

[GUIDELINES FOR THE DEVELOPMENT OF A SCHOOL CRISIS RESPONSE PLAN](#)

Definition of a CRISIS

Crisis – A sudden generally unanticipated event that profoundly and negatively affects a significant segment of the school population. This could involve serious injury or death. A large number of students or staff will be affected. The psychological and emotional impact will be moderate to severe. Outside assistance will be needed.

10 Apr 01 (183)

**Yearly Procedures for Updating & Sharing
The CRISIS Response Plan**

School: _____

Year: _____

Check as you accomplish:

- Establish a Crisis Response Team to be chaired by the Principal. Team members in place from September to September.

Major tasks of team: – develop / review / update

- Emergency Phone Numbers List
- Hostile Situations
- Bomb Threat
- Abduction
- Suicide
- Chemical Spill
- Bus Accident
- Tornado Drill & Plan
- TERM – update Traumatic Events Response Manual
- Share Crisis Response Plan with all staff – Professionals, Custodians, Teacher Assistants, Para Support Workers,
- Bus Drivers (joint Transportation Supervisor / Principal)

Please forward a copy of your schools CRISIS Response Plan to Division office by October 15

14 May 02 (282)

Part I - Medical / First Aid Preparedness

i. EMERGENCY PHONE NUMBERS

Ambulance _____

Hospital _____

Police _____

Fire department _____

E. M. O. Co-ordinator _____

EMERGENCY CODES - OPTIONAL

Establish a signal, usually a coded message over the PA system which will alert the staff to clear the hallways, lock their classroom doors and retain the children. For those schools without PA systems a different system of notification should be developed.

Define specifics of situation over the PA system.

Our emergency code:

EVACUATION SITE

Primary Name of Site: _____

Phone: _____

Contact Person: _____

Secondary Name of Site: _____

Phone: _____

Contact Person: _____

ii. First Aid / C.P.R. Certification

List Name(s):	Date Certified

iii. Location of First Aid Kits in School

Person(s) responsible for maintenance of kits: _____

Bomb Threat

Procedure

1. The person receiving a bomb threat shall not transfer same or put on hold, but shall take all the information available.
2. The person receiving the call shall record the following information on the bomb threat information form.
 - 2.01 If someone else is with you, let him/her know, discreetly of course, that a threatening caller is on, and that person could call the police.
 - 2.02 The time the call was received, time the call ended and on what telephone number.
 - 2.03 The exact wording of the bomb threat, including:
 - Location of the bomb
 - Description of the bomb
 - Detonation time
3. The person receiving the call shall also record any characteristics which may help identify the caller.
 - 3.01 Male or female voice and approximate age
 - 3.02 Any voice characteristics including:
 - Accent (English, French, etc.)
 - Voice (loud, soft, etc.)
 - Diction (good, nasal, lisp, etc.)
 - Manner (calm, emotional, vulgar, intoxicated etc.)
 - Voice familiarity (same speech pattern as ??)
 - 3.03 Any background noises (other voices, laughter, traffic, music, etc.)

4. The person receiving the call should be prepared to ask the caller certain questions if the information has not been volunteered, and to record those responses and determine if the caller has any knowledge of the building by his description of locations within the building.
 - 4.01 What time will the bomb explode?
 - 4.02 Where is the bomb right now?
 - 4.03 What does the bomb look like?
 - 4.04 What kind of bomb is it?
 - 4.05 Why did you place the bomb?
 - 4.06 How did you get into the building?
 - 4.07 Where are you calling from?
5. Notify the principal immediately.
6. Hang up and Dial *57 and follow instructions for a phone trace. (Do not use telephones until you have dialled *57)
7. Evacuate the premises immediately to your emergency response location.
8. Notify the Police.
9. Notify the Superintendent.

Procedure:

- It is mandatory for the Administration to order immediate evacuation of all personnel because no one is certain whether the threat is real or counterfeit. The safety of the children and staff is paramount.
- All schools should have a fire drill (evacuation) available at the school and staff should know it. A copy of each school's plan should be on file with the Direction of Maintenance.
- The police will request several volunteers (preferably custodial staff), familiar with the facilities to aid their search of the building for the bomb.
- If the alleged bomb is not found, the Policy suggests that the school should not be reoccupied until at least 15 minutes after the supposed detonation time. Ultimately, the time of re-entry is the principal's decision.
- Once the students have been authorized to return, the school principal, with the assistance from staff, will conduct a locker search in the presence of each student.
- The least number of people possible should be made aware of the bomb threat. Lack of publicity will help reduce the chances of "copy cat" bomb threats.
- Under no circumstances shall a school ignore any bomb threat. When a threat is received, the procedures shall be followed. The safety of the children, staff and school is paramount.
- The principal shall make a complete written report to the Superintendent as soon as possible.

BOMB THREAT INFORMATION FORM PINE CREEK SCHOOL DIVISION

When a **bomb threat** is received:

- DO NOT put on hold or transfer call
- Listen
- Be calm and courteous
- Do not interrupt the caller
- Obtain and record as much information as possible
- Notify the principal in building
- *57 to activate the trace
- Notify the RCMP
- Notify the Superintendent's office

QUESTIONS TO ASK

What time will the bomb explode? _____

Where is the bomb right now? _____

What does the bomb look like? _____

What kind of bomb is it? _____

How did you get in the building? _____

Where are you calling from? _____

RECORDED DATA

School _____

Date _____

Call received: _____ a.m. _____ p.m.

Call ended: _____ a.m. _____ p.m.

EXACT WORDING OF THREAT _____

IDENTIFYING CHARACTERISTICS

Sex ___ M ___ F Approx. age _____

Accent (English, French etc) _____

Voice (loud, soft, etc) _____

Speech (fast, slow, etc) _____

Diction (nasal, good, lisp) _____

Manner (emotional, calm, vulgar, intoxicated, etc.) _____

Voice – familiar? _____

Background noises (voices, traffic, music, laughter, etc) _____

Who received the threat? _____

As soon as you hang up; dial *57 and follow instructions:

Abduction

Response procedures for Handling Illegal Removal of Children/Abduction

An increasing phenomenon in our society is that of parental kidnapping / abduction. This, in addition to an increase in abductions in general, makes our jobs that much more difficult.

1. Court orders, restraining orders or other information should be shared widely with all staff when anyone has knowledge, particularly, of students who are at risk. This includes secretaries, teachers, teacher assistants, custodians, and bus drivers.
2. Should you see any unfamiliar persons in the school who do not appear to be carrying out regular school business, please direct them/report to the office immediately.

3. Should a person you do not know, appear at the classroom door demanding to remove a child, the following steps should be taken:
 - i. Inform the person that it is policy of the school that before we release a child to anyone, we must phone the parent / legal guardian; then escort him / her to the office.
 - ii. Report to the principal / principal designate with the situation. Should the principal / principal designate not be there, follow the steps outlined below:
 - iii. Ask for the relationship to the child
 - iv. Ask for identification
 - v. Ask why the child is being removed
 - vi. If possible, check the cumulative file for restraining orders and / or pertinent information
 - vii. Should the situation become critical, try to reason with the person. Contact should be VERBAL ONLY. Do not physically try to detain the suspect.

4. Should an actual abduction take place, follow the steps outlined below:
 - i. Contact the parent / guardian as soon as possible
 - ii. Notes should be taken on the physical description of the suspect
 - iii. If immediate contact with parents is not possible, the principal / designate is to contact the police with all the details.

5. A full report shall be sent to the superintendent.

Suicide

The following provides guidance to staff for dealing with student suicide and suicide prevention.

A. HIGH SUICIDE RISK STUDENTS

1. Identifying High Suicide Risk Students

The ability to recognize the indicators of high – risk students, and the willingness to respond appropriately, could make the difference between life or death.

The following indicators may represent a suicidal risk. If one or more of the following indicators are identified the student be monitored closely:

- Giving away personal possessions
- Discussion of suicide plans and methods
- Previous suicide attempts or gestures
- Self-destructive acts
- Pervasive death themes throughout spoken, written, and art works
- Use of dark, heavy, slashes and unconnected bodies in art work
- Anger at self and the world
- Expression of hopelessness
- Statements that family and friends would not miss them
- Sudden, positive behaviour change, following a period of depression
- Significant disruption in family or personal life
- Abuse of alcohol and drugs

2. Obtaining Assistance for High – Risk Students

If a suicide attempt appears likely, imminent, or occurs, take appropriate action:

- a) Stay with the student
- b) Contact the student's parents or guardians immediately
- c) Seek advice from the counsellor / social worker, principal, or other related professionals
- d) Take the student to the emergency department of a hospital, if necessary

3. Follow up Procedures

- a) If a student exhibits suicidal behaviour, is at risk, or has attempted suicide:
 - i. All staff having contact with the student should be notified
 - ii. Information regarding the student's suicidal behaviour should be available to the receiving school when the student leaves one school and attends another
- b) If a student is absent for a period of time due to a suicide attempt:
 - i. The parents or guardians should be contacted to clarify the situation and determine probable absence time
 - ii. Teachers should provide appropriate assignments for the students
 - iii. Contact should be maintained with other professionals involved with the student
 - iv. The student should be monitored closely upon return to school and ongoing contact with parents or guardians maintained.

B. WHEN A SUICIDE DOES OCCUR

The response following a suicide should allow the grieving process to take a natural course without glorifying or condemning the suicide act. The procedures outlined in the Traumatic Events Response Manual should be followed.

Part II - Specific Crisis Situational Responses

Hostile Situation – Dangerous Trespassers and Armed Intruders

Prevention

- Signage “all visitors report to office”
- Emergency signal code
- Code of conduct
- Emergency drills
- Liaison with RCMP to review plan
- EMO Plan for each municipality for overlap

Response

If a person enters the school / school yard displaying aggressive or violent behaviors: Should a weapon be displayed in any way, assume that students and staff are in grave danger. **Staff / students should not confront the intruder in any way.**

1. Remain calm, report the behavior to the office immediately.
2. The principal or principal designate shall assume control of the situation.
3. The PA will be used to inform students and staff of the threat (schools without PA system will use a verbal warning).
4. Upon hearing the warning teachers are to proceed as follows:
 - i. lock classroom doors
 - ii. remove students from window areas.
 - iii. students in classrooms are to **STAY AWAY FROM WINDOW AREAS** and crouch under their desks.
 - iv. students in hallways are to proceed to the nearest secured room, all other students and staff are to remain where they are.
 - v. students and staff that are outdoors should vacate the school ground as quickly as possible and seek shelter in the nearest house, garage, etc. Should the threat be in the playground, everyone should drop to the ground and remain still until instructed to do otherwise.
 - vi. teacher and students will remain in this location until advised by the principal / principal designate that it is safe to do otherwise.
5. RCMP notified
6. Division Office will be notified

NOTE: ONCE DEFENSIVE POSITIONS / LOCATIONS HAVE BEEN ASSUMED, NO PERSON SHOULD MOVE FROM THAT POSITION UNTIL GIVEN THE "ALL CLEAR" BY THE PRINCIPAL / PRINCIPAL DESIGNATE.

Chemical Spill Procedure

Chemical spills are a common hazard in today's world. As educators, we must take special care that students are not subjected to undue harm. In the event that a chemical spill occurs, the following procedures are to be initiated:

IN SCHOOL SPILL

Should a spill occur in the building proceed as follows:

1. Notify the office immediately via the intercom. Try not to leave the immediate area in case students inadvertently or intentionally track through it.
2. Upon notice at the office, the secretary shall notify the principal/principal designate and immediately call the head custodian and staff.
3. The principal / principal designate, in co-operation with custodial staff shall take the following steps:
 - i. Ensure that the area is closed to students
 - ii. Identify the chemical in question as quickly as possible
 - iii. Check the MSDS on the chemical

IF THE CHEMICAL IS NOT CONSIDERED AN EXTREME HEALTH HAZARD:

- a. Custodial staff will clean up as per instructions on the MSDS
- b. The principal / principal designate will contact the superintendent to inform him of the incident and the action taken.

OR

IF THE CHEMICAL IS A DEFINITE HAZARD:

- a. Initiate evacuation procedures as per school policy
- b. The secretary is to call the police identifying the school and the nature of the situation and the superintendent's office and maintenance supervisor to advise same.
- c. Determine the specific hazards such as explosive / flammability
- d. Call the fire department
- e. Shut down electrical systems, if necessary
- f. Wait for the fire / police etc.

A written report is to be filed with the Division Office.

OUT OF BUILDING SPILL ON SCHOOL PROPERTY

Should a spill occur on school property, follow the same procedures as outlined for the in school spill, with the following addition:

1. If the spill is identified as extreme hazard, cordon off the area if possible and post a hazard sign.
2. The principal / principal designate shall notify the Municipal Authorities of the spill and identified hazards.

OUT OF BUILDING SPILL IN COMMUNITY / AREA

Should you become aware of a spill in the area:

1. Notify the principal / principal designate immediately.
2. The principal / principal designate shall contact the Municipal / Town authorities to ensure that they are aware of the spill and obtain further information on the situation.
3. Should the situation be of immediate and extreme danger, initiate evacuation procedures
4. Should the situation not be immediate and extreme, ensure that students and staff are alerted to avoid the spill site.
5. The transportation supervisor shall be advised so that bus drivers can be notified and changes to bus routes made if necessary
6. Notify EMO

Part III - Traumatic Events Response Manual - TERM

Purpose:

This document is intended to provide a simple and practical guide to the principal and staff who must handle the results of a tragic event which impacts on their school. At all times, the principal is in charge.

This document should be reviewed by all staff at the beginning of each school year. This document is a prototype for the division. Each school should adapt its own guidelines which will be specific to the school.

TRAUMATIC EVENTS SUPPORT TEAM

School Based Team – The Principal should set up a school based team composed of staff who are interested in providing support to the school under tragic circumstances. This team should meet in September of every year to review this document and any other relevant material.

MAJOR TASKS OF THE SUPPORT TEAMS

1. Collecting information about the event.
2. Communicating information to staff, students, and others.
3. Managing the school and making necessary changes.
4. Secretarial duties – telephoning, scheduling, typing, and duplicating, etc.
5. Organizing commemorative actions.
6. Post event concerns.

Procedure

- An event occurs which has a crisis effect on the school. Call the Superintendent as soon as possible and keep the superintendent informed as developments occur.
- The administrator determines appropriate course of action:
 - a) Handle situation internally following the guidelines established.
 - b) Call T E R M member(s) to become involved.
- The administrator should delegate as many tasks as possible in order that:
 1. He / she can make decisions and be available for consultation.
 2. He / she is visible to staff and students.

_____ SCHOOL

_____ YEAR

Current Members of the Crisis Response Team:

Name	Work Number	Home Number

TELEPHONE TREE

The Principal or designate will activate the telephone tree to make other staff members aware of the event. If the staff is to be notified by using the phone tree, the message must be very clear:

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

Person(s) responsible for updating the telephone tree:

Note:

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

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

The teacher of the child involved will be phones by _____.

The information to be passed on is:

- Who is involved.
- What has happened.
- When the staff will meet.

SCHOOL TELEPHONE TREE

(Names & Phone Numbers)

* Includes local board members

* Includes all support staff

Division Resource People

A list of Division resource people is currently being developed and will be supplied once available.

Superintendent _____

Student Services _____

Student Family Counsellor _____

Speech Language Pathologist _____

Others: _____

Community Resource People

A list of community resource people is currently being developed and will be supplied once available.

Child & Family Services _____

Mental Health _____

MTS EAP _____

Local Health Centre _____

Ministerial _____

Other _____

STEP 1: CONFIRM DETAILS OF THE EVENTS

Assigned to _____ / Date _____

Determine Sources

Family / Parent / Guardian
Staff
People Involved / Witnesses
Records
Police / Hospital
Other

Information Needed

- a. Details of event.
- b. Identify people directly affected.
 - family
 - close friends
 - staff
 - students
 - community
- c. Current situation in the school and necessary accommodations.
- d. Information from records.
 - names
 - telephone numbers
 - addresses
 - timetables
 - locker number
- e. Wishes of the family.
- f. Other relevant information.

NOTE: Upon completion of the above:

- Contact Superintendent
- Review situation with school team
(determine if Division T E R M support is required)

NOTES:

STEP 2: LIAISON WITH FAMILY

Assigned to _____ / Date _____

Determine the wishes of the family regarding:

- a. Release of picture
- b. Release of information
- c. Release of personal property
- d. Funeral arrangements
 - Church
 - Religion
 - culture

Types of assistance which may be offered to the family:

- Identification
- Transportation
- Photograph
- Notification of relatives, friends, others
- Contact information, eg: benefits officer
- Legal assistance
- Agency assistance
- Cancelling appointments
- Memorial arrangements
- Student accident insurance

NOTES:

STEP 3: DISPENSING INFORMATION

Note: 1. Determine official spokesperson for the school and alternates if believed necessary.
2. It is important to inform the secretary of all details possible as he / she will probably be a front line person.

a. To Staff (determine which staff members should be informed) _____

- Assigned to
- _____ / Date
- Current, factual information about the event
 - Decisions regarding continuation or changes of routine
 - Suggestions to staff in their handling of the classroom situation
 - Confirm those staff and students closest and most likely to be affected
 - A moratorium on curriculum / classes may be necessary to address the grieving concerns of the school
 - Commemorative plans like
 - Assemblies
 - Memorial funds
 - Funeral arrangements
 - Other

b. To students (do not use P.A. or assemblies) _____

- Assigned to / Date
- Determine appropriate way of communicating current, accurate information about the event (class visits, student council)
 - Bulletins regarding continuation or changes of routine
 - Identify available resources to students (counsellors, TEST, grieving room, clergy)
 - Commemorative information

c. To parents and the Community _____

- Assigned to / Date
- Prepare response for inquiries
 - Notify local businesses frequented by students (if appropriate)
 - Others

d. To police / hospital witnesses _____

- Assigned to / Date
- Contact should be made through one of those previously involved in collecting information

e. To media (determine if communication is appropriate and when) _____

- Assigned to / Date
- low key, simple factual
 - release of a picture with family's permission
 - historical information pertinent to the event
 - possible steps taken to prevent a reoccurrence
 - commemorative plans
 - others

f. To Other Schools _____

- Assigned to / Date
- if the victim has family in another school, notify the school
 - if a staff member has passed away ask Division Office to notify other schools

g. Outside Agencies

		<hr/>	
		Assigned to	/ Date
-	CFS - Child & Family Services		
-	Victim's Assistance		
-	Employee Assistance		
-	Church Organization		
-	Other		

NOTES:

STEP 4: ADMINISTRATION OF SCHOOL

		<hr/>	
		Assigned to	/ Date
a.	Relieve teachers affected using teachers known to the students to cover classes		
b.	Arrange counselling for students		
c.	Adjust school schedules, seating plans, class lists, etc.		
d.	Properly withdraw a deceased student or staff member from the roll, ensuring the computer record is properly adjusted.		
e.	Attend to individual situations as they arise – personal property, lockers, desks, etc.		
f.	Provide grieving room (if appropriate)		

NOTES:

STEP 5: POSSIBLE COMMEMORATIVE ACTIONS

Assigned to / Date

- a. Lowering of the flag
- b. Funeral arrangements
- c. Memorial service
- d. Memorial fund
- e. Yearbook entry
- f. Display in the showcase or focal area
- g. Donations / flowers / sympathy card / letter of sympathy
- h. Others

NOTES:

STEP 6: MONITOR PRESENT AND FUTURE STUDENT, STAFF,
AND CLASS REACTION TO THE EVENT

Assigned to / Date

Refer identified cases needing assistance:

- CFS
- Victim's Assistance
- Clinical Services
- Hospital
- Medical
- EAP (M.T.S.)
- Pastoral
- Other

Notes:

STEP 7 : EVALUATE RESPONSE PLAN

Assigned to / Date

- School team meets and evaluates
- Report to superintendent
- Make appropriate entries in TEST manual to improve the handling of any future similar event

NOTES:

REVIEWING, UPDATING, SHARING, THE CRISIS RESPONSE PLAN

The Crisis Response Plan will be shared at a staff meeting.

Date of Staff Meeting: _____

Person(s) responsible for presentation of the plan:

Rehearsal of the Crisis Response Plan

Aspects of the Crisis Response Plan can be rehearsed as necessary

Part(s) of the Crisis Response Plan to be rehearsed: _____

Person(s) responsible for coordinating rehearsal plan: _____
