably out-of-sight of the school building.
- Call the Superintendent of School Operations in charge of safety.
- Have the facility operator turn off the main gas valve if it is safe to do so.
- Do not allow anyone back into the building until instructed by Emergency Services personnel that it is safe to do so.

Hostage

(Armed/Dangerous Intruder)

Internal Contacts:	**External Contacts:**
Division Office – 694-1200	Emergency 9-1-1
	Ambulance 9-1-1

Checklist

- Contact Emergency Services at 9-1-1.
- Initiate either an announced or quiet lockdown procedures.
  Note: students and staff who find themselves in an open area (e.g., gym, cafeteria, etc.) with an armed intruder should attempt to rapidly escape through the nearest exit.
- Call the Superintendent of School Operations in charge of safety.
- When police arrive, they assume command and control of the scene.
- No school personnel should circulate through building.
- If students and staff are evacuated by emergency services personnel, no individuals should be allowed to enter or re-enter the building.
- Instruct the person answering the phone to direct all requests to the Director of Education or designate.
- Keep telephone lines, including pay telephones, open for emergency services use.
- Provide information to the RCMP/Police about the building layout and what is known about the background of the hostage-taker.

Intruder/Trespasser

Internal Contacts:
Division Office – 694-1200

External Contacts:
Emergency 9-1-1
RCMP/Police 310-7267, 9-1-1

Checklist

- Determine the whereabouts of the intruder/trespasser.
- Isolate the individual if possible.
- Determine the extent of the crisis.
- Contact Emergency Services at 9-1-1.
- Call the Superintendent of School Operations in charge of safety.
- Call the School Crisis Response Team members together and assign duties.
- Make notes for potential criminal charges.
- Initiate an announced lockdown or quiet lockdown as necessary.
- Instruct the person answering the telephone to direct all media requests to the Director of Education.
- Provide any information requested by the RCMP or city police.
- At the direction of your Superintendent, prepare a written memo for staff and parents.
- Call an emergency staff meeting.
- Schedule follow-up activities including debriefings for staff, students and parents.

Specifics

- Use school maps to assist police in locating the intruder.
- If possible, isolate the intruder from the rest of building and from students and staff.
- Determine the extent of the crisis.
- Trespassers presenting no obvious safety hazard may be dealt with by informing the intruder of the offense being committed. If the trespasser refuses to leave, wait for police to arrive.
- Trespassers who have the known potential to be a danger to others will require immediate assistance from the police. Trespass charges should be filed.
- Make notes. Recording immediately what has occurred can provide information important to the police for use in subsequent court cases.

Notification

- Keep staff informed of actions. The School Crisis Response Team can effectively deliver information to other staff members so that the administrator's time can be used for other decisions/action.
- The students will normally be able to deal with the situation by being informed of the facts, as soon as possible, rather than receiving their "facts" through rumors.
- Other schools should be given the basic information as soon as possible since siblings/neighbours will quickly learn of the situation.
- The parents of the students in the community will need to learn the real facts, just as their children have learned them, to reduce the rumor factor.
- After the crisis is over, it may be necessary to arrange a special press conference to give the media the same information that has been shared with the parents.

Intruder/Trespasser, continued

Telephone Responder:
Prepare a statement for the individuals who answer the telephones to read. Instruct them that any further inquiries should be made to the Director of Education or designate.

Follow-Up Activities

- Counsellors and psychologists will provide personal support for students and staff.
- The building security plan should also be reviewed.

Life-Threatening Crisis

(Major) Life-threatening Injury to a Student/Staff Person (Sports injury, heart attack, etc)

Internal Contacts:	**External Contacts:**
Division Office – 694-1200	Emergency 9-1-1
	Ambulance 9-1-1

When a life-threatening situation is perceived to exist, the principal or designate should:
Checklist:

- Call Emergency Services at 9-1-1,
- Apply first aid and life-sustaining techniques using trained persons on staff.

Names of trained individuals at your school:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

- Call parents, guardians or spouse immediately.
- Call the Superintendent of School Operations in charge of safety.
- Call the School Crisis Response Team members together and assign duties.

Perceived Crisis

(Health Emergency, Gangs, Stalkers, etc.)

Internal Contacts:	**External contacts:**
Division Office	Emergency 9-1-1
	Ambulance 9-1-1
	RCMP/Police 310-7267, 9-1-1

Perceived crises are situations, often community-based, that are perceived as potentially affecting a large number of people. Examples of perceived crises include school rivalry situations, events in which a group feels left out or not represented, introduction of new school procedures without adequate warning, real or perceived unsafe conditions such as toxic fumes or food poisoning, gang-related activities, or rumors about people with contagious conditions. **It is the task of those in charge to defuse any irrational response.**

Prevention:

- Identify situations in advance that may be perceived crises.
- Contact the Superintendent of School Operations in charge of safety.
- Establish open lines of communication with students and staff.
- Develop a procedure for dealing with the public and the media.

Intervention:

- For any health emergency, immediately contact the Superintendent of School Operations in charge of safety who will liaise with Regional Health Authority staff.
- Don't panic. Project a sense of calm and control.
- Gather detailed and accurate information about the perceived crisis.
- If necessary, call a School Crisis Response Team meeting to assess the situation and make decisions on what actions to take.
- Provide staff, students and parents affected by the situation with specific information.
- Designate someone (if the division has not already designated a spokesperson) who would act as a single point of contact for controlling rumors. Keep lines of communication open; a feeling that secrets are being kept can increase the sense of crisis.
- Be prepared to meet and discuss relevant issues with small groups of students/staff.
- Take all actions that you have determined necessary to prevent a more serious situation from developing.

Postvention

- Conduct stabilizing activities as soon as possible to project an atmosphere of normal conditions.
- Conduct follow-up and assessment activities with team members and other staff.

Poisoning

Internal Contacts:	**External Contacts:**
Division Office – 694-1200	Emergency 9-1-1
	Ambulance 9-1-1
	«Hospital»

In the event of the poisoning or suspected poisoning of a student or an employee:

Immediate Actions:

- Call Emergency Services at 9-1-1.
- Call Poison Control at 1-866-454-1212
- Administer any first-aid procedures suggested by the physician-on-call.
- Contact the Superintendent of School Operations in charge of safety.

Preventative Measures:

- Have a list in the main office of staff that has special paramedic training, first-aid training, or other special life-saving or life-sustaining training.
- Have up-to-date audits carried out on chemicals, cleaning agents and other potentially hazardous materials in the school.
- Provide staff information on possible hazardous materials in the building.

Power Failure/Lines Down

Internal Contacts:
Division Office – 694-1200

External Contacts:
Emergency 9-1-1
Ambulance 9-1-1
SaskPower 310-2220

If there has been a power failure at a school, or if lines are reported down in the area of the school:

Power failure*

- Notify SaskPower
- Notify Facilities Manager
- Notify Superintendent of School Operations in charge of safety

Lines down in area*

- Have adults in the area of the downed lines prevent children and other people from going near them.
- Notify SaskPower
- Notify the Facilities Manager
- Notify the Superintendent of School Operations in charge of safety

* Note that telephone notification may require use of a cellular phone, depending on whether the school telephones are set up to rely on electricity.

Shootings/Woundings/Assaults

Internal Contacts:
Division Office – 694-1200

External Contacts:
Emergency 9-1-1
Ambulance 9-1-1
RCMP/Police 310-7267, 9-1-1

Checklist

- Assess the situation while erring on the side of safety.
- Call Emergency Services at 9-1-1.
- Implement first aid procedures until emergency services personnel arrive, if safe to do so.
- Contact the Superintendent of School Operations in charge of safety.
- Call the School Crisis Response Team members together and assign duties.
- Initiate either an announced or quiet lockdown.
- When Emergency Services personnel arrive, they assume command and control of the scene.
- No school personnel should circulate through building.
- If students and staff are evacuated by Emergency Services personnel, no individuals should be allowed to enter or re-enter the building.
- Instruct the person answering the phone to direct all requests to the Director of Education.
- Keep telephone lines, including pay telephones, open for Emergency Services use.
- Provide any relevant information required by the RCMP/Police and other Emergency Services personnel.

Specifics

- Quickly assess the situation with the primary goal of not placing any additional students or staff in harm's way.
- Contact 9-1-1 and inform them of the developing situation. The RCMP will normally make automatic contact with the ambulance and fire services.
- Implement first aid procedures for victims only if it is safe to do so.
- If safe to do so, have a member of the School Crisis Team meet the Emergency Services personnel when they arrive. Designate a staff member to accompany victim(s) in the ambulance(s).
- Throughout the crisis, maintain a chronology of events. Record all significant events, actions and individuals that are involved.
- Maintain open non-defensive communication with students, staff, parents, media and the community-at-large. Keep staff, students and parents fully informed throughout the crisis.
- Information centers and crisis counselling for students, staff and parents should begin immediately even if located at a location away from the school.
- Follow-up crisis management activities should be broadly delegated. All staff should be given a role in restoring a safe school atmosphere. Re-open the school as soon as feasible.

State of Emergency

Internal Contacts:
Division Office – 694-1200

External Contacts:
Emergency 9-1-1
Ambulance 9-1-1

Checklist:

- If contacted directly by a local Emergency Preparedness official who is known to you and requires the use of your school as an emergency reception site, etc., you must co-operate fully.
- Contact the Superintendent of School Operations in charge of safety.
- Call the School Crisis Response Team members together and assign duties.
- Try to determine the actions necessary to maintain the safety of your students and staff as they relate to the crisis.
- **Note:** A minimum of three school division employees are to be on duty at each shelter. They include:
  - *Building administrator* – either the principal or assistant principal. Duties include coordinating building use with the appropriate city or rural emergency personnel and safeguarding school property. The principal may ask teachers to volunteer to assist at the shelter.
  - *School facility operator* – duties include maintaining the facility, cleaning appropriate areas, supplying necessary restroom supplies, and co-operating with city or rural emergency personnel. The facility operator should secure areas not to be used by evacuees.

Suicide Threats/Attempts

Internal Contacts:	**External Contacts:**
Division Office – 694-1200	Emergency 9-1-1
	Ambulance 9-1-1
	«Hospital»

In the event that a staff member has reason to believe that a student may be suicidal, the following actions are to be taken:

- Take all comments about suicidal ideation seriously, especially if details of a suicide plan are shared.
- Immediately report any concerns to an administrator, the counsellor and the psychologist.

If a student is identified as being of concern for suicide, an assessment of the degree of suicidal risk should be done by someone with specific training in suicide risk assessment. If no one is immediately available:

- Prior history of suicidal behaviour/ideation
- A plan for completion of suicide
- Access to the means to carry out the plan
- Method by which the plan was communicated

If a student is assessed to be at high risk of suicide, the following steps should be taken:

- Do not leave the student alone. Remain with them in a safe and visible place until help can be obtained, and remove any weapons/pills/etc.
- Contact the counsellor or psychologist.
- Contact parents.
- If risk appears to be immediate contact local mental health or police immediately
- If parents are unavailable to drive the student to a place of help, either have persons from the school designated to do so or request assistance from the police.

The counsellor or psychologist when contacted can advise on appropriate process and assistance

Weapon Displayed by Student

Internal Contacts:
Division Office – 694-1200

External Contacts:
Emergency 9-1-1
RCMP 310-7267

Sequence of Response

1. Weapon displayed
2. Do not attempt to disarm student physically
3. Remain calm and speak in a controlled manner
4. Direct students to remain in their seats and sit quietly
5. Stay away from student
6. Request that student put weapon down and move away from it
7. Attempt to gain attention of colleague

Administrative Action

1. Contact local police or RCMP
2. Initiate lockdown
3. Support or take over for reporting teacher until police arrive
4. Facilitate emergency personnel
5. Initiate VTRA protocols
6. Notify other contacts

Weapon in Locker/Weapon on Student

Internal Contacts:
Division Office – 694-1200

External Contacts:
Emergency 9-1-1
RCMP 310-7267

Sequence of Response

1. Weapon seen in locker or on student
2. Stay at locker or follow student
3. Gain attention of a colleague
4. Tell colleague to contact administration
5. Continue to wait at locker or follow student

Administrative Action

1. Contact local police or RCMP
2. Take over from reporting teacher until police arrive
3. Facilitate emergency personnel
4. Initiate VTRA protocols
5. Notify other contacts

Weapon Suspected in Classroom

Internal Contacts:
Division Office – 694-1200

External Contacts:
Emergency 9-1-1
RCMP 310-7267

Sequence of Response

1. Weapon suspected in classroom
2. Do not leave the room
3. Contact admin assistant (via intercom) to come to room and give a message to her
   or
4. Contact another teacher and explain confidentially that you suspect a weapon
5. Tell other teacher to notify administration immediately
6. Continue with lesson

Administrative Action

1. Contact local police or RCMP and follow instructions
2. Provide support for classroom teacher
3. Ensure that hallways are kept clear and other students remain in class

APPENDIX A:
SCHOOL CRISIS RESPONSE PLAN

1. The principal should review with all staff the contents of the Safe Schools Handbook, making available to them copies of pertinent information.

2. A Crisis Response Team should be appointed at the beginning of each school year. The members of the team should overlap with the people who have been identified as members of the Traumatic Response Team. A maximum of six people should form the team and may include the following: principal, administrative assistant, facility operator, one or two other staff, and counsellor.

3. All members of the Team should be assigned specific duties required of them during a crisis situation and should receive appropriate training. These duties should be reviewed and revised periodically.

4. Teachers and support staff should be informed of the names and specific duties of each Team member. Post a list of names and duties in the staff room or general office.

5. When a crisis occurs, the following steps should be taken:
   a) Report the crisis to the police
   b) Gather the Crisis Response Team together
   c) Confirm the facts about the crisis
   d) Document the facts (Incident Report Form)
   e) Adapt your school's Crisis Response Plan to the current crisis
   f) Announce the crisis to staff, students and parents where appropriate
   g) Report the crisis to your Superintendent of School Operations in charge of safety.

6. **Refer to Flowchart for Crisis/Trauma Incidence response procedures**

APPENDIX B
SCHOOL SAFETY PLAN CHECKLIST

PRECAUTIONARY ACTIONS:

- ☐ Floor plan of building
- ☐ Utility cut-off 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 RESPONSE 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 call 9-1-1?
- ☐ 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, and parents?
- ☐ Who will handle media?
- ☐ Who will check rooms, restrooms, and other site locations?

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

SCHOOL SAFETY PLAN CHECKLIST (continued)

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 SITUATION:

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

Notes:

_____
_____
_____
_____
_____
_____

APPENDIX C
CRITICAL INCIDENT FACT SHEET

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

10. What has happened?

_____
_____

11. When did the event occur?

_____
_____

12. Where did the event occur?

_____
_____

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

_____
_____

14. What is being done by school and emergency responders:

_____
_____

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

_____
_____

16. Will school be closed or classes held elsewhere? Arrangements?

_____
_____

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

_____
_____

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

_____
_____

APPENDIX D
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 Director of Education and another copy kept on file at the school

APPENDIX E
STUDENT RELEASE FORM

SCHOOL: _____

CLASSROOM: _____

TEACHER: _____

STUDENT NAME	NAME OF ADULT WHO THE STUDENT WAS RELEASED IN CARE OF Please print first & last name and provide signature.	ADULTS TELEPHONE NUMBER	TIME STUDENT WAS PICKED UP
	Name: Signature:		
	Name: Signature:		
	Name: Signature:		
	Name: Signature:		
	Name: Signature:		
	Name: Signature:		
	Name: Signature:		
	Name: Signature:		
	Name: Signature:		
	Name: Signature:		
	Name: Signature:		
	Name: Signature:		
	Name: Signature:		
	Name: Signature:		
	Name: Signature:		

APPENDIX F
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.

In the interest of accurate and consistent communication with the media and the public, the Director of Education or designate will be the primary spokesperson during a crisis situation. The RCMP or police 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.

APPENDIX G
FIRE DRILLS AND FIRE EVACUATION

Fire Drill Procedures

1. The principal will develop a detailed fire drill plan appropriate for his/her school in advance of school opening each year. Fire drill plans should provide the following:
   - 1.1 The orderly and prompt evacuation of all persons from the building;
   - 1.2 The evacuated pupils to proceed a safe distance from the building;
   - 1.3 Monitors to hold open exit doors;
   - 1.4 Staff members to act as monitors to check all areas and report the evacuation complete;
   - 1.6 Staff members or monitors stationed as necessary at the foot of stairways and fire escapes to prevent accidents; and
   - 1.7 Teachers in charge of classes to check to insure that all pupils are properly accounted for. A class list should be used for this purpose.

2. In addition, the plan shall:
   - 2.1 Ensure that all staff members are fully informed of their respective duties under the approved plan for fire drill;
   - 2.2 Be posted conspicuously in the office, in each staff room, in the facility operator's room, and in each wing of each floor at or near a fire alarm station; and
   - 2.3 Outline detailed instructions for the direction of pupils in a fire drill that shall be posted in classrooms and used for instruction.

3. Each school will hold at least ten fire drills during each school year:
   - 3.1 Two announced fire drills will be held during the initial two weeks of school operation; and
   - 3.2 Additional drills that are not announced will be held at times over the balance of the school year as determined by the principal.
   - 3.3 Schools should practice fire drills that include scenarios such as a blocked entrance, alarms at noon hour and/or recess, or an assembly.

4. Each drill should be a practice for children, staff and other persons to evacuate the school building in an orderly fashion in the event of an emergency.

5. The principal will maintain a record of fire drills.

6. The principal has the responsibility to periodically inspect his/her school for possible fire hazards and if possible, to correct them at once, or to report these immediately in writing to the Division office.

APPENDIX H
SCHOOL EVACUATION PROCEDURES

1. If an immediate emergency, engage fire alarm and follow fire evacuation procedures.
2. If evacuation is not immediately required, convene school members of School Crisis Response Team.
3. Close all windows and doors, and turn off lights in each room as leaving. Designate a student to lead the class. Teachers leave last, checking for stray students.
4. Commence evacuation procedures.
5. Inform the Superintendent of School Operations in charge of safety.
6. Ensure that traffic control and security functions are carried out by the designated staff member, and that additional support is available as necessary.
7. Designated staff will check washrooms and unsupervised space.
8. Ensure that attendance records (daily attendance sheet), and any other essential records are collected and taken to the assembly area.
9. Close all school doors.
10. The principal, or facility operator if designated, will ensure that the school's physical plant is "shut down."
11. Establish Emergency Administration Center and initiate Emergency Communication Procedures. Use predetermined alternate facility if required.
12. Teachers will create a list of missing students and provide that list to the principal. **Notify emergency services of any students not accounted for.**
13. The school principal will notify the Superintendent of School Operations in charge of safety when all students and staff have left the school premises.
14. The principal, or designate, will verify the evacuation of all staff, and complete a staff count sheet.
15. The names of all students or staff evacuated to hospital are to be recorded along with the hospital name and means of transportation.
16. Determine whether crisis counselling services are required and to what extent.
17. Determine communications needs – media statement, telephone response fact sheet, and parent notification.
18. Debrief the School Crisis Response Team and plan a follow up.

APPENDIX I
SCHOOL LOCK DOWN PROCEDURES

Definition of Lockdown: Restriction of Movement, implemented in response to a threat of violence within or in relation to the school. Occupants remain in shelter areas until the situation is resolved.

1. The principal will develop a detailed lockdown procedural plan appropriate for his/her school in advance of school opening each year. Lockdown procedural plans should provide the following:
   - 1.1 The orderly and prompt plan to safely secure of all persons in the building;
   - 1.2 Ensure that all staff members are fully informed of their respective duties under the approved plan;
   - 1.3 Outline detailed instructions to direct pupils who are outside the classroom or the school to safety;
   - 1.4 Notify staff not to respond to fire alarms if they are pulled.
   - 1.5 Communication plan to inform parents and students.

2. Each school will hold at least four lockdowns during each school year:
   - 2.1 Two lockdowns per year will involve an invitation of local police or RCMP to attend.
   - 2.2 The principal will maintain a record of all lockdowns.

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

Procedures

1. Call 911
2. Go on the intercom and announce "Attention Staff. We are in a lockdown. (REPEAT)
3. Staff and students report to the nearest secured area (ensure door is locked)
1. If safe to do so, contact Central Office Personnel – This person will be responsible for coordinating communication with parents and media.
4. Staff/Students are to:
   a. Keep away from classroom door or any windows
   b. Close Draperies/blinds
   c. Be as quiet as possible
   d. Turn out the lights
   e. Turn off cell phones and put in a central location
5. Staff/Students are NOT to open the door under any circumstance (the door will be opened by police or by staff - in the case of a practice lockdown)

APPENDIX J
HOLD AND SECURE PROCEDURES

1. **Definition of Hold and Secure:** Implemented when it is desirable to secure the school due to an emergency situation occurring outside and not related to the school. In this situation, all exterior doors are locked and monitored, to allow any students from outside to enter, but the doors should otherwise remain locked. Classes may continue to function normally but no one is permitted to leave until the situation is resolved.

Procedures

1. Go on the intercom and announce "Attention Staff. We are in a Hold and Secure. (REPEAT)
2. All exterior doors are locked
3. All available staff report to administration and assigned to designated entrances/exits
4. Students are allowed to enter but no one is permitted to leave
   7. Contact the Superintendent of School Operations in charge of safety.
1. This person will be responsible for coordinating communication with parents and media.
2. All clear signals will be given by the person in charge.

INJURY GUIDELINES

MINOR INJURY
(Requiring no special or emergency help, victim is able to take care of himself/herself)

- For relatively minor events, have students taken to office for assistance.
- Administration arrange for contact parents, guardians as appropriate to seek appropriate follow-up services if needed.

- Fill out Accident Report Form.

MAJOR INJURY
(Requiring first aid or emergency/hospital assistance)

- Administer First Aid if you are qualified and able.
  If you are not trained in first-aid, do not attempt to move or treat the injured party.
  Keep the victim still, don't leave the victim alone, and send someone to contact.
  Phone 9-1-1 to access emergency services.
  State your name, location of the accident and what is needed, i.e. ambulance service, etc.
  Have someone meet emergency vehicle or police vehicle and take them to the injured person.
  Fill out Accident Report and turn in to Administration.

WHEN TO CALL 9-1-1
If the victim is unconscious, call 9-1-1.
Sometimes a conscious victim will tell you not to call an ambulance, and you may not be sure what to do. Call an ambulance anyway if the victim:

1. Is or becomes unconscious.
2. Has trouble breathing or is breathing in a strange way.
3. Has chest pain or pressure.
4. Is bleeding severely.
5. Has pressure or pain in the abdomen that does not go away.
6. Is vomiting blood or passing blood.
7. Has seizures, a severe headache or slurred speech.
8. Appears to have been poisoned.
9. Has injuries to the head, neck or back.
10. Has possible broken bones.

APPROACHING VEHICLES

1. FIRST write down the license number and vehicle description as you approach.
2. Do not stand directly in front of or behind the vehicle.
3. Avoid standing in path of a door opening.
4. Do not lean on or in the vehicle.
5. If in doubt about whether to approach, don't . . . and call Police instead.

APPROACHING UNWELCOME VISITORS

Whenever possible ***APPROACH IN PAIRS:***

Person 1 - makes contact - gives directions/dialogue

Person 2 - does not involve him/herself in dialogue
- provides security for person 1 by monitoring all outsiders being approached
- does not allow him/herself to become distracted from his/her specific duty

MAKING CONTACT WITH UNWELCOME VISITORS

1. Identify yourself and ask the person if you can help them.
2. Make your position clearly known (i.e. firm/fair and visitor's policy).
3. Use a normal tone of voice.
4. Avoid physical contact and be aware of the individual's "personal space".
5. Do not be provoked into any action which may escalate the hostility.
6. Advise the person of consequences for his/her failure to leave or comply.
7. You need only say once "I am instructing you to leave the school property. If you do not leave, I will phone the police."
8. Watch for signs that the person you are dealing with is contemplating violence (i.e. making a fist, shoulder shift, crouching, gazing into the distance as if not interested in you, etc.).
9. If there is an indication of violence, withdraw, call Police and monitor the situation. Ensure the safety of staff and students.
10. If appropriate or available, use the cell phone camera.
11. If the situation becomes violent and it is necessary to phone 9-1-1, it is important that you indicate to the operator that:
    "AN ASSAULT IS IN PROGRESS, THIS IS A HIGH PRIORITY AND I REQUIRE IMMEDIATE RESPONSE" if there is evidence of a weapon, include that in your statement to the 9-1-1 operator.

DEALING WITH UNWELCOME VISITORS

1. Identify yourself and ask the visitor to leave.
2. If an appeal to The Education Act is necessary, refer to section 367.
3. Point out the following:
   - The administrative officer has the responsibility and authority under The Education Act to ensure that the proceedings are not disturbed or interrupted.
   - The Education Act states that when an unwanted person is directed to leave, he or she is to do so immediately and is not to return without prior approval.
   - Failing to adhere to the above is an offense and the administrative officer has the authority to call the Police for assistance.
4. If the person does not leave, call the Police. If you consider the situation to be volatile or likely to become so, call 9-1-1. Ensure the safety of staff and students.

5. If the person refuses to identify him/herself, but attempts to leave the school property, you have NO authority to detain them for identification purposes. He/she must be allowed to proceed off the property.

DEALING WITH VIOLENT STUDENTS/INDIVIDUALS

1. ***Approach calmly with confidence:*** Do not run. Your body language and your tone of voice should leave no doubt that you are in charge of the situation.
2. ***Work in pairs:*** If you are called to attend a violent situation, it is always in your best interest to take along another staff member to assist you.
3. ***Size up the situation as you approach:*** If there is a crowd, decide how to disperse it. Onlookers can escalate the conflict. Assign tasks, such as "go and get another teacher." In extreme circumstances "tell _____ (admin assistant) there is a fight involving weapons in progress and to call 9-1-1."
4. ***Self-control:*** Always remain "in control" during an altercation. If you are not in control of yourself (e.g. temper) you could have difficulty defusing the situation from being a volatile one to a manageable one.
5. ***Communication:*** Choose your words carefully, listen intently, reflect the individual's feelings, and be prepared to document everything verbatim once things "cool down". Don't make threats you can't back up.
6. ***Identification:*** Always be aware of visual and auditory signals (e.g. cat calls from onlookers) that might signal an escalation of a violent situation.
7. ***Follow your instincts & spontaneity:*** Be prepared to alter your approach if the situation warrants. Situations change quickly in a crisis.
8. ***Be patient:*** Take as much time as is necessary to ensure the successful resolution of a violent situation.
9. ***Don't take it personally:*** No matter how aggravating and rude the verbal abuse, remember it is aimed at what you represent in the mind of the student not who you are as a person.
10. ***No one can go from boiling to cool immediately:*** Aim to change the tone of the crisis from boiling to simmering to cooling.
11. ***Silence is a powerful tool:*** Allow the student to do most of the talking.
12. ***Be aware of body language:*** Watch for your own aggressive movements to those which can be perceived as such.
13. ***Don't say "calm down":*** This implies what the person is upset about is not worth the anger and that the person has no right to be upset. Instead say, "what is the matter, how can I help you?"
14. ***Greet the person in a neutral, businesslike, but friendly manner.***
15. ***Don't corner the individual*** by forcing him/her to place their back to the wall with you facing them.
16. ***Do not use force:*** Students may react more aggressively and negatively if physically forced to comply.
17. ***Keep a sense of humour.***
18. ***Allow the person a graceful out:*** Allow person to "save face" especially if his/her friends are watching. Isolating the person and then talking is much better than admonishing in front of an audience.

HARASSMENT/SEXUAL HARASSMENT/RACIAL/ETHNIC INCIDENTS

HARASSMENT:
Is the repeated or persistent disturbance pestering or persecution of another.

SEXUAL HARASSMENT:
Is any unwelcome sexual comment, suggestion and gesture or physical contact that:

1. Is made by a person who knows, or ought reasonably know, that such action is unwelcome; and
2. Causes discomfort and endangers wellbeing, job security or job performance of the victim.

SEXUAL ASSAULT:
Is when someone forces any form of sexual activity on someone else (e.g. Kissing, fondling, touching, sexual intercourse, etc.) without that person's permission or if that person is a minor.

RACIAL/ETHNIC INCIDENT:
Is a verbal or non-verbal exchange, expression or graphic/visual display included, but not limited to derogatory terms, language, images and graffiti which degrades a member or members of a racial/ethnic group or community.

INTERVENTION:
If you observe harassment:

- Identify yourself
- Use specific commands, e.g. "stop that (specific behaviour)"
- Assist and support the victim physically and emotionally
- Report the incident to the administration

If a student complains of harassment or assault:

- Assess the severity of the complaint
- Mediate and resolve when possible
- Avoid lengthy discussion with victim – just get facts you need and report
- Report the incident to the administration
- Document the incident / report to office as soon as possible so as to remember all the details

If a student complains of sexual assault/abuse by persons:

1. Within the home:
   - As per Child and Family Services Act immediately report to Family Service Intake Worker (306-694-3647)
   - Document the incident
2. By person(s) living outside the home:
   - Report should go directly to RCMP or police
   - Document the incident

SECTION 3
Process for Violent Threat/ Risk Assessment:

Dealing with Student Threat-making Behaviors

PROCESS FOR VIOLENT/THREAT RISK ASSESSMENT
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PURPOSE

The Purpose of the Violent Threat/Risk Assessment (V-TRA) Process is:

1. To ensure and promote the emotional and physical safety of students, staff, parents, the student making the threat and others.

2. To ensure a full understanding of the context of the threat.

3. To understand the factors contributing to the threat-maker's behavior.

4. To be proactive in developing an intervention plan that addresses the emotional and physical safety of all.

A RISK CONTINUUM

1. Responding to unsettling student behavior is part of the regular duties of school division personnel.

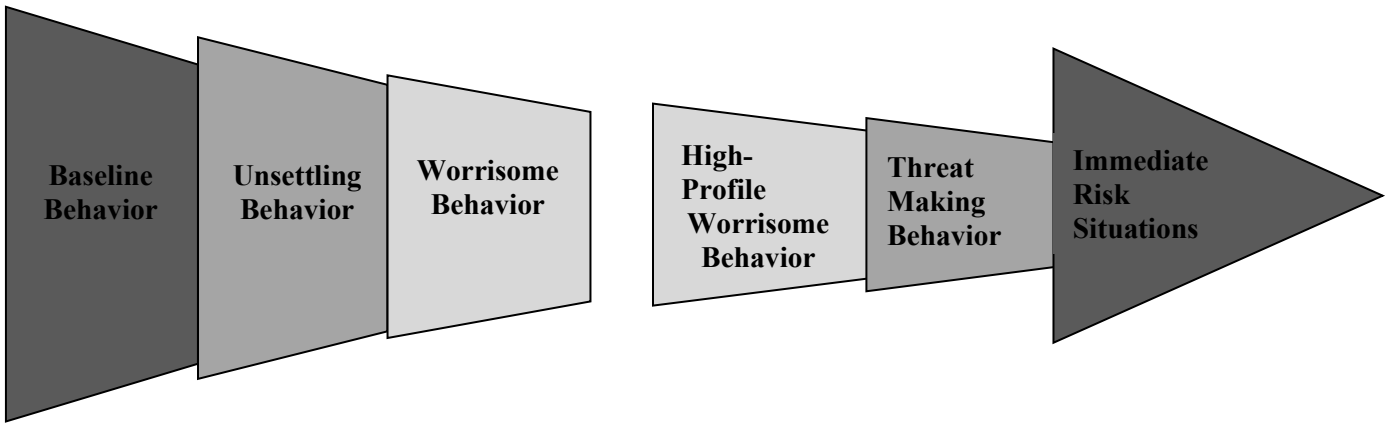
2. Assessing student behavior in terms of risk levels and potential for threat to self or others requires specialized training.

3. The diagram below illustrates a risk continuum toward threatening behaviors. Typically, school personnel work with students who have indicators affecting their ability to live successful and happy lives, in and beyond the school setting.

4. Multi-agency Violent Threat/Risk Assessment teams typically respond to students who exhibit worrisome behaviours or behaviors that pose a perceived threat to themselves.

It is important to note that no list of indicators or risk continuum fully describes students who may pose a threat to themselves or others.

Note: This continuum is neither a checklist nor a predictive scale.



DEFINITIONS

Threat - Defined as any expression of intent to do harm or act out violently against someone or something. Threats may be spoken, written, drawn, posted on the internet (MSN, Facebook) or made by gesture only. Threats may be direct, indirect, conditional or veiled.

Threat Making Behaviors - Defined as any action that an individual who in any manner knowingly utters, conveys, or causes any person to receive a threat.

Worrisome Behavior - Defined as those behaviors causing concern and may indicate that a student is moving toward a greater risk of violent behavior. The majority of behavior from Kindergarten to Grade 12 fall into this category. Worrisome behavior include but are not limited to: drawing pictures that contain violence, stories/journal writings that contain violence, making vague/generalized statements about violence towards others that do not constitute a threat.
Worrisome behavior may be an early warning sign of the development of more serious high risk behavior. All worrisome behavior should be addressed. These situations may involve activation of the School V-TRA team and consultation with Student Support Services.

High Risk Behavior - Defined as behavior that express intent to do harm or act out violently against someone or something. High risk behavior include but are not limited to: interest in violent content, unusual interest in fire/fire setting, escalation of physical aggression, significant change in anti-social behavior, unusual interest in and/or possession of weapon/replica of a weapon, bomb threat, internet threat to kill and/or injury to self and/or others. The In-School TAT should be activated and after consultation with the School Superintendent may lead to the activation of the Community TAT.

Threat Assessment - Threat assessment is the process of determining if a threat maker (someone who utters, writes, emails, etc., a threat to kill a target or targets) actually poses a risk to the target(s) being threatened. Although many students, and others, engage in threat-making behavior, research indicates that few actually pose a risk to harm the target being threatened. Multidisciplinary Threat Assessment Teams (TATs) engage in a data collection process, through semi-structured interviews, to determine "initial levels of risk" that may be posed and plan necessary risk reducing interventions. Although a student of concern may be assessed as low risk there may be data that indicates a more comprehensive risk assessment is required.

Risk Assessment - A risk assessment is typically a more lengthy process that involves a number of standardized tests and measures that go beyond the scope of the school V-TRA. After the "initial level of risk" is assessed and "immediate risk reducing intervention" has occurred, a further risk assessment may be required. Therefore, risk assessment is the process of determining if a student of concern may pose a further risk to some known or unknown target(s) at some unknown period in time. The student may be evidencing increasing violent ideation or behaviors suggesting that the frequency or intensity of his/her violence or violence potential may be escalating. Unlike the immediate intervention, the risk assessment is meant to be a more comprehensive evaluation of all risk reducing and risk enhancing factors affecting the student's functioning and to use that data to guide longer term intervention and treatment goals.

Immediate Threat - In the case of immediate threat, staff will CALL 911 and then contact the school administration/designate. The school will contact the School Superintendent who will contact the Director and the Superintendent of School Operations in charge of safety who will then activate the
HPEDSB/Community TAT.

In-School Threat Assessment Team - Is a team of school based professionals (e.g. principals, vice principals) and law enforcement officials trained to assess a threat to student safety by a student or group of students. District staff i.e. School Superintendent and Student Support Services Staff will be consulted and will participate in the school based risk/threat assessment process when necessary.

Community Threat Assessment Team - When a school based team has assessed that a student(s) poses a threat to student/staff safety the principal will call the School Superintendent who will then contact the Superintendent of School Operations in charge of safety to request that the Community Threat Assessment Team be activated.

STAGE 1 – THE SCHOOL-BASED PROCESS (DATA COLLECTION/RISK ASSESSMENT)

The School V-TRA Team initiates a Stage 1 V-TRA Screening when a student makes a threat, or if there is a concern that a student may be about to act out violently, or has acted out violently. Information should be shared among all members of the School V-TRA Team, as this is essential to the effectiveness of the V-TRA screening and to the development of an Intervention Plan. The V-TRA is directed by a school administrator who is designated as the school's V-TRA coordinator.

The School V-TRA Team should consist of:

1. Administration
2. Police
3. Students Counselor or Student Support Consultant
4. Teacher or other person who knows the student

Immediate data may be obtained from multiple sources, including:

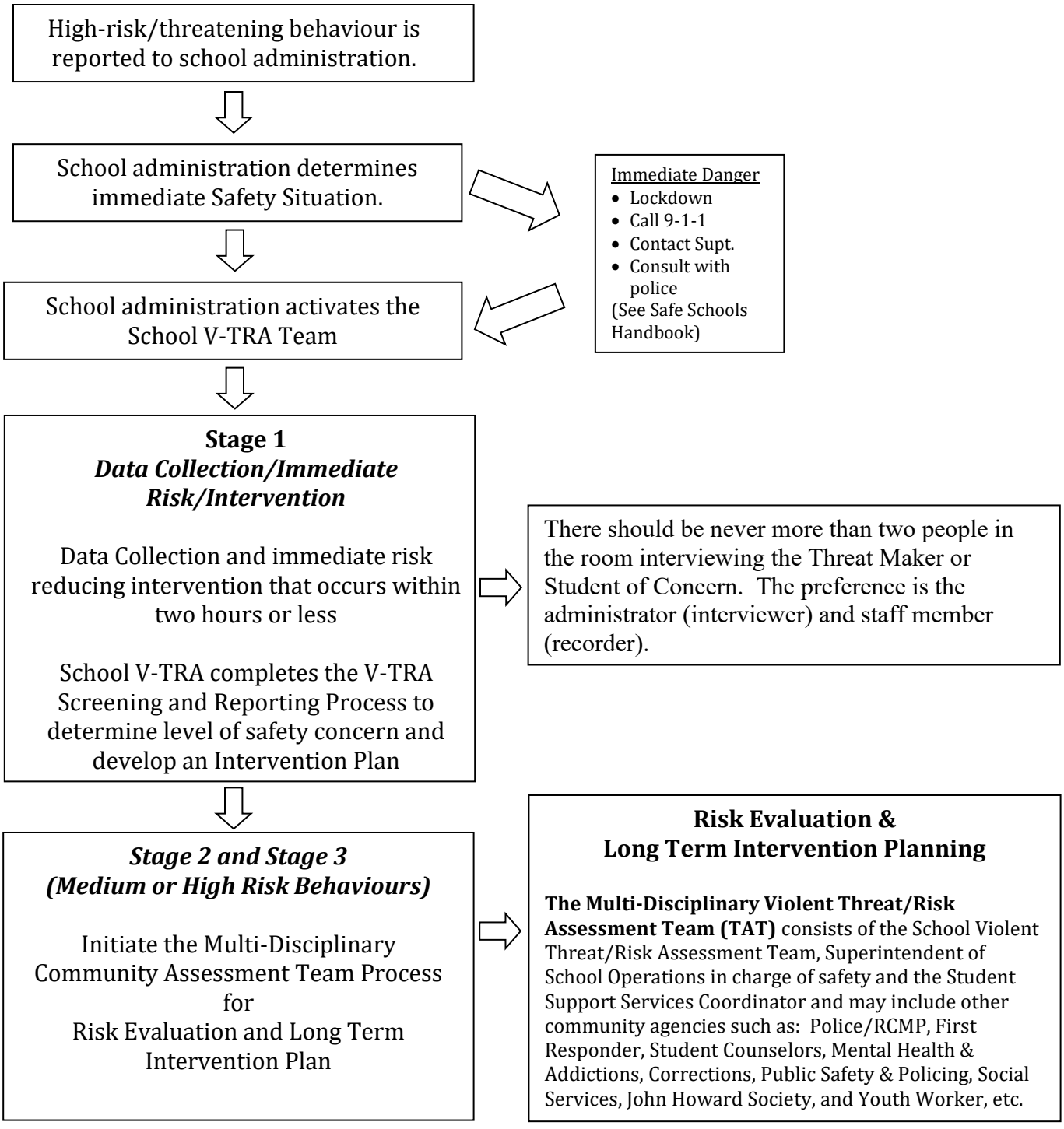
- Individuals reporting
- Target(s)
- Witnesses
- Teachers and other school staff (secretaries, teacher assistants, bus drivers, etc.)
- Friends, classmates, acquaintances
- Parents/caregivers (call both parents)
- Current and previous school records (call the sending school)
- Police record check
- Checking the student's, locker, desk, backpack, recent text books/assignment binders, cars, etc.
- Checking/searching or questioning parents/caregivers about the student's, bedroom, etc.
- Activities: internet histories, diaries, notebooks, etc.

FLOW CHART OF ASSESSMENT PROCESS

OVERVIEW OF PROCEDURE

It is **NOT** a Stage 1 VTRA if there is imminent danger or the threat is time sensitive(e.g. "they said that they were coming back to get her with a knife").

In these types of cases, Call 911



Responding to Worrisome or Threat Making Behaviour: A School Staff Guide

Pre-interview Considerations

i) There should **never** be more than two people in the room interviewing the Threat Maker or Student of Concern.
ii) Remember to distinguish between **Assessing the Threat** versus **Assessing the Threat Maker**

Any person who is concerned will report to the school principal or designate any behaviors that are worrisome or pose a risk or threat to others.

Principal Informed		
Step 1	Administrator	• Make Sure All Students Are Safe • Detain Student if necessary • Locker check
Step 2	Administrator	Determine if the threat maker has access to the means (knife, gun, etc)
Step 3	Administrator	Contact the Student Support Services Coordinator. • Deb deCaux at 306-630-5219 If UNAVAILABLE contact Superintendent of School Operations in charge of safety. • Derrick Huschi at 306-631-6351
COORDINATOR OR SUPERINTENDENT WILL CONTACT THE LOCAL LAW ENFORCEMENT, MENTAL HEALTH AND SOCIAL SERVICES TO DETERMINE HISTORY OF THREAT MAKER		
Step 4	Administrator	Interview threat maker or student of concern
Step 5	Administrator	ACTIVATE SCHOOL VTRA TEAM
Step 6	VTRA Team	Meet to determine if others need to be interviewed and by who (witnesses, including those directly or indirectly involved)
Step 7	VTRA Team	VTRA Stage 1 – complete stage 1 form (attached)
Step 8	VTRA Team	Consider notification of the student's parent(s) or guardian(s)
Step 9	VTRA Team	If needed, call other agencies for information
Step 10	VTRA Team	Level the threat
Step 11	VTRA Team	Decide on course of action.
Step 12	VTRA Team	Develop an intervention plan.

The Incident	
Information can be gathered from threat maker, target, witnesses, others	
Where and When Did incident happen? What was the language of the threat? Who was present? What was motivation of threat? Response of Target? Response of others?	
Attack Related Behaviors	
Information can be gathered from teachers, target, witnesses, threat maker	
Has student sought out information? Any communications suggesting attack? Attempted to gain access? Has access to weapons? Rehearsal behaviors? Others forewarned? Locker/backpack check?	
Threat Maker Typology	
Information can be gathered from teachers, others	
History of Violence? Target/Site selection? History of Depression/suicide? Drugs/Alcohol? Mental Health diagnosis?	
Threat Maker Typology	
Information can be gathered from threat maker, target, witnesses, others	
Others involved that may be contributing? Puppet master? Peer structure? Peer Baseline? Targets Peer Structure?	

Empty Vessel	
Information can be gathered from teachers, others	
Healthy relationship with Mature Adult? Types of gamer, books and videos? Related themes in drawings or writings? Evidence of Fluidity/religiosity?	
Contextual Factors	
Information can be gathered from teachers, others	
Recent loss - parent, boyfriend, team, acceptance? divorce/separation? Child Abuse? Gang Activity? Recent argument? Charged with offence?	
Family Dynamics	
Information can be gathered from teachers, others	
Where does student live? Mature adult in home? Who lives with? Violence towards siblings? Parents? DSM IV Diagnosis? Home MH and Addictions?	

	Traditional Predominantly Behavioural Type	Traditional Predominantly Cognitive Type	Mixed type	Non-Traditional Type
Behavioural	**Primary domain of functioning**	**Secondary Domain of Functioning**	**Secondary Domain of Functioning**	
Cognitive	**Secondary Domain of Functioning**	**Primary domain of functioning**		**Primary domain of functioning**
Affective			**Primary domain of functioning**	**Secondary Domain of Functioning**
	Bully - could be primary psychopath	**Hard to identify `Bully` could be secondary psychopath**	**Free floating Hostility Looks like they just `snap``**	**Good Kid – No history of Violence**
	• Acts out in Behavioural Domain • Observable to others • Exhibit Violent Characteristics in DSM-IV • Adults are aware of High risk Behaviours • History of childhood trauma • Will defend against emotional pain • High levels of justification • Do not want to get caught • Understands that consequences are imminent • Can delay violence and threats of violence • Blame others and society • May act violent in front of adults who do not respect them • One target at a time • Site selection is site of opportunity and selected. Not emotionally based	• Acts out in Cognitive Domain • Observable only to targets and those they allow to witness • Exhibit many of the Violent Characteristics in DSM-IV • Most cases peer are aware of high risk activities, adults may be aware • Not come to attention of authority. They are skilled at avoiding detection • Usually family is only aware of violence • May have History of childhood trauma • Violence is used to get something they want • High levels of justification • Good control over emotions • Do not want to get caught • Can delay violence • Target is usually specific • Site selection based on opportunity	• Acts out in Emotional Domain • Experience strong emotions towards target and physiological arousal active results in out of control behaviour • Highly emotional and prone to outburst • Has short fuse • Displays signs of ODD • Has history of violence • In most cases Adults are aware of child volatility • Violent behaviours may be happening outside of school Situations • History of childhood trauma that has not been treated and they feel abused • They are aware of how emotional intense they have become • Regularly have periods of overwhelming emotional pain • No control of emotions • Can change targets if contextual factors ae present • Do not care if they are caught • Intense regret later, crying, etc.	• Act out in Cognitive domain • Do not Exhibit Violent Characteristics in DSM-IV • Only surface when they do a violent act • Most adults and youth are not aware of violent tendencies • Often have history of Childhood trauma • Trauma not treated but aware they have been abused (justification for ...) • Good control of emotions leading up to act, but violent episode is emotionally charged • Exhibit profound remorse after • Process leading up to act is lengthy and painful • Want to get caught • If initial cries for help are not answered, justification increases • Delay violence for as long as they can • Target can be specific, random or a particular site • Writes hit lists

Administrator _____ Date _____

1 VTRA REPORT FORM

(Data Collection and Immediate Risk Reducing Interventions)

It is **NOT** a Stage 1 VTRA if there is imminent danger or the threat is time sensitive (e.g. "they said that they were coming back to get her with a knife").

In these types of cases, Call 911

Violence/Threat Making Behaviors (Examples of high-risk behaviors addressed in this protocol include but are not limited to)**:**

- **Serious violence or violence with intent to harm or kill**
- **Verbal/written threats to kill others ("clear, direct, and plausible")**
- **Internet (Facebook, YouTube, etc.) text messaging, threats to kill others (refer to Appendix B of the National Training Protocol for abbreviations commonly used on the Internet and texting)**
- **Possession of weapons (including replicas)**
- **Bomb threats (making and/or detonating explosive devices)**
- **Fire Setting**
- **Sexual intimidation or assault**
- **Gang related intimidation and violence**

Student: Click here to enter text.
School: Click here to enter text.
DOB: Click here to enter text.
Student Number: Click here to enter text.
Grade: Click here to enter text.
Age: Click here to enter text.
Parents/Guardians Name: Click here to enter text.
Date of incident: **Click here to enter a date.**

Three Primary Hypotheses in VTRA:

One: Is it a conscious or unconscious "Cry for Help"?
Two: Conspiracy of two or more! Who else knows about it? Who else is involved?
Three: Is there any evidence of fluidity?

Pre-interview Considerations

i) When possible, interview the Threat Maker(s) or Student of Concern **after** initial data has been collected such as locker check, interviewing the individual who reported the threat as well as the police member doing an occurrence check for prior police contacts. This will help to avoid the "uni-dimensional assessment" and provide the interviewer(s) with data to develop case specific hypotheses and verbatim questions that can be asked in a strategic VTRA interview to test those hypotheses.
ii) There should **never** be more than two people in the room interviewing the Threat Maker or Student of Concern.

iii) Remember to distinguish between **Assessing the Threat** versus **Assessing the Threat Maker**.

Step 1

School Administrators: make sure you know the whereabouts of the target(s) and threat maker(s) and address any immediate risk factors if they exist.

☐ **If necessary, appropriately monitor and/or detain the student(s) of concern until the police member of the team is present.**

☐ **Do not allow "student(s) of interest" access to coats, backpacks, desks, or lockers.**

☐ **Determine if the threat maker has immediate access to the means (knife, gun, etc.).**

Step 2:

School Administrators: If appropriate, check the

☐ **Locker, backpack, desk, etc.**

****Please refer to the checklist on the next page**

☐ **School Administrator will notify the District/Division VTRA Team contact of the Stage I Team activation. (Send by email or text, the student name and date of birth as well as others involved)**

Step 3:

☐ **Interview the Threat Maker or Student of Concern**

**** This should be completed by the administrator (interviewer) and a staff member (recorder)**

Step 4: Division office personal will…….

☐ **Call the "trained" VTRA police member; share initial data and police will determine if a history of weapons possession, use, or violence is noted in police accessible records.**

Step 5:

Principal (V.P.) and VTRA Police member, in collaboration with the counseling member will determine who will strategically interview sources of data including all participants directly and indirectly involved as well as "hard" data collection as outlined below.
Immediate Data may be obtained from multiple sources including:

☐ **Reporter(s)**

☐ **Target(s)**

☐ **Witnesses**

☐ **Teachers and other school staff (secretaries, teacher assistants, bus drivers, etc.)**

☐ **Friends, classmates, acquaintances**

☐ **Parents/caregivers (Call both parents)**

☐ **Current and *previous* school records (Call the sending school)**

☐ **Police record check**

☐ **Check the student(s), locker, desk, backpack, recent text books/assignment binders, cars, etc. for data consistent with the threat making or threat-related behavior**

☐ **Check/Search or question parents/caregivers about the student(s), bedroom etc.**

☐ **Activities: internet histories, diaries, notebooks**

☐ **Other**

**** TEMPLATE FOR SEARCH OF SCHOOL SITE (REFER TO STEP 2)**

	CONDUCTED BY	DATE	TIME
Person	**Click here to enter text.**	**Click here to enter a date.**	**Click here to enter text.**
Locker(s)	**Click here to enter text.**	**Click here to enter a date.**	**Click here to enter text.**
Backpack/purse	**Click here to enter text.**	**Click here to enter a date.**	**Click here to enter text.**
Desk	**Click here to enter text.**	**Click here to enter a date.**	**Click here to enter text.**
Notebooks & Electronics	**Click here to enter text.**	**Click here to enter a date.**	**Click here to enter text.**
Cars	**Click here to enter text.**	**Click here to enter a date.**	**Click here to enter text.**
Diaries	**Click here to enter text.**	**Click here to enter a date.**	**Click here to enter text.**
Student Records	**Click here to enter text.**	**Click here to enter a date.**	**Click here to enter text.**
Discipline Reports	**Click here to enter text.**	**Click here to enter a date.**	**Click here to enter text.**
Counsellor Info	**Click here to enter text.**	**Click here to enter a date.**	**Click here to enter text.**
Confidential File	**Click here to enter text.**	**Click here to enter a date.**	**Click here to enter text.**
Library	**Click here to enter text.**	**Click here to enter a date.**	**Click here to enter text.**
Washrooms	**Click here to enter text.**	**Click here to enter a date.**	**Click here to enter text.**
Other	**Click here to enter text.**	**Click here to enter a date.**	**Click here to enter text.**
Other	**Click here to enter text.**	**Click here to enter a date.**	**Click here to enter text.**
Other	**Click here to enter text.**	**Click here to enter a date.**	**Click here to enter text.**

Step 6:

The Semi-Structured Interview Format

Series I Questions (The Incident)
1. Where did the incident happen & when? **Click here to enter text.** 2. How did it come to the interviewee's attention? **Click here to enter text.** 3. What was the specific language of the threat, detail of the weapon brandished, or gesture made? **Click here to enter text.** 4. Was there stated: o Justification for the threat? **Click here to enter text.** o Means to carry out the threat? **Click here to enter text.** o Consequences weighed out (I don't care if I live or die!)? **Click here to enter text.** o Conditions that could lower the level of risk (unless you take that Facebook post down I will stick my knife in your throat!)? **Click here to enter text.** 5. Who was present & under what circumstance did the incident occur? **Click here to enter text.** 6. What was the motivation or perceived cause of the incident? **Click here to enter text.** 7. What was the response of the target (if present) at the time of the incident? ***Did he/she add to or detract from the Justification Process?*** **Click here to enter text.** 8. What was the response of others who were present at the time of the incident? ***Did they add to or detract from the Justification Process?*** **Click here to enter text.**

Series II Questions (Attack-Related Behaviours)
1. Has the student (subject) sought out information consistent with his/her threat making or threat-related behaviour? **Click here to enter text.** 2. Have there been any communications suggesting ideas or intentions to attack a target currently or in the past? **Click here to enter text.** 3. Has the student (subject) attempted to gain access to weapons or does he/she have access to the weapons she/he has threatened to use? **Click here to enter text.** 4. Has the student (subject) developed a plan & how general or specific is it (time, date, identified target selection, site selection, journal of justifications, maps & floor plans)? **Click here to enter text.** 5. Has the student (subject) been engaging in suspicious behaviour such as appearing to show an inordinate interest in alarm systems, sprinkle systems, video surveillance in schools or elsewhere, schedules & locations of police or security patrol? **Click here to enter text.** 6. Has the student (subject) engaged in rehearsal behavior, including packing or brandishing fake but realistic looking weapons, air rifles, pistols, or engaged in fire setting (i.e. lighting fire to card board tubes cut & taped to look like a pipe bomb, etc.)? **Click here to enter text.** 7. Is there any evidence of attack related behavior in his/her locker (back pack, car trunk, etc.) at school or bedroom (shed, garage, etc.) at home? **Click here to enter text.** 8. Have others been forewarned of a pending attack **Click here to enter text.** Or told not to come to school because "something big is going to happen?" **Click here to enter text.**

Series III Questions (Threat Maker Typology)

1. Does the threat maker (subject) appear to be more:
   a) Traditional Predominately Behavioural Type? ☐
   b) Traditional Predominately Cognitive Type? ☐
   c) Mixed Type? ☐
   d) Non-Traditional? ☐
2. Does the threat maker (subject) have a history of violence or threats of violence? If yes, what is his/her past:
   a) (HTS) History of Human Target Selection ☐ **Click here to enter text.**
   b) (SS) History of Site Selection ☐ **Click here to enter text.**
   c) (F)requency of Violence or Threats ☐ **Click here to enter text.**
   d) (I)ntensity of Violence or Threats ☐ **Click here to enter text.**
   e) (R)ecency ☐ **Click here to enter text.**
3. In the case at hand, what is his/her current:
   a) (HTS) Human Target Selection ☐ **Click here to enter text.**
   b) (SS) Site Selection ☐ **Click here to enter text.**
   c) Does it denote a significant increase in BASELINE Behaviour? ☐ **Click here to enter text.**

NOTE: In Stage I VTRA, history of violence is a significant risk enhancer but the best predictor of future violent behaviour is an increase or shift in Baseline. This may also include an individual who has become more withdrawn or quiet as opposed acting out!

- Does the threat maker (subject) have a history of depression or suicidal thinking/behaviour? ☐ **Click here to enter text.**
- Is there evidence of fluidity in his/her writings, drawings or verbalizations? ☐ **Click here to enter text.**
- Does the threat maker (subject) use drugs or alcohol? Is there evidence it is a risk enhancing factor in the case at hand? ☐ **Click here to enter text.**
- Is there a mental health diagnosis or evidence of a mental health diagnosis that may be a risk enhancing factor in the case at hand? ☐ **Click here to enter text.**
-

Series IV Questions (The Target Typology)

*Remember that in some cases the target is higher risk for violence than the threat maker with the most common case being where the threat maker is the victim of bullying and the target is the bully.

1. Does the target have a history of violence or threats of violence? If yes, what is his/her past: **Click here to enter text.**
2. If yes, what is the frequency, intensity & recency (FIR) of the violence? **Click here to enter text.**
3. What has been his/her past human target selection? **Click here to enter text.**
4. What has been his/her past site selection? **Click here to enter text.**
5. Is there evidence the target has instigated the current situation? **Click here to enter text.**

Series V Questions (Peer Dynamics)

1. Are others involved in the incident that may intentionally or unintentionally be contributing to the justification process? **Click here to enter text.**
2. Who is in the threat maker's (subject's) peer structure & where does the threat maker (subject) fit (i.e. leader, co-leader, and follower)? **Click here to enter text.**
3. Is there a difference between the threat maker's individual baseline & his/her peer group baseline behavior? **Click here to enter text.**
4. Who is in the target's peer structure & where does the target fit (i.e.: leader, co-leader, and follower)? **Click here to enter text.**
5. Is there a peer who could assist with the plan or obtain the weapons necessary for an attack? **Click here to enter text.**

Series VI Questions (Empty Vessels)

1. Does the student of concern (subject) have a healthy relationship with a mature adult? **Click here to enter text.**
2. Does the student have **inordinate knowledge** versus **general knowledge** or interest in violent events, themes, or incidents, including prior school – based attacks? **Click here to enter text.**
3. How has he/she responded to prior violent incidents (local, national, etc.)? **Click here to enter text.**
4. What type of violent games, movies, books, music, Internet searches, does the student (subject) fill himself/herself with? **Click here to enter text.**
5. Is there evidence that what he/she is filling himself/herself with is influencing his/her behaviour? (**Imitators vs. Innovators**?) **Click here to enter text.**
6. What related themes are present in his/her writings, drawings, etc? **Click here to enter text.**
7. Is there evidence of fluidity and/or religiosity? **Click here to enter text.**

Series VII Questions (Contextual Factors)

1. Has the threat maker experienced a recent loss, such as a death of a family member or friend; a recent break-up; rejection by a peer or peer group; been cut from a sports team; received a rejection notice from a college, university, military etc.? **Click here to enter text.**
2. Have his/her parents just divorced or separated? **Click here to enter text.**
3. Is he/she the victim of child abuse & has the abuse been dormant but resurfaced at this time? **Click here to enter text.**
4. Is he/she being initiated into a gang & is it voluntary or forced recruitment? **Click here to enter text.**
5. Has he/she recently had an argument or "fight" with a parent/caregiver or someone close to him/her? **Click here to enter text.**
6. Has he/she recently been charged with an offence or suspended or expelled from school? **Click here to enter text.**
7. Is the place where he/she has been suspended to likely to increase or decrease his/her level of risk? **Click here to enter text.**

Series VIII Questions (Family Dynamics)
1. How many homes does the student (subject) reside in (shared custody, goes back and forth from parent to grandparent's home)? **Click here to enter text.** 2. Is the student (subject) connected to a healthy/ mature adult in the home? **Click here to enter text.** 3. Who all lives in the family home (full-time and part-time)? Has anyone entered or left the home who may be influencing level of risk? **Click here to enter text.** 4. Who seems to be in charge of the family and how often is he/she around? **Click here to enter text.** 5. Has the student engaged in violence or threats of violence towards his/her siblings or parent(s) caregiver(s)? If so, what form of violence and to whom including Frequency, Intensity, Recency (FIR)? **Click here to enter text.** 6. What is the historical baseline at home? What is the current baseline at home? Is there evidence of evolution at home? **Click here to enter text.** 7. Are parent(s) or caregiver(s) concerned for their own safety or the safety of their children or others? **Click here to enter text.** 8. Does the student's level or risk (at home, school, or the community) cycle according to who is in the home (i.e. the student is low risk for violence when his/her father is home but high risk during the times his/her father travels away from home for work)? **Click here to enter text.** 9. Does the student have a history of trauma? Including car accidents, falls, and exposure to violence, abuse, etc.? **Click here to enter text.** 10. Has the student been diagnosed with a DSM IV diagnoses? **Click here to enter text.** 11. Is there a history of mental health disorders in the family? **Click here to enter text.** 12. Is there a history of drug or alcohol abuse in the family? **Click here to enter text.**

Step 7:

Notify the Threat Maker(s) and Target(s) Parent(s) or Guardian(s) at the earliest opportunity.

☐ Parents/guardians have been notified of the situation and this Stage I data collection phase. ☐ Parents/guardians have NOT been notified because: **Click here to enter text.**

Step 8:

Other Agencies:

As per the formal signed protocol, other agency partners may be involved in the Stage I VTRA process as consultants to the school/police team and sources of initial data relevant to the case at hand such as past or current involvement by other agencies that once they are informed of the initial school/police data may release necessary information or physically join the team.

- ☐ **Call Children's Services (Child Protection) VTRA Member for record check relevant to the case at hand**
- ☐ **Call Mental Health VTRA Member for record check relevant to the case at hand**
- ☐ **Call Youth Probation VTRA Member for record check relevant to the case at hand**
- ☐ **Others**

Upon receipt of the Stage I data, partner agencies check to see if the student in question is or was a client and then the agencies determine if they are in possession of information that in conjunction with the Stage I data requires them to "disclose". Generally Stage II VTRA Team designates will report that a record check has been completed and:

- ☐ **There is nothing to report.**
- ☐ **There is information relevant to the case that needs to be disclosed as per the VTRA Protocol (Significant risk of harm to the health or safety of others is present).**
- ☐ **The risk is not immediate but a Release of Information Form should be requested to allow for a full disclosure of the contents of the file relevant to the case at hand.**

Note:

At this point of the Stage I process, some initial data may not be available to complete this form but enough information is usually available to determine if 1) an immediate risk is posed and 2) if a Stage II evaluation is required.

Step 9:

VTRA Team members collate the data and discuss all relevant information regarding the student. As a team, ask the question: "*To what extent does the student pose a threat to school/student safety*?" "Does the student pose a threat to himself/herself or someone outside the school (i.e. family)?" The Stage I Assessment is an overall assessment of current level of risk and is a precursor to (if necessary) a more comprehensive Stage II Risk Evaluation.

☐ *Low Level of Concern*

Risk to the target(s), students, staff, and school safety is minimal.

- ☐ Threat is vague and indirect.
- ☐ Categorization of low risk does not imply "no risk" but indicates *the individual* is at little risk for violence.
- ☐ Information contained within the threat is inconsistent, implausible or lacks detail; threat lacks realism.
- ☐ Available information suggests that the person is unlikely to carry out the threat or become violent.
- ☐ Within the general range for typical baseline behavior for the student in question.
- ☐ Monitoring of the matter may be appropriate

☐ *Medium Level of Concern*

The threat could be carried out, although it may not appear entirely realistic. Violent action is possible.

- ☐ Threat is more plausible and concrete than a low level threat. Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (e.g., possible place and time).
- ☐ No clear indication that the student of concern has taken preparatory steps (e.g., weapon, seeking), although there may be an ambiguous or inconclusive reference pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty: "I'm serious!"
- ☐ A moderate or lingering concern about the student's potential to act violently.
- ☐ Increase in baseline behavior.
- ☐ Categorization of risk indicates *the individual* is at an elevated risk for violence, and those measures currently in place or further measures, including monitoring, are required in an effort to manage the individual's future risk.

☐ ***High Level of Concern***

The threat or situation of concern appears to pose an imminent and serious danger to the safety of others.

- ☐ Threat is specific and *plausible.* There is an identified target. Student has the *capacity* to act on the threat.
- ☐ Information suggests concrete steps have been taken toward acting on threat. For example, information indicates that the student has acquired or practiced with a weapon or has had a victim under surveillance.
- ☐ Information suggests strong concern about the student's potential to act violently.
- ☐ Significant increase in baseline behavior.
- ☐ Categorization of risk indicates the individual is at a high or imminent risk for violence.
- ☐ Immediate intervention is required to prevent an act of violence from occurring.

Step 10:

Decide on a Course of Action

Are there risk reducing interventions that need to be put in place immediately?

With the input of *all* Threat Assessment Team members, decide on a course of action. If there is a low to medium level of concern, the student can likely be managed at school with appropriate (increased) supervision.

☐ Low to Medium Level of Concern

- Implement the Intervention Plan (*Most students can be managed at school with interventions.)*

☐ Medium to High Level of Concern

- The Threat Assessment Team has determined that a Stage II Threat Assessment is needed.

Step 11:

Develop a Stage I Intervention Plan and Determine if Stage II Risk Evaluation and Longer Term Treatment Planning is required

Use the following Intervention Plan to address all concerns identified during the Stage I Assessment.

Stage I Intervention Plan (attach additional pages as needed)	
Safety action taken: **Click here to enter text.**	
Intended victim warned and/or parents or guardians notified. **Click here to enter text.**	
Suicide assessment initiated on: **Click here to enter a date.**	By: **Click here to enter text.**
Contract not to harm self or others created (please attach). **Click here to enter text.**	
Alert staff and teachers on a need-to-know basis. **Click here to enter text.**	
Daily or □ Weekly check-in with (Title/Name): **Click here to enter text.**	

Travel card to hold accountable for whereabouts and on-time arrival to destinations. **Click here to enter text.**
Backpack, coat, and other belongings check-in and check-out by: **Click here to enter text.**
Late Arrival and/or Early Dismissal. **Click here to enter text.**
Increased supervision in these settings: **Click here to enter text.**
Modify daily schedule by: **Click here to enter text.**
Behaviour plan (attach a copy to this Threat Assessment) **Click here to enter text.**
Identify precipitating/aggravating circumstances, and intervene to alleviate tension. Describe: **Click here to enter text.**
Drug and/or alcohol intervention with: **Click here to enter text.**
Referral to Learning Support team to consider possible Assessment. **Click here to enter text.**
If students has an IIP, review goals and placement options. **Click here to enter text.**
Review community-based resources and interventions with parents or caretakers. **Click here to enter text.**
Obtain permission to share information with community partners such as counselors and therapists (See District Release of information Form) **Click here to enter text.**
Other action: **Click here to enter text.**

Support for The Victim(s)
What support(s) is provided for the victim(s) **Click here to enter text.**

PARENT/GUARDIANS (attach additional pages as needed)
Parents will provide the following supervision and/or intervention: **Click here to enter text.**
Parents will: **Click here to enter text.**

Monitor Intervention Plan regularly & modify it as appropriate.

V-TRA Division Team Members Choose an item. **Click here to enter text.**	**Date:** **Click here to enter a date.**
Principal and/or Vice-Principal **Click here to enter text.** **Click here to enter text.**	**Date:** **Click here to enter a date.**
Clinician **Choose an item.** **Click here to enter text.**	**Date:** **Click here to enter a date.**
School Liaison Officer (Police) **Choose an item.** **Click here to enter text.**	**Date:** **Click here to enter a date.**
Other **Click here to enter text.**	**Date:** **Click here to enter a date.**

After you insert the PDF - Click to open the 4 pages

Insert PDF here

APPENDIX A

SUGGESTED QUESTIONS FOR INTERVIEWING OTHERS

Friends, Family Members, etc.

Date: _____ Interviewer: _____

Person Interviewed: _____ Relationship: _____

1. What is (he/she) like as a person?

_____

_____

_____

2. Does (he/she) ever talk about violence around you or make violent gestures in your presence?
   Please consider communication through social media such as internet, texting, etc.

_____

_____

_____

3. Does (he/she) talk about hurting self or others?

_____

_____

_____

4. What do you think motivated (him/her) with this incident?

_____

_____

_____

5. Did (he/she) ever talk to you about his plans? Tell me more.

_____

_____

_____

6. Has (he/she) ever talked about using weapons or possessing weapons before? Tell me more.

7. Has (he/she) ever threatened you? Tell me more.

8. Have you ever been frightened of (him/her)?

9. How concerned are you about (his/her) potential for violence at this point?

QUICK REFERENCE SUPPORTING MENTAL HEALTH IN YOUR SCHOOL

School Response and Planning

1. Suicide Risk Assessment Guide
2. Responding to Suicidal Threats
3. Student Safety Plan

Relationships Matter

Who is the student's trusted adult? Identifying this connection is valuable, as this should be the first step in supporting the student.

School Staff

Is anyone in your building trained in:
ASIST - Applied Suicide Intervention Skills Training
Go To Educator
Mental Health First Aid

Moose Jaw Family Services:
306.694.8133
Youth Counselling
No cost (up to 5 sessions)
Diversion Program - Family Support

Mental Health and Addictions Moose Jaw
Centralized Intake: 306.691.6464

Mental Health and Wellness in First Nations and Inuit Communities
Hope for Wellness Help Line at 1-855-242-3310

Canadian Suicide Prevention Service:
1-833-456-4566 or text 45645

Wellness Response Support Line CMHA
306-630-5968 (Moose Jaw) and 306-730-5900 (Youth)

Suicide Prevention Lifeline:
1-800-273-8255(TALK)

Moose Jaw Transition House
24-Hour Crisis Line:
306-693-6511 or text 306-631-0962

Communicate with Home

- Encourage families to call Mental Health Intake with safety concerns
- Remind families to call 911 if someone is in immediate danger
- Encourage families to check out Kidshelpline.com/au - Parent Page
- Print off this 'Parents Page' for families

Suicide Risk Assessment Guide (to be used by Teachers, School Administrators, and Consultants)

Suicide Risk Level	Mental State (depressed, guilt, shame, anger, agitation, impulsivity)	Suicide Attempt/Suicidal Thoughts (intentionality, lethality, access to means, previous suicide attempts, frequency, intensity & duration of thoughts)	Substance Use (current misuse of alcohol/drugs)	Corroborative History (family, parent or guardians; other service providers / sources)	Strengths/Supports (coping & connectedness)	Response
High	☐Severe depression(Diagnosed); ☐Preoccupied with despair, hopelessness, worthlessness; ☐Intense anger, hostility.	☐Continual / specific thoughts; ☐Evidence of clear intention; ☐An attempt with high lethality (ever) Recent suicide attempt ☐Expresses wishes to die ☐Evidence of a plan ☐Suicide note	☐Current substance intoxication / abuse.	☐Unable to access or verify information; ☐Conflicting account of events to those of the person at risk; ☐Information supports suicidal intent.	☐Student is refusing help; ☐Lack of supportive relationships; ☐Hostile relationships; ☐Supports not available or unwilling / unable to help.	Do not leave student alone Escort to a secure location where student can be monitored and away from other students Notify administrator and call parent/guardian and advise family call Mental Health 306.691.6464 If parent can't be reached call 911 (or police) Do not send student home unless released to a parent or medical practitioner Document date of meeting, person/agency contacted and resulting plan Send email to Superintendent of Learning with name of student, and date of threat Team Meeting (Parent, Admin., student, trusted adult)-Complete or review Student Safety Plan upon student's return
Medium	☐Moderate depression (Diagnosed); ☐Some sadness; ☐Some feelings of hopelessness; ☐Intense anger, hostility.	☐Frequent thoughts; ☐Multiple attempts of low lethality; ☐Repeated threats; ☐Vague plan or plan unrealistic.	☐Risk of substance intoxication / abuse.	☐Access to some information; ☐Some doubts to the plausibility of the person's account of events.	☐Student is ambivalent; ☐Moderate connectedness ☐Few relationships; ☐Supports available but unwilling / unable to help consistently.	Do not leave student alone Notify administrator Contact parent/guardian Advise family call Mental Health 306.691.6464 Document date of meeting, person/agency contacted and resulting plan Send email to Superintendent of Learning with name of student and date of threat Complete a Student Safety Plan – Inform family
Low	☐Nil or mild depression (Diagnosed); ☐Feels hopeful about the future; ☐Nil or mild anger, hostility.	☐Nil or vague thoughts; ☐No recent attempt or 1 attempt of low lethality and low intentionality; ☐No plan identified	☐Nil or infrequent use of substances	☐Able to access / verify information; ☐Account of the events of the person at risk is logical, plausible.	☐Student is accepting help; ☐Highly connected / good relationships & supports; ☐Willing and able to help consistently; ☐Identifies reasons for living / hope.	Notify administrator Contact parent/guardian Refer family to resources Complete Safety Plan if necessary Send email to Superintendent of Learning with name of student and date of threat.

*This is a guide and should be used in conjunction with professional judgement.

**Depression is a diagnosis and should only be checked if diagnosis by health care professional.

When a Student Verbalizes Suicidal Thoughts at School

(To be used by Teachers, School Counselors and/or School Administrators)

If a student communicates thoughts of suicide . . .
Always err on the side of caution.

***IF A STUDENT COMES TO SCHOOL AND HAS ATTEMPTED SUICIDE . . .* CALL 911 IMMEDIATELY**
FOR RURAL COMMUNITIES WITH FIRST RESPONDERS, call first responder AFTER 911

(DO NOT TRANSPORT TO HOSPITAL WITHOUT MEDICAL EXPERT!)

High Risk

If risk is high
there is immediate suicide risk.
Do the following:

- **Do not leave student alone.**
- Escort to a secure location where student can be monitored and away from other students.
- Notify administrator and call parent/guardian.
- If parent can't be reached, call 911 (or Police).
- Do not send student home unless released to a parent or medical practitioner.
- Document date of meeting, person/agency contacted and resulting plan.
- Send email to Superintendent of Learning with name of student, and date of threat.
- Complete/ implement School Safety Plan upon student's return.

Medium Risk

If risk is medium.
Do the following:

- **Do not leave student alone.**
- Notify administrator.
- Call parent/guardian.
- Family to call Mental Health and let school know of the support plan for the child.
- Document date of meeting, person/agency contacted and resulting plan.
- Send email to Superintendent of Learning with name of student, and date of threat.
- Complete/ implement School Safety Plan upon student's return.

Low Risk

If Risk is low.
Do the following:

- Notify administrator.
- Contact parent/guardian.
- Refer family to resources.
- Complete Safety Plan if necessary.
- Send email to Superintendent of Learning with name of student, and date of threat.

Take every threat seriously. A threat of suicide, even when made by a young child, even when said in jest, can be a desperate cry for help. We cannot take the risk of not responding to that threat.

APPENDIX C - SUICIDE RESPONSE

In the event that a staff member has reason to believe that a student may be suicidal, the following actions are to be taken:

- Take all comments about suicidal ideation seriously, especially if details of a suicide plan are shared.
- Immediately report any concerns to an administrator.

If a student is identified as being of concern for suicide, an assessment of the degree of suicidal risk should be done by someone with specific training (ASIST, Go to Educator, Mental Health First Aid) in suicide risk assessment. If no one is immediately available at the school, contact Amanda Olson or Don Hand and they will arrange for a response – cell numbers at the bottom of the page.

If a student is assessed to be at high risk of suicide, the following steps should be taken:

- Do not leave the student alone. Remain with them in a safe and visible place until help can be obtained, and remove any weapons/pills/etc.
- Contact parents.
- If risk appears to be immediate contact local mental health or police immediately – see chart
- If parents are unavailable to drive the student to a place of help, either have persons from the school designated to do so or request assistance from the police.

Amanda Olson – 306.630.9215

Jen Montague - 306.630.2921

Student Safety Plan Template

Step 1: Warning signs that a crisis may be developing (thoughts, images, mood, situation, behaviour, etc.)

1. _____
2. _____
3. _____

Step 2: List a reason or reasons for living

_____

Step 3: Internal coping strategies – things *I* can do to take my mind off my problems

1. _____
2. _____
3. _____

Step 4: People that could provide distraction (friends, family members, teachers, etc.)

1. _____
2. _____
3. _____

Step 5: Adults I can ask for help (2 adults from this list must be contacted; speak with caregiver about child's plan and ensure a safe environment).

Adult #1: _____ Phone: _____

Adult #2: _____ Phone: _____

Adult #3: _____ Phone: _____

Kids Help Phone: 1-800-668-6868

Suicide Prevention Line: 1-833-456-4566

Mental Health & Addictions: (306)691-6464

****In an emergency, always call 911**

_____
Student Signature

_____
Print Name

_____
Date

SECTION 4
Community Threat Assessment Protocol:

A Collaborative Response to Assessing Violent Potential, Moose Jaw South-Central Region

A Collaborative Response to Assessing Violence Potential
Moose Jaw South-Central Region

Our Roots Are Community

February 2017

Credit to:

These guidelines are based on: Assessing Violence Potential: Protocol for Dealing with High-Risk Student Behaviors, 8th edition (2009) and the work of J. Kevin Cameron, Director of the Canadian Centre for Threat Assessment and Trauma Response.

Appreciation is expressed to the following school boards for sharing their expertise and resources in the development of this document:

- Kawartha Pine Ridge, Peterborough Victoria Northumberland and Clarington Catholic Districts.
- Saskatoon Public School Division

Renewal Procedure	
February 16th, 2017	
Initial signing	**February 2012**
Last Revised/Re-Signed	**February 2014**
Review Date	**February 2018**

Community Threat Assessment Protocol:
A Collaborative Response to Assessing Violence Potential
Rationale

The Prairie South School Division and Holy Trinity Catholic School Division (referred to subsequently as the School Divisions), and their Community Partners (please see full list of partners below) are committed to making our schools and communities safe.

School Divisions will respond to identified student behaviors that may pose a potential risk for violence to other students, staff and members of the community as early as possible in order to reduce and manage school violence. This protocol supports collaborative interactions among the Partners to reflect safe, caring and restorative approaches. It fosters timely sharing of information and promotes supportive and preventive plans being put in place.

The Community protocol will be reviewed every two years to ensure current practice from the Canadian Centre for Threat Assessment and Trauma Response as well as other local updates. Efforts will be continuous to ensure all the community partners that need to be at the table are invited. With each review an updated "signing on" process will be done.

The strength of this School Division /Community Partnership lies in the multidisciplinary composition of the Community Threat Assessment Team (Community TAT). The School and Community TAT members will strive to share and review relevant student information. The Community TAT will strive to share the details of the threatening situation or evidence appropriately and promptly, to collaborate effectively, and to make use of a broad range of expertise.

This collaborative process will respect the individual's rights to privacy and the safety of all to the fullest extent possible.

Community Partners
Prairie South and Holy Trinity Catholic School Divisions are the lead partners in the Community Threat Assessment Protocol within the Moose Jaw South Central RIC geographical area.

Current Community Partners include the following agencies and organizations:

Moose Jaw Police Services
RCMP- Assiniboia
RCMP –Moose Jaw
Moose Jaw Transition House
Moose Jaw Multicultural Council
Briercrest College and Seminary
Five Hills Health Region Mental Health and Addiction Services
Ministry of Corrections, Public Safety and Policing
Ministry of Social Services
John Howard Society
Sask. Polytechnic
YMCA
Salvation Army

Vision
Violence prevention in our schools and neighborhoods is a community responsibility. All Community Partners work together to promote and maintain safety, and to strive to prevent violence.

Statement of Principles
All partners will undertake to follow the protocol. We have a shared obligation to take active steps to reduce violence in schools. The partners agree to work together for the common goals of reducing violence, managing threats of violence, and promoting individual, school and community safety. We will do so by proactively sharing information, advice, and support that reduce violence.

As partners, we will work together for the benefit of children, youth, and their parents/guardians by:

- Building working relationships based on mutual respect and trust
- Working in ways that promote safe, caring and restorative school environments and practices
- Involving children, youth and their families in planning for services and supports
- Recognizing that each child and youth has unique strengths and needs that should be considered when developing an appropriate service plan
- Realizing that working together successfully is a process of learning, listening, and understanding one another
- Being patient, trusting and working together to help children and youth become happy, healthy, active, involved, and caring members of the community.

The overriding goal is risk reduction and violence prevention to promote the safety of students, parents/guardians, school staff, community members, the school or other buildings or property.

The protocol is designed to facilitate communication so that when the Community Threat Assessment Team (Community TAT) is activated, appropriate Community Partners and School Division personnel may communicate relevant student information.

As part of the protocol design, School Divisions and Community Partners will commit to:

- ongoing participation in a minimum of Three Advisory Meetings/year (Sept., Feb., June)
- staff development in threat assessment training and tracking who has been trained in their agency
- program review.

Key Approaches in Risk/Threat Assessment

1. Sharing of Relevant Information
To the extent permitted by law, all partners will share relevant information to avert or minimize imminent risk of violence that affects the health and safety of any person. (Please see Information-sharing section.)

2. Investigative Mind-set
An investigative mind-set is central to successful application of the risk/threat assessment process. Threat assessment requires thoughtful probing, viewing information with professional objectivity, and paying attention to key points about pre-attack behaviors.
Personnel who carry out risk/threat assessment strive to be both accurate and fair.

3. Building Capacity
Threat assessment training will be provided to as many School Division personnel and Community Partner staff as possible. Level 1 training (2 days) will be provided locally as needed but at minimum on an annual basis in the fall with a refresher session (1/2 day) offered annually in the spring.

4. Program Review
The Community Threat Assessment Protocol will be reviewed by the Community Threat Assessment Protocol Advisory Group a minimum of three times per year. This group will be made up of designates from each Community Partner and School Division.

5. Contact List
The School Divisions will be the lead agencies in application of the protocol. The identified School Division Superintendent or designate will maintain an up-to-date contact list of the Community Threat Assessment Protocol partners, and will distribute a copy of the list to all Community Partners. The Superintendent also will designate a lead contact for July and August of each year, and will notify the Community Partners of designates' names and contact information.

In September of each year, each Community Partner will identify their representative to sit on the Community Protocol committee.

Threat Assessment Response
When a student engages in behaviors or makes threatening comments or gestures that may result in injury to others, the School Violence-Threat Risk Assessment Team (School V-TRA) or Community Threat Assessment Team (Community TAT) will respond in the manner identified in *their respective school division protocol.* This Community Threat Assessment Protocol is based on The Canadian Centre for Threat Assessment & Trauma Response's Canadian Model of Violence Threat/Risk Assessment (V-TRA).

The V-TRA follows a three-step process:
Stage 1 Data collection and immediate risk reducing interventions;
Stage 2 Multidisciplinary risk evaluation; and
Stage 3 Comprehensive multidisciplinary intervention.

The V-TRA is the combination of early Secret Service research around school-based threat assessment and general violence risk assessment. The work reflects scientific research conducted by a number of disciplines including medical and mental health professionals, law enforcement, and specialists in the field of threat management.

Stage I Data collection and immediate risk reducing interventions are performed by the school-based team (School Violence-Threat Risk Assessment Team or V-TRA), which must, at minimum, include the school principal, school division counsellor, social worker or teacher, and the police of jurisdiction. The initial data collection is often accomplished in one to two hours. It focuses on gathering case specific data using the Community Threat Assessment Report Form.

Stage 2 Multidisciplinary risk evaluation is focused on further data collection beyond the initial data set obtained by the Stage I School V-TRA. The Stage 2 Community Threat Assessment Team (Community TAT) may involve some or all of the following: police-based threat assessment units, psychology, psychiatry, mental health, child protection, youth probation, and others. At Stage 2, the Community TAT members work in collaboration with the Stage 1 School V-TRA to conduct the formal risk assessment and evaluation. Stage 2 may include the use of formal, structured professional instruments, concepts, tests, and measures as available.

Stage 3 Multidisciplinary intervention is the formal meeting of the Stage 1 School V-TRA and Stage 2 Community TAT members following a formal threat/risk assessment. The purpose of Stage 3 is to develop and implement a comprehensive, multidisciplinary intervention and management strategy.

The 3 Stages of the V-TRA combine all appropriate threat assessment concepts and risk assessment factors. This protocol allows for a comprehensive determination of violence risk posed and the identification of appropriate interventions. It prevents under-reaction by professionals who may use general violence risk assessment tools as the unilateral measure to determine risk of violence of a young person. The three stages promote understanding that some individuals may not pose a risk for general violence, yet may be moving rapidly on a pathway of violence towards a particular target they consider justifiable.

Activation of the School and Community Threat Assessment Teams

To facilitate timely activation of the School Violence-Threat Risk Assessment Team (School V-TRA) or Community Threat Assessment Team (Community TAT), each Community Partner will identify its lead TAT member(s) and provide contact information to the respective School Division Superintendent. The Superintendent will activate the Community TAT. The Superintendent or designate will be responsible for calling lead Community TAT members who may have information specific to that threat situation.

It will typically be schools that use this protocol and initiate this process. Although other partner agencies may use this protocol, they have their own processes in place to deal with threat making behaviors. Community Partner agencies engage in this protocol to support threat making behaviors in schools.

School Violence-Threat Assessment Team (School V-TRA)
The School TAT will consist of principal, vice-principal, school division counsellor/social worker, teacher and either the assigned school resource officer or another assigned police investigator from the police agency having jurisdiction. The School V-TRA participants should have received threat assessment training. School V-TRA members will respond after the immediate threat to student/staff safety has been contained. The School V-TRA will assess whether a risk to student/staff safety still exists, and develop an intervention plan to support student(s) involved, the greater student body, staff and the community.

The identified Superintendent will be consulted and will participate in the threat assessment process as required. Consideration should also be given to consulting with the respective Police Service.

Community Threat Assessment Team (Community TAT)
When a School V-TRA has determined that a student poses a medium or high level of concern to student/staff safety, the principal will call the Superintendent to request that the Community TAT be activated.

The Community TAT will consist of the School V-TRA members as well as the central School Division staff and appropriate Community Partners. When the Community TAT has been activated, the respective Police Service will also be consulted where a student has been identified as a moderate or high level of concern.

Roles
School principal or designate
The school principal or designate will:

- be the School V-TRA leader
- complete Steps 1 – 5 of the Violence-Threat Assessment Protocol
- call and co-ordinate the School V-TRA
- contact the school superintendent to discuss possible activation of the Community TAT after a student has been determined to pose a medium or high level of concern to other students or staff
- follow up and coordinate intervention/management plans developed by the team
- forward the original School V-TRA documentation and intervention/management plan to the Superintendent.
- store the intervention/management plan securely.

Guidance counsellor/ other staff who know the student/school division counsellor or social worker
The school staff will:

- assist in data gathering as assigned by the principal

- assist the principal in Steps 6 – 9 of the Violence-Threat Risk Assessment Protocol
- be available for consultation on general issues regarding threat assessment procedures relating to mental health
- assist in developing plans or other interventions (e.g. behavior plan, worker/individual safety plan) and in facilitating access to programs or resources, to reduce the risk of violence and respond to the student's educational needs if consent has been obtained
- help families obtain needed assistance.

Central Office School Division staff

The Central Office School Division staff may:

- consult with the principal, School VTRA, superintendents involved
- assist in consultations, and conduct interviews as required, except in criminal investigations
- follow up on recommended intervention/management plans.

Community Partner staff

The Community Partner staff may:

- be trained to participate in the Community TAT
- participate in a review of School VTRA findings
- participate in developing and participating in intervention/management plans.

School Resource Officer

The police officer will:

- be involved in School VTRAs or Community TATs
- investigate and determine whether a crime has been committed and if charges are appropriate or warranted
- conduct a police investigation
- generate a police occurrence report
- interview the threat maker and witnesses when a criminal offence has occurred.

When staff members of a partner agency determine the need to activate the Community TAT, they will notify their designated lead Community TAT member. The Community Partner's lead Community TAT member will contact the School Division Superintendent. Community TAT members will, at all times, take any actions necessary to facilitate immediate safety, without delay, regardless of the involvement or availability of other Community TAT members.

In most cases, the student behavior that activates the Community Partnership will be observed in, or affect, the school. Therefore, whenever possible, Community TAT meetings will occur on School Division premises. The lead Community TAT member will be the respective School Division Superintendent or designate. The superintendent responsible for that school, and school administration, may also be part of the Community TAT.

Trauma Response: After a threat or an act of violence has occurred, the School Division and Community Partner staff may be called upon to plan or provide post trauma counselling and interventions for students and staff. Wherever possible, the Community Partners will provide intervention assistance.

Information-Sharing of Personal Information without an Individual's Consent. Wherever possible and reasonable, consent should be obtained. Valid consent does not exist unless the individual knows what he/she is consenting to, and understands the consequences of the intended disclosure. The

individual must be made aware that he/she can withdraw consent at any time by giving written or verbal notice. It is vital to note, however, that legislation allows the release of information if there is imminent threat to health and safety. To make parents, guardians and students aware of the protocol to be followed in such cases, the School Divisions will send the *Fair Notice* brochure home to all families at the beginning of every school year. This notification also will be posted permanently on the School Division websites.

When to Share Information

Green Light	**Yellow Light**	**Red Light**
Generally speaking, pursuant to freedom of information and privacy acts, relevant personal information CAN be shared under one or more of the following circumstances: ▪ With written consent (see below regarding Youth Criminal Justice Act, or YCJA, exclusion) ▪ To avert or minimize imminent danger to the health and safety of any person ▪ To report a child who might need protection under the Child and Family Services Act (Please refer to each District School Division's Duty to Report protocol) ▪ By order of the Court ▪ To support rehabilitation of a young person under the Youth Criminal Justice Act (see below regarding YCJA) ▪ To ensure the safety of students and/or staff under the YCJA (see below, regarding YCJA) ▪ To cooperate with a police and/or a child protection investigation.	**In any of the following circumstances, obtain more information and receive direction from a supervisor:** ▪ where consent is not provided or is refused, and there may be a health or safety issue for any individual or group(s) ▪ To report criminal activity to the police ▪ To share YCJA information from records, where there is a demand or request to produce information for a legal proceeding ▪ When a professional code of ethics may limit disclosure.	**Information can NEVER be shared under any of the following circumstances:** ▪ There is a legislative requirement barring disclosure (i.e. Mental Health Services Act) ▪ No consent is given and there is no need to know or overriding health/safety concerns ▪ Consent is given but there is no need to know or overriding health/safety concerns.

Key Points Regarding Information-sharing [1]

Local Authority Freedom of Information and Protection of Privacy Act (LAFOIP)

"Disclosure of personal information: Subject to any other Act or regulation, personal information in the possession or under the control of a local authority may be disclosed: where necessary to protect the mental or physical health or safety of any individual" (L-28 (2) (l))

Health Information Protection Act (HIPA)
"A trustee may disclose personal health information in the custody or control of the trustee without the consent of the subject individual in the following cases: where the trustee believes, on reasonable grounds, that the disclosure will avoid or minimize a danger to the health or safety of any person" (1999, cH-0021, s27 (4) (a))

Mental Health Services Act and Regulations
A client may authorize what information can be shared and to whom as defined under Section 17 of *The Mental Health Services Regulations*. This is done by the client signing a release of information form. If a client has not given permission to share information Section (18) (1) (a.1) of *The Mental Health Services Regulations* states that disclosure of information may occur for the purpose of providing for the diagnosis, treatment or care of the patient to identified personnel, as designated by the regional director, to the extent that it is demonstrably necessary for the provision of other mental health services that are necessary to maintain or restore the mental health of the patient. In addition if the client is informed of the release of information or it occurs in the presence of the client Section 18 (1) (f) *The Mental Health Services Regulations* will support this.

The Child and Family Services Act
The Child and Family Services Act (RSO 1990, c.C.11, as amended) states there may be disclosure of information without consent "if the service provider believes on reasonable grounds that,(i) failure to disclose the person's record is likely to cause the person or another person physical or emotional harm, and(ii)the need for disclosure is urgent."(CFSA 182,1(e),(f))

Youth Criminal Justice Act (YCJA)
Section 125(6), YCJA enables information in a Youth Criminal Justice Act record to be shared, within the access period, with any professional or other person engaged in the supervision or care of a young person – including the representative of any school division, or school or any other educational or training institution only in limited circumstances. Information may be shared to ensure the safety of staff, students or others, to facilitate rehabilitation/reintegration of the young person, or to ensure compliance with a youth justice court order or any order of the provincial director respecting reintegration leave. Such sharing of information does not require the young person's consent.

The recipient of youth justice information is responsible for ensuring compliance with legislated restrictions on its use and disposal under the YCJA ss.126 (7). This provision requires that the information must be kept separate from any other record of the young person, that no other person must have access to the information except as authorized under the YCJA or for the purposes of ss.125 (6), and that it must be destroyed when it is no longer needed for the purpose for which it was disclosed.

[1] Saskatoon Public School Division

Supreme Court Decision: R.V.M. (M.R.), (1998) 35. C. R. 398

"The Supreme Court of Canada (1998) has established legal precedent by ruling (in R. vs M (M. R)) that in certain situations, the need to protect the greater student population supersedes the individual rights of the students. The ruling explicitly acknowledges that school officials must be able to act quickly and effectively to ensure the safety of the students and to prevent serious violations of the school rules." (p. 15)
Reference: Cameron, K. and Sawyer, D. (2009) *Assessing Violence Potential: Protocol for Dealing with High-Risk Student Behaviors* (8th Edition)

Communication

1. Media
As part of the threat assessment process, the School Division and respective Police Service involved in the assessment may decide to develop congruent media releases, if needed, to address safety concerns. Any such releases will not violate confidentiality. In the case of a criminal investigation, police will be the lead regarding media releases. Whenever possible, media releases will be provided to affected Community Partners in advance of release to the media.

2. Parent/Guardian/Staff/Student
At the beginning of each school year, the School Divisions will send to parents, staff and Community Partners the *Fair Notice* brochure, which outlines for parents/guardians and students the threat assessment process. Additional communications tools, such as brochures the School Division websites also will be used. All such communications will be shared with the Community Partners.

3. Intra-agency
Internal School Division and Community Partner communication regarding the protocol will be the responsibility of each party to the protocol.

4. Documentation
The Stage I/II/III Violence Threat Risk Assessment Report Forms will be the written documentation of the School VTRA or Community TAT responses. The summary notes taken in these meetings regarding the community threat/risk assessment, and the resulting shared information are highly confidential. Only information required for the assessment can be shared, and only with the Community TAT members involved in the particular assessment.

If the plan requires further action outside the school, the appropriate organizations may receive a copy of the original report. In such instances, it is essential that all organizations make reasonable efforts to ensure that their protocols for the sharing, storage and retention of this information and this report are consistent with the following principles:

- At the minimum, partner organizations should ensure their personnel follow all requirements of any privacy legislation which may pertain to their agency;
- Information written and reported must be kept confidential and is intended to be shared with others on a "need to know" basis only;
- Information is shared only for the purpose for which it was created; and
- The written report is stored securely and retained only for the length of time required for the purpose for which it was created.

Community partners must ensure that policies and/or procedures are in place to protect the confidentiality of all information received by the organization and its employees through the assessment process. Community partners should take steps to ensure that all employees involved in the assessment process have a clear

understanding of the requirements for confidentiality and of the consequences for breaches of confidentiality. There should be appropriate enforcement by the community partners of their policies and procedures regarding confidentiality.

Requests to amend information or requests for access to information made by parents, students, staff or third parties will be addressed in accordance with the legislation applying to the agency to whom the request is made.

5. Data Collection

a. Data from the VTRA Stage 1 will be stored with the respective School Superintendent.

b. Intervention plans will be documented with the respective agency personnel involved as confidential case information.

c. The quarterly Community Threat Assessment meetings will include an agenda item for agencies to report the incidence of Stage 1, 2 and 3 protocol use.

6. Community Awareness

Community awareness is a significant aspect of the Threat Assessment process. It is accomplished through:

a. A Fair Notice brochure sent home to each family at the beginning of the school year.
b. Regular reporting to the Regional Intersectoral Committee.
c. Participating in the Partners Against Violence committee public education activities
d. Signing ceremony media coverage

APPENDIX

Responding to Student threat Making Behaviour: A Staff guide
Sample consent/release forms
Stage 2 -Action Plan/Review

Responding to Student threat Making Behaviour: A Staff guide

Any person who is concerned shall report any behaviour that may pose a risk or threat to others to the school principal/region manager, designate or agency lead

Worrisome Behaviours	High Risk Behaviours	Immediate Threat Call 911
Include but are not limited to: • Violent content • Drawings and pictures • Stories/journals • Vague threatening statements • Unusual interest in fire • Significant change in anti-social behaviour • Significant change in baseline behaviour	Include but are not limited to: • Possession of weapon/replica • Bomb threat plan • Verbal/written threat to kill/injure • Internet website threats to kill or injure self/others • Fire setting • Threatens violence • Hate-motivated violence targeting a particular student/group	Include but are not limited to: • Weapon in possession that poses serious threat to others • Plan for serious assault • Homicidal/suicidal behaviour that threatens safety • Fire setting resulting in harm

PRINCIPAL/REGION MANAGER INFORMED

Stage I (School TAST)

Data Collection and Immediate Risk Reducing Interventions	Team tasks in immediate risk reduction and data collection phase:	Team tasks in intervention phase:
• Within one to two hours School TAST includes: • School principal/region manager • School counsellor/student advisor • Police of jurisdiction • Agency lead (as needed or if initiated by Agency)	• Take immediate action to reduce risk • Determine if the threat maker has access to a weapon • Consult with superintendent/ region manager or designate • Complete Stage I VTRA Report Form	• Review findings of Stage I VTRA Report Form • Decide course of action • Develop and implement an intervention plan • Retain Stage I VTRA Report Form according to school policy

Stage II (Community TAST)

Comprehensive Multidisciplinary Risk Evaluation	Team tasks in risk assessment phase:
• Referral within hours if Stage II is deemed necessary Community TAST generally includes: • Superintendent/region manager or designate • School TAST • Police of jurisdiction • Agency lead(s)(as needed)	• Determine appropriate formal risk assessments and evaluations to be completed • Determine any additional interviews, as required • Determine any interventions • Determine meeting details for Stage III longer term planning meeting • Distribute Stage II VTRA Report Form • Retain Stage II VTRA Report Form according to school/agency policy

Stage III (Community TAST)

Longer Term Multidisciplinary Treatment and Support Planning	Team tasks in treatment and support planning phase:
• If appropriate risk assessments have been completed, Stage II and Stage III may be completed at the same meeting. Community TAST generally includes: • Superintendent/college director or designate • School TAST • Police of jurisdiction • Agency lead(s)(as needed)	• Review results and findings • Develop and implement a comprehensive multidisciplinary longer term treatment support plan • Assign roles and tasks as determined in the support plan • Arrange for treatment and support planning follow up meetings at the intervals of 30, 60, and 90 days from the initial assessment • Retain Stage III VTRA Report Form according to school/agency policy

Government of Saskatchewan

Ministry of Justice
Corrections and Policing
118 – 110 Ominica Street West
Moose Jaw, Canada S6H 6V2

Phone: (306) 694-3850
Fax: (306) 694-7715

Date: _____

CONSENT FOR SHARING OF CONFIDENTIAL INFORMATION

I, _____ **and** _____,
Youth **Parent/Guardian (if applicable)**

do hereby give permission for sharing of confidential information between the Youth Community Corrections, Ministry of Justice, Corrections and Policing and:

- ☐ Mental Health and Addictions Services
- ☐ Ministry of Social Services
- ☐ Regina Child & Youth Services
- ☐ Board of Education/school personnel
- ☐ John Howard Society
- ☐ Moose Jaw Outreach Services
- ☐ Other _____

_____

_____

for the purpose of:

_____

This information will not be shared for any purpose or with any person/agency not noted above.

This consent is valid for the duration of your current involvement/order.

_____ _____
Youth Signature Parent Signature

_____
Witness

FIVE HILLS HEALTH REGION
MENTAL HEALTH AND ADDICTIONS SERVICES

RELEASE OF INFORMATION

I, _____ Birthdate _____
(full name of patient/client) month/day/year
of _____
(address)
having received services from _____
(facility or person possessing information)
hereby consent to disclosure or transmittal from my clinical record of the following

_____

_____

to _____
(name and address of person to receive information)
solely for the following purposes:

_____

_____

During a period not to exceed *90 days* from the date of this document.
Dated at _____ this _____ day of _____ 20_____.

_____ _____
Witness to Signature Signature of Patient or Representative

_____ _____
Address Relationship if other than Patient

_____
Address

CONSENT FOR EXTENDED RELEASE/EXCHANGE OF INFORMATION
I agree to extend the time period for ongoing disclosure and transmittal or exchange of information to the person/agency named above: _____ for a time period of _____ (not to exceed one year), while receiving ongoing care or treatment from person/agency named. I AM AWARE that I may cancel my consent before completion of services by written request to:

_____
(name of person/facility releasing information)

_____ _____
Witness to Signature Signature of Patient/Client or Legal Guardian

□ **Client Obtained Copy**

DECISION TO RELEASE INFORMATION
The following information is to be released:

_____

_____

_____

I have examined the information listed above. An initialed line through an item identifies information which is not to be released. Any information which is being withheld pursuant to Section 15(3) of the Mental Health Services Regulations is being withheld for the following reasons **(NOTE: only applies where disclosure is to be made directly to the patient)**:

_____

_____

_____

Date: _____ _____
(month/day/year) Signature

_____
Position

Prairie South Schools 210 Learning together.
1075 9th Avenue North West, Moose Jaw, SK S6H 1V7 P 306 693 4631 F 306 694 4686 prairiesouth.ca

Authorization for Release of Information

I/We, the parents/guardians of _____,

(D.O.B. _____), hereby consent to release the following information:

_____

_____

_____

From: _____
(Name of Person/Organization)

To: _____
(Name of Person/Organization)

and also agree to this department receiving information from the above agency.

_____
Parent/Guardian: Print name

_____ _____
Parent/Guardian: Signature Date

Authorization for Release of Information – January, 2007
Revised: 2012-01-12
http://connect.prairiesouth.ca/learning/Shared Documents/PSS Authorization for Release of Information.docx

Stage 2 -Action Plan/Review

Date:
Student name:
School/Community Threat Assessment Team : (☒Denotes attendance at the meeting)
☐ Name
☐ Name
☐ Name
☐ Name
☐ Name
☐ Name
☐ Name
☐ Name

Assessment of risk/need:

Interventions	When will this happen?	Who is Responsible?

Further needs/plans

Support for Victim(s)

Next Meeting:

Community Threat Assessment Protocol

Prairie South and Holy Trinity Catholic School Divisions and Community Partners are committed to making our schools safe for students, staff, volunteers and visitors through participation in the Community Threat Assessment Protocol.

Prairie South School Division Tony Baldwin – Director of Education	Holy Trinity Catholic School Division Ward Strueby – Superintendent of Learning
Moose Jaw Police Service Rick Bourassa – Chief of Police	Briercrest Michael Pawelke - President
Ministry of Social Services Ron McCormick – Manager of Service Delivery	Five Hills Health Region – Mental Health and Addictions Kirsten Clark – Team lead Child and Youth Services
Ministry of Corrections and Policing Todd Emery - Director of Operations, Community Corrections South – Rural - Custody, Supervision & Rehabilitation Services	Saskatchewan Polytechnic Tobi Strohan - Associate Vice President of Student Services
John Howard Society Jamie Boldt – Executive Director	Moose Jaw Multicultural Council Stefanie Palmer - Executive Director

Partners at Large

RCMP – Moose Jaw, Assiniboia, Craik, Gravelbourg, Avonlea, Bengough, Coronach, Elbow, Milestone, Morse, Ponteix

Salvation Army

Moose Jaw Transition House

Moose Jaw YMCA

Moose Jaw Fire

15 Wing Military Police

SECTION 5
Student Safety

STUDENT SAFETY
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Prairie South Anti-Bullying Strategy

Vision Statement

Prairie South schools are committed to promoting a caring and respectful environment that ensures healthy personal and social development for all. We believe that all children and youth have the right to an education free from bullying in all its forms. All school staff will take steps to prevent bullying and to assist and support students who are being bullied.

Definition of Bullying

Bullying is a relationship issue where one person or group repeatedly uses power and aggression to control or intentionally hurt, harm or intimidate another person or group. It is often based on another person's appearance, abilities, culture, race, religion, ethnicity, sexual orientation or gender identity. Bullying can take many forms;: physical, emotional, verbal, psychological or social. It can occur in person or through electronic communication.

The seven most common types of bullying are:

1. ***Physical aggression****:* destroying property, threatening, pushing, hitting, or punching;
2. ***Verbal aggression***: name-calling, threatening, teasing, put-downs, insults, sarcasm, and making intimidating phone calls;
3. ***Social Alienation***: spreading rumors, ignoring, ostracizing, alienating, passing notes, making racial slurs, and excluding from a group;
4. ***Intimidation***: writing graffiti, playing a dirty trick, taking possessions, and coercion;
5. ***Sexual harassment***: making unwelcome comments or actions of a sexual nature;
6. ***Cyber harassment***: threatening, intimidating, or teasing over the internet or cell phone, or posting inappropriate pictures.
7. ***Racial or cultural harassment***: making racial slurs or name-calling.

Bullying vs. Conflict

As many conflicts are misinterpreted as bullying, it is important to distinguish the difference between the two.

Bullying is usually categorized as an imbalance of power, a repeated action, an intention to hurt, no empathy shown, seeking power/control, age discrepancy, blame, threatened further aggression.

Conflict is categorized as a balance of power, happens occasionally, accident/no intent to hurt, spontaneous, reaction, shows empathy, not seeking power/control, accepts responsibility for own actions.

It is important to investigate and incidences of bullying or conflicts. Appendix A contains an Incident Report Form which should be completed when dealing with all incidences of bullying or conflict.

Statement of Purpose

Prairie South schools believe that bullying is a serious problem for the individuals involved, the school, the families, and the community. Bullying and victimization are not part of the healthy development of the individuals, or the stability of any community. Bullying will not be tolerated in this school in any form. The strategy will apply, including but not limited to, the following circumstances:

1. while in any school building or on any school premises before, during or after school hours;
2. while on any bus or other vehicle as part of any school activity;
3. while waiting at any bus stop;
4. during any school function, extracurricular activity or other activity or event;
5. when subject to the authority of school personnel; and
6. any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools.

Rights and responsibilities

Students, staff and parents/caregivers all have responsibilities and roles in preventing and dealing with bullying within the school and its community.

Students have a responsibility to:

- Behave appropriately
- Respect individual differences and diversity
- Refuse to participate in any bullying situation
- Report all incidences of bullying or conflict to staff member

Staffs have a responsibility to:

- Respect and support students in all aspects of their learning
- Model appropriate behavior
- Closely supervise students in all areas of the school and school property
- Watch for signs of bullying and stop it when it happens
- Teach pro-social skills to students (strategies for dealing with situations)
- Respond quickly with sensitivity to bullying reports
- Take seriously parents' concerns about bullying

Administrators have a responsibility to:

- Investigate all incidents of bullying reported by students, staff, and parents/caregivers
- Document all incidences of bullying and intervention associated with incident
- Assign consequences for bullying based on the information provided in the Incident report Form
- Provide immediate consequences for retaliation against students who report bullying
- Provide support for the victim(s) of bullying

Parents/caregivers have a responsibility to:

- Support their children in all aspects of their learning
- Be aware of the anti-bullying strategy
- Support their children in developing positive responses to incidents of bullying
- Watch for indicators of possible bullying

- Contact the school and advise administration of bullying incidents in a timely manner
- Support the school in the resolution of incidents of bullying.

When bullying or conflict occurs or is reported the following steps will be taken to deal with the problem.

1. All incidences will be reported to the in-school administration.

2. The in-school administrator will investigate each incident.

3. The in-school administrator will complete the incident report and determine the appropriate course of action for all incidences reported.

4. The in-school administrator will create and share the action plan with appropriate staff.

5. Staff will monitor the action plan and keep everyone informed as necessary.

6. When efforts to stop the bullying are unsuccessful, the in-school administration will request separate meetings with the parents/caregivers of each child involved, and suggest further supports and consequences to resolve the problem.

7. The in-school administration will follow division protocols when consequences for bullying involve suspensions or expulsions, or when the follow up includes a referral to mental health or child protection professionals or the police.

8. The in-school administration has a responsibility to support the individual or parent in making a decision to involve the police when the incident of bullying may qualify as a criminal offence and to follow school division protocols for such involvement.

9. The in-school administration and school staff have a responsibility to report cases of bullying to the police when students' and school staffs' safety is a risk or when they witness an incident of bullying that qualifies as a criminal offence.

Anti-bullying Strategic Plan

An anti-bullying intervention plan requires a comprehensive strategy that includes social education, training, support for the victims and the bullies, and consequences for bullying behaviors. These consequences may include:

- counseling
- conflict resolution interventions between students
- restricting areas of school for student at particular times of the day
- moving students into different groups or classes
- contracts
- school conferencing involving students, parents, counselors, administration and/or peer council
- loss of privileges and imposition of school duties
- detentions
- alternate placement
- suspension or exclusion from school.

When considering which strategy to employ with any given situation, it is important to consider the individuals involved and their bullying histories. It is also important that all incidents be documented for the purpose of establishing an individual's bullying history.

References/Resources:

Caring And Respectful Schools – Bullying prevention A Model Policy

DRUG STRATEGY MODEL

Vision
To create an environment with Prairie South School Division where students and families are informed and prepared to resist the pressure of addictive and harmful substances through knowledge, skills and abilities that strengthen individuals to make healthy choices about addictive and harmful substances.

Rationale
The use of addictive and harmful substances is a reality in our society and many students are faced with the choices about using them. Moose Jaw and District has engaged in a comprehensive community-based drug strategy within which Prairie South Schools can participate.

Prairie South Schools has a responsibility to provide educational services to all students within the division and must develop a means to do so when addictive and harmful substances are an issue. As a result, Prairie South Schools must develop a drug strategy that is available to respond to the issue of addictive and harmful substances affecting students as a part of the goal of providing opportunities for students to learn within this school division.

Goals
Schools will be safe places for students to attend to receive an education that will be free from the pressure and presence of addictive and harmful substances.

By the time a student moves from elementary to high school, he or she will have participated in activities/presentations each year that will inform him or her about healthy and responsible lifestyles and will have received information about the risks of addictive and harmful substances.

All students in PSSD will receive instruction on healthy and responsible lifestyles, be taught skills about how to resist addictive and harmful substances, and find a relationship with a staff member that is supportive and helpful to this end.

When a student is disciplined in regard to drug/alcohol possession or use or is determined to be at-risk for using or abusing addictive and harmful substances in Prairie South Schools, a process will be in place to address the issue with an appropriate level of intervention.

A plan and support for each student who is at-risk for using or is using or abusing addictive and harmful substances will be developed that is done in the spirit of simplicity, flexibility and persistence.

School and community values will be addressed to support a safe environment for a student that is free from addictive and harmful substances.

GUIDING PRINCIPLES OF DISCIPLINE

Students, as a function of their registration in a school program, are expected to cooperate with all school personnel and comply with school rules dealing with demeanor, performance, dress, punctuality and courtesy.

- Discipline measures, when necessary, are to be corrective and supportive rather than punitive
- The underlying premise of any disciplinary action is an appropriate intervention process to prevent repetition of an activity and allow for change in behavior

- Habitual/chronic neglect of duties may result in the suspension of a student from a class or from the school according to the terms of 154 of the Education Act, 1996

DEFINITIONS:

Intervention – When one or more measures are designed to provide a student with the opportunity to learn appropriate behaviors within a school setting

Alternate Placement – When a student is sent to an alternate school location

Alternate School Day – When a student is given altered times to attend school

Suspension – When a student is required to be away from the school for a period of 0.5 days to a period not greater than one year

Expulsion – When a student is excluded from attendance and educational instruction at any or all schools in the division for a period greater than one year

Bottom Line Issues

We realize the practice of suspension may not be the best method to solve the problems we face in education today. The nature of behavior problems has changed in today's youth, as has the structure of the family and community. Thus, suspension rarely contributes to improved student learning and choices.

With this in mind, we have gathered information, researched current data, and discussed issues that we feel are so unacceptable in our school environment that they must be considered 'bottom line' issues. These include trafficking, possession and use of drugs, Habitual/chronic neglect of duties, and compromised safety of students and staff. Therefore, suspension is deemed a necessity in these situations. Along with suspension, however, an education plan must be offered and available to the student in order to provide an opportunity for learning and behavior change.

APPENDIX A

INCIDENT REPORT FORM

Date & Time of Incident: _____

Bully **Those who exercise power to hurt a weaker person through physical, verbal or social abuse.**
Victim **Those who are mistreated over and over again by people who want to hurt him/her.**
Bystander **Those who stand nearby and provide an audience for the bully.**
Accomplice **Those who support or join in with the bully's actions against the victim.**
Intervener **Those who come in to help or get help to settle a problem between two parties.**

Was it bullying? _____ yes
_____Imbalance of power
_____Repeated action
_____Intention to hurt
_____No empathy shown
_____Seeking power/control
_____Age discrepancy
_____Blames others
_____Threatened further aggression

Or Conflict? _____ yes
_____Balance of power
_____Happens occasionally
_____Accidental/no intent to hurt
_____Shows empathy
_____Not seeking power/control
_____Accepts responsibility for own actions

Type of Bullying or Conflict

_____Physical _____Verbal _____Intimidation
_____Written _____Harassment _____Cyber-bullying
_____Racial, ethnic harassment _____Social (spreading rumours, exclusion)

Those Involved:

NAME	Bully	Victim	Accomplice	Bystander	Intervener	Parent Called	Actions Displayed

Location

___Playground ___Bus ___Computer room ___Enroute to/from school
___Library ___Classroom ___Gymnasium ___Bathroom/change room
___Hallway ___Other

Description of Incident

_____

_____

_____

Parent contacted: _____ yes _____ no By: _____

***** PLEASE DO NOT RELEASE NAMES OF STUDENTS TO OTHER PARENTS*****

Prairie South School Division # 210
(Please place school letterhead here)

Date:

To: **Home Phone:**
Work Phone:

Suspension of:

D.O.B.:

Number of days:

Starting date: **Finish date:**

Return to school: **at** **am**

Reason for suspension:

Section 154(1) of the Education Act (1995)
- ☐ **overt opposition to authority**
- ☐ **serious misconduct**

Section 154(2) of the Education Act (1995)
- ☐ **persistently displayed overt opposition to authority**
- ☐ **refused to conform to the rules of the school**
- ☐ **been irregular in attendance at school**
- ☐ **habitual neglect of his/her duties**
- ☐ **wilfully destroyed school property**
- ☐ **used profane or improper language**
- ☐ **engaged in any other type of gross misconduct**

Details:

Schoolwork may be picked up on _____ between 3:30 and 4:00 pm.

Further recommendations/actions:

_____
_____

Principal/Vice Principal Signature _____

_____

.....

For suspensions of more than three (3) days:
- ☐ **Suspension confirmed**
- ☐ **Suspension reduced**
- ☐ **Suspension removed**

A suspension of more than three days may be appealed by contacting the Superintendent of Operations, Derrick Huschi at 694-1200.

APPENDIX C
Prairie South School Division No. 210

BACKGROUND INFORMATION

The following document is a Safe Caring & Respectful Schools Curriculum Guide.

- The K to 12 curricula have many areas which can accommodate the teaching of Caring & Respectful Schools. Such areas have been extrapolated from the K to 12 curricula guides and placed in the following document. This is not to say that you must teach Safe Caring & Respectful Schools skills in each area. Simply, these are areas in which you can easily teach the skills.

Caring & Respectful School Curriculum Unit Development	
Kindergarten – Grade 12	**Kindergarten – Grade 11**
Arts Education • Dance Units • Visual Art • Music • Drama **Computer Classes** Should contain Internet Safety	**Math** *Problem Solving* • Understanding • Planning & Executing • Reflecting *Data Management Analysis* • Collecting • Organizing and Displaying • Summarizing & Interpreting Classroom Surveys

Grade 1

English Language Arts

Personal & Philosophical Context

- All About Me
- Feelings
- Safety

Social, Cultural & Historical Context

- New friends
- Family
- Home is where the heart is
- Neighbourhood Playground
- Outdoor activities

Imaginative & Literary Context

- Storytelling (telling vs. tattling)

Physical Education

Movement Perspective

- Educational Games (Win-win, Co-operative Games)

Movement Strategies

- Cooperative Strategies

Active Living Perspective

- Personal growth and development

Personal-Social-Cultural Perspective

- Respect for the rights and feelings of others
- Participation and effort
- Self-direction
- Caring about and helping others
- Using these values outside of physical education classes
- Work and leisure

Social Studies

Identity

- Self
- Group (families, classroom)
- Similarities, Differences
- Cooperation

Heritage

- Family Traditions, Rites, Rituals, Celebrations
- Families of the Past
- Multi-cultural Heritage

Interdependence

- Family Meeting Needs and Wants
- Responsibilities, Roles

Decision Making

- Changes in the Family
- Making Decisions at Home and School
- Family, School Rules
- Decisions on Change
- Conflict Resolution

Health

Social Relationships

- Personal Identity
- Making Friends
- Family Relationships – Sharing
- Classroom Relationships

Self-Esteem

- Assertiveness
- Appearance – Clean & Tidy
- Self-Knowledge - Aptitudes

Grade 2

English Language Arts

Personal & Philosophical Context

- Fears
- My body
- Hobbies

Social, Cultural & Historical Context

- Friends & friendships
- Our community
- Life in the community
- Homes
- The spirit of giving

Imaginative & Literary Context

- If I were…

Communicative Context

- Special friends
- Advertisements on TV for children

Social Studies

Identity

- Local Classroom & School
- Local Community

Heritage

- Local Heroes of the Past

Interdependence

- Human Needs & Wants
- Rights & Responsibilities
- Needs/Wants Met By School and Community
- Needs/Wants of People with Disabilities

Decision Making

- Rules in Family, School
- Making Decisions in School, Community
- Personal Decision Making
- Local Government
- Change in School, Community

Health

Social Relationships

- Personal Identity
- Making Friends
- Family Relationships – Cooperation
- Community Relationships

Safety

- Preventing Playground Injuries
- Avoiding Dangerous Situations – Safe, Healthy Environment

Self-Esteem

- Growth & Development – Being Different
- Assertiveness – Preventing Sexual Abuse
- Appearance – Personal Choices
- Self-Knowledge – Learning Styles

Science

Habitats

- Appreciate Intricacy of Environment
- Recognize Interactions Occurring in the Environment

Physical Education

Movement Perspective

- Win/Win games
- Cooperative games

Personal-Social-Cultural Perspective

- Respect for the rights and feelings of others
- Participation and effort
- Self-direction
- Caring about and helping others
- Using these values outside of physical education classes
- Work and leisure

Grade 3

English Language Arts

Personal & Philosophical Context

- Wishes and dreams
- My emotions
- Friends/foes
- My responsibilities
- Safety at home
- Role models
- Making choices

Social, Cultural & Historical Context

- Legends (genre)
- Elders
- Biographies (genre)

Imaginative & Literary Context

- Make believe and magic
- Author Study

Communicative Context

- Electronic and mechanical sounds
- Magazines for children
- The power of television
- Internet safety

Environmental Context

- The senses

Social Studies

Identity

Interdependence

- Human Needs & Wants
- Rights of the child
- Comparing communities around the world

Decision Making

- Personal/Group Decisions
- Processes
- Rules, Laws
- Conflict Resolution
- Change (local/global)

Health

Social Relationships

- Personal Identity
- Making Friends
- Family Relationships – Responsibilities
- Community Relationships
- Avoiding Dangerous – Saying No
- Sources of Support – Fire, Emergency

Self-Esteem

- Growth & Development – Responsibility
- Assertiveness – Media
- Appearance – Accepting Differences
- Self-Knowledge – Favorite Activities

Physical Education

Movement Perspective

- Win/Win games
- Cooperative games

Personal-Social-Cultural Perspective

- Respect for the rights and feelings of others
- Participation and effort
- Self-direction
- Caring about and helping others
- Using these values outside of physical education classes
- Work and leisure

Grade 4

English Language Arts

Personal & Philosophical Context

- Family tree
- I am unique
- Leisure time activities
- My relationship with others
- School life
- Feelings

Social, Cultural & Historical Context

- Cultures and celebrations
- Local Issues

Imaginative & Literary Context

- Author Study

Communicative Context

- So why are you laughing?
- Multicultural mosaic
- Words and pictures
- Advertising (genre-media studies)

Social Studies

Heritage

- Interactions and Change
- Multi-cultural Heritage

Interdependence

- Meeting needs and wants through technology (Internet safety)
- Gender equity

Decision Making

- Rules/Laws
- Decision-making Processes
- Provincial Government
- Taxes, Governments

Program

- Making Decisions for Change

Health

Social Relationships

- Personal Identity
- Making Friends
- Family Relationships –Support
- Community Relationships

Safety

- Avoiding Dangerous Situations – Smoking, Alcohol, Drugs
- Sources of Support

Self-Esteem

- Growth & Development –Physical Changes
- Assertiveness – Drug, Tobacco and Alcohol Abuse
- Appearance – Stereotypes
- Self-Knowledge – Acceptance of Oneself

Physical Education

Movement Perspective

- Win/Win games
- Cooperative games

Personal-Social-Cultural Perspective

- Respect for the rights and feelings of others
- Participation and effort
- Self-direction
- Caring about and helping others
- Using these values outside of physical education classes
- Work and leisure

Grade 5

English Language Arts

Personal & Philosophical Context

- Heroes
- Growing Up
- Street Kids
- Accomplishments
- What I believe
- Learning from stories

Social, Cultural & Historical Context

- I am Canadian
- My peers
- Diaries

Imaginative & Literary Context

- Autobiography (genre)
- Myth and legend (genre)
- Author Study

Communicative Context

- Values and messages on the WWW (genre-media studies)
- Signs and symbols
- Sign language

Social Studies

Identity

- Contemporary Canadian People (heroes)

Decision Making

- Rules/Laws
- Decision-making Processes
- Federal Government
- Women in Government
- Decisions for Change
- Rights, Responsibilities

Science

Optional Units

- Communities and Ecosystems

Health

Social Relationships

- Personal Identity – Boy/Girl Relationships
- Making Friends
- Family Relationships – Feelings
- Community Relationships

Safety

- Avoiding Dangerous Situations – Saying No to Friends

Self-Esteem

- Growth & Development – Emotional Changes
- Assertiveness – Peer Pressure
- Appearance – Developing a Personal Style
- Self-Knowledge – Personal Values

Physical Education

Movement Perspective

- Win/Win games
- Cooperative games

Active Living Perspective

- Positive attitude towards physical activity

Personal-Social-Cultural Perspective

- Respect for the rights and feelings of others
- Participation and effort
- Self-direction
- Caring about and helping others
- Using these values outside of physical education classes
- Work and leisure

Grade 6

English Language Arts

Themes

- Exploring Friendship
- Haiku: From Sound to Meaning
- A Balancing Act: How Far Will We Go?
- Courageous Spirits: Freedom From Slavery

Personal and Philosophical Context

- Growing Up
- Looking for answers (Heroes and Deeds)

Social, Cultural & Historical Context

- Me and others
- Choosing peace
- Marvels then and now

Literary Context

- Telling my story (autobiography)

Communicative Context

- Find a voice
- Media messages

Social Studies

Identity

- National Identity
- Identity of Minority Groups
- Minority Groups and Social Organizations
- Identity of an Organization
- Personal Identity (Optional Topic)

Interdependence

- Meeting Needs and Wants
- Links Between People and the Environment
- Human Rights and Responsibilities

Science

Optional Units

- Growth and Development
- Human Body Control Systems

Health

Required Units

- Decision-Making Process
- Self-Concept
- Personal Standards
- Body Image
- Changes of Puberty

Optional Units

- Drug Addictions and Gambling

Physical Education

Personal-Cultural Perspective

- Affective Component
  - Emotional Control
  - Social Adjustment
  - Appreciation for and enjoyment of activity
  - Maintenance of personal well-being
- Social Skills Component
  - Self-Control
  - Involvement
  - Independence
  - Caring for Others
  - Responsible Leadership
- Cultural Awareness Component
  - Respect for Play and Sport traditions of other cultures in a multi-dimensional setting

Career Guidance

Required Modules

- Self-Awareness
- Life Career Management Skills
- Educational planning
- Career Awareness, Exploration and Planning

Grade 7

English Language Arts

Themes

- Pushed to the limit: Surviving life's challenges

Personal and Philosophical Context

- Heroes
- Personal Bests
- Exploring thoughts, feelings and ideas
- Actions and reactions
- Thinking outside the box

Social, Cultural & Historical Context

- A better world
- Young people
- Through the ages
- Larger than life (biography)
- Friends for life

Literary Context

- Biography

Communicative Context

- Messages
- Think for yourself (media messages)

Social Studies

Location

- Human-Environment Interaction and Relationships

Resources

- Resources Satisfy Needs & Wants

Power

- Power play
- Forms of Power
- Sources of Power
- The Power of Individuals
- Collective Power
- The Power of Nations
- Why do we need authority?
- Authority in Democracy

Change

- Personal Change
- Beyond Personal Change
- Technology and Change (Internet Safety)

Health

Required Units

- Decision-Making Process
- Assertiveness Skills
- Peer Pressure
- Conflict Resolution
- Factors Affecting Decision in Relationships
- HIV/AIDS Education

Optional Units

- Gambling
- Alcohol and other drugs

Physical Education

Personal-Cultural Perspective

- Affective Component
  - Emotional Control
  - Social Adjustment
  - Appreciation for and enjoyment of activity
  - Maintenance of personal well-being
- Social Skills Component
  - Self-Control
  - Involvement
  - Independence
  - Caring for Others
  - Responsible Leadership
- Cultural Awareness Component
  - Respect for Play and Sport traditions of other cultures in a multi-dimensional setting

Career Guidance

Required Modules

- Self-Awareness
- Life Career Management Skills
- Educational planning
- Career Awareness, Exploration and Planning

Grade 8

English Language Arts

Themes

- Growing up around the world
- Author study: William Bell
- Your music
- Confronting Reality

Personal and Philosophical Context

- In my mirror
- Becoming myself
- Rebels and heroes
- Courage
- Quests
- What is no your mind?
- Out of time

Social, Cultural & Historical Context

- Family matters
- Adventures
- Life Stories
- In search of justice
- Viewpoints
- Confronting our past
- Spirit of adventure

Imaginative & Literary Context

- Just imagine
- Where are you going?

Communicative Context

- Memories

Environmental Context

- Survival

Social Studies

Culture

- All areas

Citizenship

- All areas

Identity

- All areas

Interdependence

- All areas

Health

Required Units

- Decision-Making Process
- Family Structure, Roles & Responsibilities
- Family & Community Violence

Optional Units

- Health of People
- Respect in Relationships
- Gambling
- Divorce & Separation

Physical Education

Personal-Cultural Perspective

- Affective Component
  - Emotional Control
  - Social Adjustment
  - Appreciation for and enjoyment of activity
  - Maintenance of personal well-being
- Social Skills Component
  - Self-Control
  - Involvement
  - Independence
  - Caring for Others
  - Responsible Leadership
- Cultural Awareness Component
  - Respect for Play and Sport traditions of other cultures in a multi-dimensional setting

Career Guidance

Required Modules

- Self-Awareness
- Life Career Management Skills
- Educational planning
- Career Awareness, Exploration and Planning

Grade 9

English Language Arts

Themes

- Is it fair?
- Exploring love and loyalty
- Taking risks, setting limits

Personal and Philosophical Context

- All that I am
- Adventure and suspense
- Alienation
- Changes
- In touch
- On the edge
- Lean on me
- Changes and choices
- To be somebody
- Decisions

Social, Cultural & Historical Context

- Taking a stand
- Do the right thing
- Values
- Reflections on the world
- Conflict and survival
- Equal opportunity

Social Studies

Time

- Technological Developments Over Time

Change

- Environmental & Technological Change
- The Growth of New Worldview

Causality

- Causality & Social Organization
- Shifting Paradigms

Culture: Our First Nation's Roots

- All areas

Career Guidance

Required Modules

- Self-Awareness
- Life Career Management Skills
- Educational planning

Health

Required Units

- Decision-Making Process
- Dating
- Tobacco Industry
- HIV/AIDS Education

Optional Units

- Safety at School, Home & Community
- Gambling
- Tragic Death & Suicide

Science

Saskatchewan – The Environment

- Making positive contributions to society

Risks & Limits

- Risks associated with all activities
- Activities have risks and benefits
- Develop understanding of cultural aspects of Study of Life

Optional Units

- Diversity of Life

Physical Education

Personal-Cultural Perspective

- Affective Component
  - Emotional Control
  - Social Adjustment
  - Appreciation for and enjoyment of activity
  - Maintenance of personal well-being
- Social Skills Component
  - Self-Control
  - Involvement
  - Independence
  - Caring for Others
  - Responsible Leadership
- Cultural Awareness Component
  - Respect for Play and Sport traditions of other cultures

Grade 10

English Language Arts

ELA A10

- Organized around themes that are of interest to adolescents & that focus on self, society, and what it means to be human

Journeys & Discoveries

- Roots & Identity, Traditions & Celebrations, Beliefs & Search for Meaning, Cultural Encounters

Challenges – Opportunities & Obstacles

- Quests & Adventures, Courage & Leadership, Struggle & Achievement, conflict & Search for Peace

The Unknown –Hopes & Fears

- Mystery & Suspense, the Unexplained, Fantasy & Science Fiction, the Future

ELA B10

- An issue-oriented course which is organized around the human concerns facing contemporary society

Decisions – Action or Apathy

- Life Pressures, Values, Consequences, Career Decisions, Apathy vs. Action

Environment & Technology – Reality & Responsibility

- Survival, Disasters, Animal Rights, Urban & Rural Issue, Ecology & Technology

Equality – Pain & Pride

- Judging Others, Rights & Responsibilities, Inequalities, Racial Tensions and Justice & Fairness

Wellness 10

Strands of Wellness

- Stress Management
- Relationships

Challenges for Wellness

- Responsibilities & Leadership in the Fight Against AIDS at the Secondary Level

Supports for Personal Wellness

- Designing an Ideal Home/Community Environment

Supports for Local & Global Wellness

- Volunteering in the Community
- In-School Advertising

Mathematics

- Surveying

Arts Education

- Tell It Like It is!
- Film & Video
- The Arts and Popular Culture
- Expanding Horizons: The Arts in Canada
- Global Connections

Social Studies

- Political Organizations & the Decision Making Process
- Economic Organizations & the Decision Making Process
- Ideology & the Decision Making Process

Grade 11

English Language Arts

Recollection – A Journey Back

- Innocence & Experience, Family & Peer Relationships, School & Education, Wonder & Imagination, Triumphs & Defeats

Anticipation – On the Threshold

- Roles & Responsibilities, Choices & Commitments, Perspectives & Passages, Values & Goals

Communication

- Intro to Communication
- Debating
- Writing

Creative Writing

- Introduction
- The World Around Us
- Popular Culture
- Imagination
- Differing Perspectives
- Independent Project

Media

- Media Awareness
- Exploring the Medium of Television
- Exploration of Other Media and/or Advertising
- Media & Cultural Studies Program

Journalism

- Print Journalism
- Electronic Journalism
- On Assignment

Social Studies

- Human Rights
- Wealth & Poverty
- Social Justice

Health

Core

- Personal Self-Knowledge
- Relationships
- Career Self-Knowledge
- Time Management

Optional

- Life Balance
- Community Issues & Ethics
- Career Supports & Services
- Human Sexuality

Physical Education

Personal-Cultural Perspective

- Affective Component
  - Emotional Control
  - Social Adjustment
  - Appreciation for and enjoyment of activity
  - Maintenance of personal well-being
- Social Skills Component
  - Self-Control
  - Involvement
  - Independence
  - Caring for Others
  - Responsible Leadership
- Cultural Awareness Component
  - Respect for Play and Sport traditions of other cultures in a multi-dimensional setting

Grade 12

English Language Arts

ELA A30

- Focuses on Canadian literature & society

Canada – Diverse Voices

- Aboriginal Voices, Voices through time, Regional Voices, Female & Male Voices, Marginalized Voices

ELA B30

- Issue-oriented course organized around human concerns in a global society

The Human Condition – In Search of Self

- Identity & Sense of Self, Human Qualities & Ideals, Human Relationships, Joy & Inspiration, doubt & fear

The Social Experience – Beyond Personal Goals

- Individual & Social Responsibility; Truth & Justice; Ambition, Power & the Common Good; Social Criticism; Causes & Crusades

Health

Core

- Conflict in Relationship

Optional

- Parenting
- Sexual Reproductive Health