

Student-Centred Personalized Integrated Learning Environment within a Community of Learners

# **CAPE**

## **Centre for Academic and Personal Excellence**



## **CRITICAL RESPONSE MANUAL**

201 5 Street SW  
Medicine Hat, AB  
T1A 4G7  
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FAX: (403) 528-3048  
[www.capeisgreat.org](http://www.capeisgreat.org)

Member of TAAPCS

*September 2022*



## ***Section 1      The School Critical Response Team***

### ***1.1      Purposes***

**A Critical Response Team must be established in the school for three main purposes:**

- assessing student threats
- managing in-school threats
- supporting students through trauma crisis

### ***1.2      A Clarification of Threat Assessment vs. Crisis Response***

CAPE's **Critical Response Team** provide both Threat Assessment and Crisis Response in its school and is led by the school Principal.

***Threat Assessment:*** *The Threat Assessment Team is* a team of key professionals (principal, vice-principal, counsellors, police, etc.) who are trained in risk/threat assessment and who, as part of their occupations, are required to deal with high-risk students and situations. The role of the team is to assess student threats and threat-makers to determine if risk of homicide or serious violence to some target(s) is present. The team also determines what interventions may need to be carried out to protect potential targets from the threat-maker and to ensure that the student threat-maker receives necessary services to mitigate the risk. In general terms, the threat assessment team responds prior to a violent incident occurring. When the threat assessment team is activated in a school, often only a few members of the school community are aware of the team members' activities, as their work is highly confidential and intended to be as discrete as possible. However, the fields of crisis response and threat assessment are inseparably connected when threat-making or threat-related behaviour occurs, for example, in a high profile context where several individuals are exposed to the threatening behaviour and have been traumatically impacted. In these cases, CAPE will provide crisis response services to impacted individuals while concurrently conducting a threat assessment.

***Crisis Response:*** *The Crisis Response Team is* a team of helping professionals (i.e. school administration, counsellors, mental health workers, victim services workers, etc.) who are trained to provide crisis intervention counselling or debriefing services to individuals in schools impacted by a crisis or traumatic event (suicide, accidental death,

serious violence, homicide etc.). In general terms, crisis response teams respond after the incident has occurred and are applying “emotional” or “psychological first aid”. When a crisis response team is called into a school, all members of the system are aware of the team’s presence and that they may receive services from the team, if requested.

### ***1.3 Before the School Year Starts***

#### **Administration must:**

Prepare a list of their Critical Response Team members’ names and phone numbers.

Determine the location of the Critical Response Manual within the school.

Review the contents of the manual with staff including roles and responsibilities of each member of the Critical Response Team.

Develop an Evacuation Plan for the school including key location(s), phone number(s), contact person(s), procedures and parent notification.

Develop a Lock-Down Procedure for the school.

Determine a location for emergency equipment (flashlights) and contacts (CAPE administration contact, police phone numbers, e-mail addresses).

Develop school fan-out system and phone numbers.

Develop school procedure for threat/risk assessment and crisis response.

Communicate with the school community (via student handbooks, agendas, newsletters, etc.) that policy guidelines are in effect, specifically that there are policies for responding to threats. Statements should read:

**“Please be aware that CAPE staff will ensure that every threat will receive a reasoned and timely response.”**

Orient new staff to all the above **procedures and review yearly** with returning staff.

**1.4 The School Critical Response Team**

<b>Name</b>	<b>Position</b>	<b>Home</b>	<b>Office</b>	<b>Cellular</b>
Teresa Di Ninno	Superintendent	N/A	403-528-2983	403-957-0403
Jeney Gordon	Principal	N/A	403-528-2983	403-504-9178
Pamela Edey	Vice-Principal	403-580-5793	403-528-2983	403-580-1031
Cali Berard	Vice-Principal	403-504-4350	403-528-2983	403-504-6048
Linda Krochack	Director of Student Services	403-529-6035	403-528-2983	403-502-0014
Marissa Hamill	Administrative Assistant	N/A	403-528-2983	403-594-0087

**1.5 School Fan-Out Phone List**

Emergency Dispatch

Phone No. **911**

Alberta Mental Health Risk Threat Team

Phone No. **403-529-3500**

Superintendent: Teresa Di Ninno

Phone No. **403-957-0403**

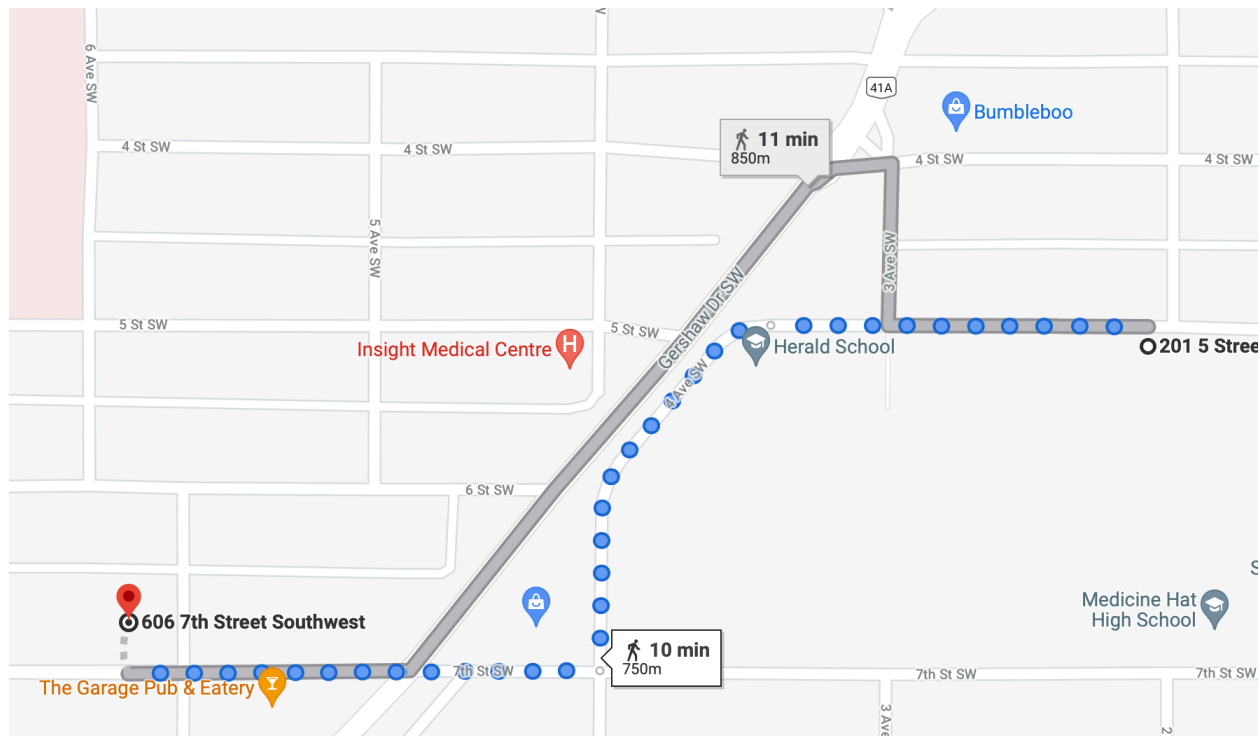
Temple Baptist Church

Phone No. **403-526-6479****1.6 Reception/Evacuation Area(s)**

Established location for students and family members to gather in the event of school evacuation.

Temple Baptist Church  
606 7th St SW, Medicine Hat, AB

Phone No. **403-526-6479**



### 1.7 CAPE Critical Response Team Members 2023-2024

Name	Position	Home	Office	Cellular
Teresa Di Ninno	Superintendent	N/A	403-528-2983	403-957-0403
Jeney Gordon	Principal	N/A	403-528-2983	403-504-9178
Pamela Edey	Vice-Principal	403-580-5793	403-528-2983	403-580-1031
Cali Berard	Vice-Principal	403-504-4350	403-528-2983	403-504-6048
Linda Krochack	Director of Student Services	403-529-6035	403-528-2983	403-502-0014
Marissa Hamill	Administrative Assistant	N/A	403-528-2983	403-594-0087

## 1.8 Critical Response Community Support Team Members

Police representative: Call general dispatch.

Name: N/A

Phone Number: **403-529-8400.**

The Police representative will be responsible for responding to the crisis and directing EMT. Administration will take direction from EMT.

Alberta Mental Health (Medicine Hat Office): **403-529-3500**

Medicine Hat Mobile Response Team Crisis Line: contact is the Community Safety Unit: Sgt Chris Sheehan at **403-529-8451**

Medicine Hat Mobile Response Team Direct Line: accessed directly through Mental Health at **403-529-3500**

She/he will provide a mental status exam where necessary and make recommendations to Team Members and parents/guardians. She/he will also provide the Threat Assessment Team Members with information related to the Mental Health Act, Chapter M-13.1, Section (f) Definition of a Mental Disorder and Section 10, 12 or 24 related to the conveyance of an individual to a Designated Facility.

Child Welfare:

Contact Phone Number(s): Alberta Mental Health Risk Threat Response Team **403-529-3500**

Alberta Child and Family Service **403-529-3753**

Children's Services Crisis Unit **1-800-638-0715**

Help line (after hours): **1-877-303-2642**

The administrator or counsellor should contact the intake worker at **403-529-8451** stating that they are "*calling with regards to a threat assessment situation*", and also share the following information with the intake worker:

- level of concern
- behaviour that has occurred
- who is at risk
- what other contacts are being made as a result of the threat (e.g. mental health, police, parent, etc.)

- whether there is a need for someone to attend a meeting the same day as the call or to attend a meeting on another day
- whether the call is being made as part of a fan-out or only for the purpose of raising the level of awareness

If the matter requires a response the same day, the intake worker will consult with a supervisor on the matter as soon as possible. If the matter requires a response (e.g. attendance at a meeting) on another day, the intake worker will inform the supervisor of the request. The supervisor or designate will decide who should attend the meeting at the school.

Physician: Where available, parents/guardians are to contact the student's own physician.

If not available, then contact:

**Medicine Hat Regional Hospital Phone No. 403-529-800**

**Alberta Mental Health General Phone No. 403-529-3500**

## ***1.9 Critical Response Coordinator Role Description and Involvement Outline***

CAPE is committed to the maintenance of safe and caring school environments.

The coordination of such services is conducted by the Critical Response Coordinator whose role it is to consult on, coordinate the services of, and provide support in the event of a Critical Response. The Critical Response Coordinator for CAPE is Jeney Gordon, Principal. In her absence, a Vice-Principal shall assume this role.

Contact numbers are:

<b>Individual</b>	<b>Position</b>	<b>Home</b>	<b>Office</b>	<b>Cellular</b>
Jeney Gordon	Principal	N/A	403-528-2983	403-504-9178
Pamela Edey	Vice-Principal	403-580-5793	403-528-2983	403-580-1031
Cali Berard	Vice-Principal	403-504-4350	403-528-2983	403-504-6048

Involvement of the Critical Response Coordinator should be utilized directly at such time as the school-based Critical Response Team has determined that further assessment, support, and resources by a more complete multi-disciplinary team involving Additional Critical Response Team Members, and applicable members of the Community Support Team are needed. Indirectly, the Critical Response Coordinator should be utilized for

informal consultation, and more importantly, the collection of Critical Incident Documentation (i.e. Critical Incident Report).

## **2.0 *Communication of Information***

All communications stemming from a Critical Incident will be the responsibility of the Superintendent or their designate. Any requests presented at school for information should be directed to the Superintendent @ **403-957-0403**, or their designate, for a response.

The Superintendent, or their designate, will be responsible for contacting the Field Services Liaison Manager, **Randy Billey** ([randy.Billey@gov.ab.ca](mailto:randy.Billey@gov.ab.ca), **780-427-5393**) or Leta Youck-McGowan ([leta.Youck-McGowan@gov.ab.ca](mailto:leta.Youck-McGowan@gov.ab.ca), 403-297-6239) Zone 6 Director for Alberta Education, **Ron Taylor** @ **(403) 297-5021** to relay information when a significant emergency event occurs in our school authority or school community.

**TO BE UPDATED ANNUALLY**



## Section 2 Assessing Student Threats

### 2.1 Student Threats

The primary purpose of the school Critical Response Team is to identify indicators that suggest that a student may be engaging in attack-related behaviours against some target. The Critical Response Team must intervene to decrease the risk, prevent injury to self or others and assist the student to receive the help he/she needs to address the issues contributing to the high-risk student behaviour.

Immediate and High Risk Behaviours\*, include, but are not limited to:

Immediate	High Risk
<ul style="list-style-type: none"> <li>Vicious physical assault</li> </ul>	<ul style="list-style-type: none"> <li>Possession of a weapon</li> <li>Serious verbal/written threats to kill or injure others</li> <li>Internet e-mail or web-site threat to kill or injure others</li> </ul>

\*Threats may be written, verbal, drawn, posted on the Internet or made by gesture only and, may be direct, indirect, conditional or veiled.

#### 2.1.1 Immediate Risk (Emergency Situation)

In these cases, a threat is posed and the matter is one of immediate police intervention, not threat assessment. The Critical Response Team does not have a role here, but may be utilized following the immediate crisis to assist with follow-up recommendations.

*In cases where there is a high risk of bodily harm:*

1. **Call 911** (This is an emergency situation. Any adult with knowledge of this risk or a high concern for safety must call.)
2. Do not approach anyone with a weapon.
3. Activate school Lock Down procedure.

### 2.1.2 High Risk Student Behaviours

*Any person having knowledge of high-risk student behaviour, as defined above, shall notify the school administrator and his/her designate who will:*

1. Contact the Police.
  2. Contact the school Counsellor.
- The Police will determine, in consultation with the Critical Response Team, whether to arrest/charge the student under the Criminal Code or Youth Criminal Justice Act. Alternatives to “criminal charge” include apprehension under the Mental Health Act and/or the Child Welfare Act.
  - An initial threat assessment should be conducted by the Critical Response Team.
    - Use the key questions in section 2.1.5 to determine the likelihood that the threat may be carried out. For example, how specific is the threat and does the threat-maker have the means or access to the means to carry out the plan, etc.
    - Take the necessary steps to resolve concerns raised by the initial threat assessment.
    - If the student is to be detained, determine where to detain, who will detain, and whether it will increase or decrease the risk of harm to self and/or others.
  - Under Section 24(1) of the School Act, the student may be suspended or expelled from school. Prior to suspension or expulsion, the Critical Response Team should complete an initial threat assessment. The Critical Response Team may conduct a more comprehensive assessment before the student returns from school suspension.
  - The school Principal does have the option to consequence the student’s threatening behaviour/action as per CAPE policy and after consultation with the Critical Response Team.
  - A plan of intervention will be developed with the parents/guardians involved. There is the expectation that the student’s parent/guardian will provide strict supervision during the school suspension. If supervision of the young person is not available by the parent/guardian, then a report should be made to Child and Family Services.
  - An appointment for a further Mental Health Assessment will be arranged by parents/guardians (assisted by CAPE’s Counsellors). A referral could be made to the Alberta Mental Health Board office, the Alberta Children’s Hospital, or Medicine Hat

Regional Hospital.

- Parents/guardians will also be asked to arrange for a full physical check-up by the student's own family physician.
- In addition to the initial threat assessment, the School Critical Response Team should conduct a more comprehensive assessment before the student returns to school from suspension. That is, when the student is more stable, the Critical Response Team can look more deeply at other factors covered in section 2.1.6.
- A "Covenant of Safe Conduct", a contract made in trust, will be required (signed by student, parent/guardian and school administrator) prior to the student returning to school. See section 2.1.4 for an example of a covenant.

### **2.1.3 Worrisome Behaviour**

*If a student has stated an intent and it threatens safety:*

1. The Principal, the school-based counsellor and the Police will conference and determine a course of action in consultation with parents/guardians.
2. The Critical Response Team may recommend that the parent/guardian arrange therapy/counselling sessions.
3. The school Principal may decide to consequence the student as per CAPE Policy.
4. Should suspension be considered, the parent/guardian is expected to provide appropriate out-of-school supervision.
5. Parents/guardians may contact Child and Family Services for support services.
6. A referral to counselling services and/or general practitioner or paediatrician will be recommended to provide support for child-specific needs. Recommendation for referral to other agencies such as Alberta Mental Health, or a developmental paediatrician, as deemed appropriate, should be made.
7. A "Covenant of Safe Conduct" may be required as determined by the Critical Response Team (signed by student, parent/guardian and school Administrator) prior to the student returning to school. See section 2.1.4 for an example of a covenant.

8. Consideration must also be given to conflict resolution and the anxiety of others prior to the student returning to the school environment.

### 2.1.4 Example of Covenant of Safe Conduct

CAPE School D/M/Y

This Covenant, an agreement made in trust between students, *Student X*, (D.O.B.) \_\_\_\_\_ and staff of CAPE School. This Covenant is fully supported by parents/guardians, *Mr. and Mrs. X* \_\_\_\_\_.

1. I, *Student X*, agree to conduct myself in a safe manner at all times.
2. I also agree to seek out the following staff members should I have thoughts of harm towards myself and/or others: *Mr. Y* \_\_\_\_\_, *Mrs. Z* \_\_\_\_\_ and/or *Mr. W* \_\_\_\_\_.
3. I, *Student X*, will seek staff if at any time I am concerned about others' verbal or non-verbal actions towards me.
4. I, *Student X*, agree to be a safe CAPE student. I will not bring any weapons or other potentially harmful items to school or a school event.
5. I agree to use all other items at school in a safe and appropriate manner.
6. We, the staff members \_\_\_\_\_, agree to be responsive to *Student X* when he seeks assistance.
7. At any time, if one of the above staff members is not immediately available, *Student X* will be asked to wait at the office until one of the above can respond and arrange a time to meet with *Student X*.
8. I agree to continue my therapy sessions with Alberta Mental Health.
9. I also agree to meet with an CAPE School Counsellor at any time deemed appropriate by staff, my parents or myself.

Signed by: _____	_____
<i>Student Signature</i>	<i>date</i>
_____	_____
<i>Parent/Guardian Signature</i>	<i>date</i>
_____	_____
<i>Parent/Guardian Signature</i>	<i>date</i>
_____	_____
<i>CAPE Staff Signature</i>	<i>date</i>
_____	_____
<i>CAPE Staff Signature</i>	<i>date</i>
_____	_____
<i>CAPE Administrator Signature</i>	<i>date</i>

### **2.1.5 Essential Elements of a Risk/Threat Assessment**

*A risk/threat assessment evaluates the means, motivation, and intent of the threat-maker, and the level of risk of the threat, and develops an intervention plan.*

*Evaluation of the threat and the threat-maker is outlined in the South Eastern Alberta VTRA Protocol, of which CAPE is a partner. Actions to address risk/threat, along with investigation forms, are also outlined in the protocol.*

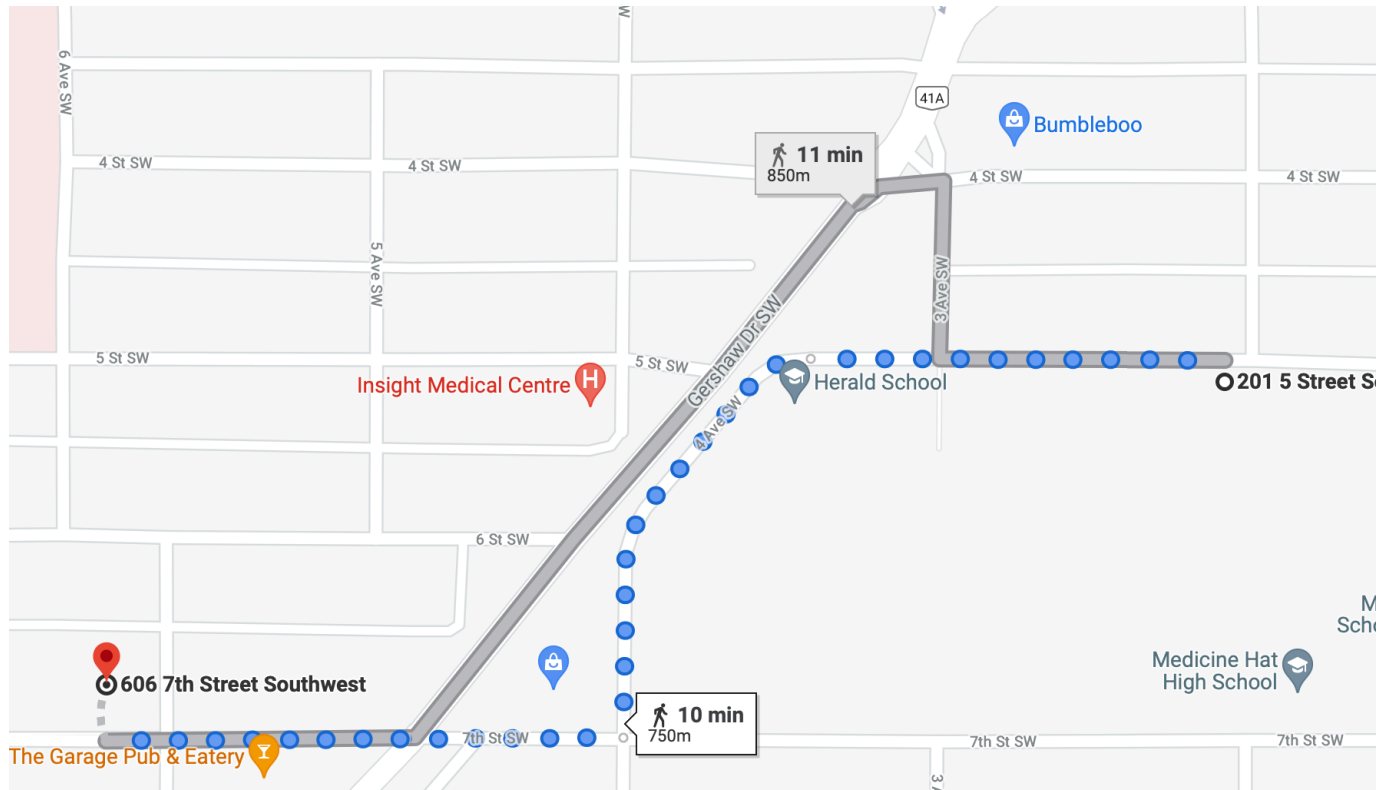
**TO BE UPDATED ANNUALLY**



## Section 3 *Managing In-School Threats*

### 3.1 *Bomb Threats*

1. The person who receives the threat should attempt to gather as much detail as possible (make notes or use checklist).
2. The principal or designate makes a decision whether or not to evacuate students using fire drill procedures.  
**Note: avoid bomb area – use alternate evacuation route.**
3. Call Emergency Services **9-1-1**/Inform School Critical Response Team and staff regarding circumstances.
4. Have student attendance information available.
5. Ensure that copies of school floor plans are available to police.
6. Access alternate school location if required.  
**CAPE Alternate locations: Temple Baptist Church**  
**606 7th St SW, Medicine Hat, AB**
7. If emergency responders determine the threat is real:
  - inform Superintendent who will:
    - utilize media, in co-operation with police, to inform parents of safety issues.
    - prepare a media statement and fact sheet to respond to telephone inquiries.
    - attend to intra-school communications.
9. Identify student and staff crisis counselling needs and arrange for required services.
10. Debrief in this order:  
Critical Response Team  
School Staff on site  
School community
11. Complete Critical Incident Report (see section 6).



**BOMB THREAT CHECKLIST****CALL:**\_\_\_\_\_ Police Phone #: **911** and/or **403-529-8400****NOTES:** listen    be calm/courteous    do not interrupt    gather information    take notes

Type of Contact	Record	Ask	Identify /note
<b>Note</b>	Date: _____ Time: _____ Handle note with care      Advise administration		
<b>Call</b>	Date: _____ Time: _____ Answering Machine   Y   N Voice Mail                Y   N Threat wording: _____ _____ _____ _____ _____ _____	Where is it? _____ _____ What does it look like? _____ _____ Why are you doing this? _____ _____ _____ _____ Who are you? _____ _____ _____ When is the bomb going to go off? _____ _____ _____ _____ What is it made of? _____ _____ _____ _____ _____ _____	Is the voice: _____ a man? _____ a woman? _____ a child? Any speech impediment? _____ Yes      _____ No Is there any accent? _____ Yes      _____ No nationality? _____ Is the voice familiar? _____ Yes      _____ No Emotional state: _____ calm? _____ 'nervy'? _____ vulgar? Any background noise? _____ Children's voices _____ traffic _____ talking _____ machines _____ bells _____ other _____ Does the caller seem to know the building? _____ Yes      _____ No

Type of Contact	Record	Ask	Identify /note
<b>In Person</b>	Date: _____ Time: _____	Where is it? _____ What does it look like? _____ _____ Why are you doing this? _____ _____ _____ Who are you? _____ _____ When is the bomb going to go off? _____ _____ _____ What is it made of? _____ _____ _____ _____	Is the person: _____ a man? _____ a woman? Ethnicity: _____ Height: _____ Built (ex: slim, heavy set): _____ Eye colour: _____ Any speech impediment? _____ Yes    _____ No Is there any accent? _____ Yes    _____ No nationality? _____ Is the person familiar? _____ Yes    _____ No Emotional state: _____ calm? _____ 'nervy'? _____ vulgar?

**CALL POLICE IMMEDIATELY****3.2 Suspicious Package**

1. Should a staff member be suspicious of a package or backpack, administration must be informed immediately and conduct preliminary investigation.
2. The principal or designate will arrange for evacuation procedures.
3. The School office will Call Emergency Services 911
4. Students will leave building through fire exit doors and await instruction as to further movement of the students, if necessary.
5. Staff will activate the emergency phone tree to contact parents if classes will not resume.

**3.3 Intruder Threats****3.3.1 Unauthorized/Suspicious Person(s)**

1. The principal or designate shall determine whether the person is a legitimate visitor and/or poses a threat to school safety.
2. If the intruder is determined not to be a serious threat, alert staff and students to the intruder's location by asking them to remain out of the specific area. Ask intruder to leave school premises and warn police are *en route*.
3. If intruder refuses to leave, instruct teachers in contact with the intruder to take all steps to ensure their own safety and that of the students. Do not engage in violent confrontation.
4. If intruder is determined to be a serious threat, initiate school Lock Down.
5. Call Emergency Services **9-1-1**.
6. If appropriate, maintain direct observation of the intruder to monitor developments until arrival of police.
7. Request police arrest intruder if he/she refuses to leave.
8. When incident is resolved, inform all staff and students.
9. Complete Critical Incident Report.

### 3.3.2 *Irate Person(s)*

1. The staff member who identifies and irate or threatening individual(s) initiates Lock Down.

### 3.3.2 *Dangerous or Deadly Weapons*

**Note: An intruder with a weapon – whether using it or not – is treated as a clear threat to school safety. It is a hostage or hostile situation. School personnel should focus on the safety of students and staff and leave negotiations to trained responders.**

1. School staff who detect an intruder with a firearm should immediately call a Lock Down.
2. Follow Lock Down procedures for school.
3. Office to contact Emergency Services **9-1-1**.
4. Inform Superintendent who will attend to all media and inter-school communications.
5. If possible, inform School Critical Response Team.
6. Gather as much information as reasonably possible prior to the police arriving: number of persons involved, location, number and types of weapons, names, number of victims, statements made, description of clothing.

**Do Not:**

- **evacuate school until the police have arrived, determined the locations concerned, and have directed an evacuation**
  - **attempt to remove the firearm(s) from the intruder**
  - **attempt to negotiate with the intruder**
  - **remove lock down until given clearance by the police**
8. When safe to do so provide first aid to any victims until Emergency Responders arrive.
  9. Use previously established location (Reception Area) for family members to wait and be kept informed. This is the location to which students will be released.

**CAPE alternate locations: Temple Baptist Church  
606 7th St SW, Medicine Hat, AB**

10. Release students only after police approval.
11. Teachers should remain with students until they are released.
12. Use attendance file when releasing students to verify information.
13. Use prearranged site, if necessary, as a safe area for students/staff to meet immediately upon evacuation.

**CAPE alternate locations:**

**Temple Baptist Church 606 7th St SW, Medicine Hat, AB**

**Counselling**

14. Debrief in this order:
  - Critical Response Team
  - School Staff on site
  - School community
15. The School Critical Response Team will determine the nature and extent of the crisis counselling required and will access the necessary resources.
16. Complete Critical Incident Report.

**3.3.3 Gang Violence**

1. Ensure the safety of students and staff:
  - isolate students from the disruption – initiate Lock Down or Evacuation procedures.
2. Assess the danger of the situation and respond accordingly. Call Emergency Services **9-1-1**.
3. Provide first aid as required.
4. Convene School Critical Response Team, as circumstances dictate.
5. Re-establish order with help from police and available staff.
6. Inform Superintendent, who will:
  - prepare a statement for the media and a fact sheet to answer telephone inquiries.

7. Identify witnesses (with police) and help determine what caused the altercation.
8. Identify all students involved in the gang violence and follow CAPE disciplinary procedures.
9. Provide follow-up counselling and referral services to students who were the victims of the gang violence or who may be at risk.
10. Debrief in this order:
  - Critical Response Team
  - School Staff on site
  - School community
11. Complete Critical Incident Report.

### **3.4 Hostage/Abduction Threats**

#### **3.4.1 Hostage Taking**

**Note: Do not attempt to rescue hostages or threaten the perpetrator.**

1. Call Emergency Services **9-1-1**.
2. Gather as much information as reasonably possible:
  - information on the perpetrator, weapons, explosives, etc.
  - assess immediate danger to hostage; assess potential threat to others.
3. Follow procedures for school Evacuation or Lock Down if required or as directed by Emergency Responders.
4. Inform Superintendent who will:
  - prepare a statement for the media. The media may assist in informing parents of the location and time of the students' release.
  - prepare a fact sheet to respond to telephone inquiries.
  - attend to inter-school communications.
5. Convene School Critical Response Team.
6. Provide facilities for emergency personnel and prepare for a possible lengthy situation.
7. Use previously established location for family members to wait and be kept informed.

This is the location from which students will be released.

6. Release students only after police approval:

- teachers should remain with students until they are released.
- use attendance file when releasing student to verify information.
- use prearranged evacuation site if necessary, to release students to their parents.

7. Debrief in this order:

Critical Response Team  
School Staff on site  
School community

8. The school Critical Response Team will determine the nature and extent of the crisis counselling required and will access the necessary resources.

9. Complete Critical Incident Report.

### 3.4.2 Abduction

**1. Attempted:**

- Do not physically intervene.
- Gather as much information as possible if safe to do so (i.e. license plate number, color of vehicle, etc.).
- Call Emergency Services **9-1-1**.
- Inform Parent.

**2. Suspected:**

- Verify that the student is missing and possibly abducted. Search building and grounds.
- Question student's friends to obtain information.
- Call Emergency Services **9-1-1**.
- Inform Parent.

**3. Confirmed:**

- Call Emergency Services **9-1-1**.
- Inform Parent.

4. Convene School Critical Response Team, as circumstances dictate.

5. Inform Superintendent who will:

- with the police, develop a fact sheet for the media and to respond to telephone inquiries.

- attend to inter-school communications.
6. Meet with staff if possible and advise teachers on sharing information with students.
  7. Based on circumstances, determine need for more active intervention – visit classrooms, identify students at risk, provide counselling as required.
  8. Send letter home to all parents outlining facts as known and alerting them to any possible concerns as well as school/police initiatives.
  9. Prepare classmates to be supportive when student returns and provide counselling as needed.
  10. Complete Critical Incident Report.

### 3.5 *Fire Threats*

1. Engage the fire alarm. This will dispatch emergency services (the same as calling **9-1-1**).
2. Commence evacuation procedures (see Fire Drill P&P). Once outside, inform the administration team of the location of the fire.
3. Assemble students and staff in previously determined places well away from the fire (at least 60 feet from the building), leaving fire routes clear. Use predetermined alternate facility if required (see fire maps).
4. The location of fire houses and extinguishers in the building are identified on the map within the Fire Safety Plan. Staff should be aware of these locations. Staff should be familiar with the operation of fire extinguishers.
5. Inform the Superintendent who will:
  - determine communication needs – media statement; telephone response fact sheet; parent notification.
  - attend to inter-school communications.
6. Debrief in this order:
  - Critical Response Team
  - School Staff on site
  - School community
7. Determine whether crisis counselling services are required and to what extent.

9. Re-enter building only after fire services have declared it safe.
10. Complete Critical Incident Report.

### **Fire Drill Procedure**

Upon hearing the fire drill:

1. Instruct the students to be quiet, rise, and line-up at the emergency exit #1.
2. Take your Mark Book/iPad/laptop.
3. Instruct the students to file out quietly and go to the designated homeroom meeting area outside of the school, regardless of the time of the drill.
4. Take the yellow evacuation folder from the room you are in.
5. Leave the lights and close the door behind you as you go, keep closing all doors behind you as you exit the building.
6. Take the yellow folder to the homeroom meeting spot for the class you were with. Give the folder to the homeroom teacher, teaching assistant, or to a responsible student.
7. Each staff member and class is assigned a specific evacuation spot. Always report to your assigned evacuation meeting post. Do a roll call to make sure all the students are there. Use the marker to record the information. Do not include absent students as missing. Only students that are attending school at that time and NOT at the meeting spot are to be considered missing.
10. Look for the drill administrator in the alleyway between the field and the playground. When the blue card, is raised, hold up your colored card(s). If all your students attending school at that time are accounted for, hold up the green card. If a student or adult is missing, hold up the red card. Should you have any extra adults or students, please hold up the orange card. It is possible to hold up more than one card; only red and green should not appear together.

Stay with your students until advised to either return to class (administrator will show dark green card) or evacuate to Temple Baptist Church (red card.)

### **3.6 Early Dismissal due to Inclement Weather or Hazardous Road Threats**

1. The Superintendent or designate (principal) will determine if road and/or weather conditions are a threat to the physical safety of students and call for Early Dismissal.
2. The principal or designate will institute the Emergency Phone Tree to inform all staff and parents of the early school closure.
3. Staff are expected to be at their normal place of work until each student has been signed out and picked up by a parent or designated individual.
4. Staff may leave the school facility once all students have left. Staff continue to be paid if they are absent from work in such circumstances.

### **3.7 Emergency School Closure**

For the safety of CAPE students, the school may be closed or closed early. Such circumstances include:

- Blizzard conditions or heavy snowfall
- Unsafe travel/road conditions or road closures
- Extreme wind chill (approaching -40°C)
- Interruption of basic services (water, electricity, heat)
- Emergency situations
- Act of God (tornado, flooding, etc.)

**1. Emergency School Closure** - The Superintendent or designate (Principal) has the authority to temporarily close the school in emergency situations where the health and/or safety of students and staff may be endangered.

**2. Early Dismissal and/or Closure** – Whenever possible, students should remain at school until normal school closure.

- (a) If early school closure is required, the decision shall rest with the Superintendent or designate (principal).
- (b) If early closure occurs, the principal must activate the Emergency Phone Tree to ensure that parents and/or guardians are informed.
- (c) The school staff is to ensure that each child is in the care of a responsible person until parental or bus pick up.
- (d) Parents of students that take a bus will be contacted to make arrangements for emergency pick-up.

3. In the case of an early morning school closure, one staff member, the one that has the fastest and safest access to the school, is expected to be at his/her normal place of work until he/she is sure that no students are likely to arrive and be dropped off, unless inclement weather conditions or hazardous road conditions endanger his/her physical well-being. Staff continue to be paid if they are absent from work in such circumstances.
4. When school is closed, no teachers and support staff will be required to attend school.

### **Guidelines for Dealing with Extreme Temperatures / Weather**

In order to keep staff and students safe, CAPE uses the following guidelines for dealing with extreme weather or temperature conditions.

- **Temperatures warmer than 28°C (Humidex warmer than 30°C)**
  - Students need to acclimatized to hot temperatures over a series of days for increasing periods of time.
  - Select shaded areas for activities when possible. If activities are in the sun, allow students frequent access to shaded areas for short periods of time.
  - Limit the amount of strenuous exercise to 20 minutes between rest periods.
  - Ensure each student is equipped with a full water bottle of cold water at the beginning of the activity. Access to extra water is strongly advised.
  - Avoid direct sunlight for more than 30 minutes at a time.
  - Students must wear sunscreen (recommended SPF of 20 minimum and UVA and UVB protection). This should be requested in a letter home well before the day of the activity. Students should also be educated in the proper use of sunscreen to protect often neglected body parts including the lips, face, neck, shoulders, back, knees, and tops of feet.
  - Encourage students to wear UV blocking sunglasses.
  - Students can use both sunscreen and insect repellents when they are outdoors to protect their health. Follow the instructions on the package for proper applications of each product. Apply the sunscreen first, followed by the insect repellent.
- **Temperatures colder than -20°C (including wind chill)**
  - Students must have flesh covered with appropriate clothing to participate in recess. Indoor recess is at the discretion of the office with consultation of the administration.
  - Outside activities for temperatures lower than -25°C must be limited to 15 minutes or less with students properly covered.
  - Temperatures that exceed -30°C with wind chill will automatically mean that students remain inside for recesses and breaks.

- **Rainfall / thunderstorms**

- Students will not take part in activities outside when the rainfall is moderate to severe or a thunderstorm is present.
- In the case of a severe thunderstorm warning, caution must be taken to ensure that students have immediate access to shelter at all times in case of storm conditions.

- **High winds**

- Should there be winds in excess of 30 km/hr, outside activities will be assessed and may be modified at the teacher's discretion.
- In the case of a tornado sighting in the immediate area, the school will assume modified lockdown procedures.

- **Air quality**

- The Air Quality Health Index (AQHI) is defined and measured by Environment Canada. [https://weather.gc.ca/airquality/pages/abaq-008\\_e.html](https://weather.gc.ca/airquality/pages/abaq-008_e.html)

AQHI	Description	Actions
1-3	Low health risk	Continue as normal
4-6	Moderate health risk	Consider restricting levels of activity. Reduce the intensity and duration of any strenuous activities. Provide resting periods. Consider indoor recess for students with health issues that may be impacted by air quality.
7-10	High health risk	Reduce or reschedule activities outdoors, including recess for all students.
Above 10	Very high health risk	Avoid all activities outdoors. Indoor recess and lunch for all students.

**TO BE UPDATED ANNUALLY**



## ***Section 4            Supporting Students Through Trauma Crisis***

### ***4.1    Counselling Response Plan - Role Checklists***

#### **Administration**

- Flexibility is necessary for the Principal (alternate-Cali Berard).
- Confirm tragedy has occurred with appropriate authorities – ask for details.
- Contact School Counsellor and the Superintendent.
- Call members of the Critical Response Team.
- Contact other community resources as needed.
- Inform staff members – use chain calling if necessary.
- With teachers, identify any in-school victims of the situation such as siblings and extended family members.
- Review location of support centre in school and expand if necessary
- Coordinate initial staff meeting for the purpose of information sharing and distribution of support material.
- In consultation with the Counsellor, determine the method of informing students.
- Consider parent meetings, parent support groups and/or sending home a memo to parents.
- Decide who will be the contact person with the family involved (if other than principal) and discuss their role as prime contact person with the family.
- Coordinate debriefing meeting at the end of day one.

**Administrative Assistant (Monica Hopkins / Jody Wolfe)**

- Arrange for substitute teachers for administration and/or other staff.
- Note students/teachers absent on day one. Arrange with administration who should notify those staff and students absent from the school.
- Copy and distribute the Classroom Teachers checklist as well as sections 4.6, 4.7 and 4.8 for the initial staff meeting.
- Arrange for lunch and refreshments for support personnel.
- Prepare name tags for those coming to the school to help.

**Counsellor (Alberta Mental Health - Joeleene Broussard)**

- Engage community resources as required.
- In consultation with the principal, decide how best to inform the students of the critical incident.
- Provide ongoing support to teachers and other school staff during the day.
- Be prepared to lead initial or end-of-day staff meeting if required.
- Have students who are in need of more intensive support referred to appropriate outside agency.

**Classroom Teachers**

- Meet with students by homerooms or grade level to inform of critical incident in accordance with the plan communicated in the initial staff meeting. If the classroom teacher has been directly impacted by the tragedy, a member of the Critical Response Team and/or an administrator will meet with the students.
- If possible, a member of the Critical Response Team should accompany the teacher, as the teacher informs the students of the tragedy. This is particularly advisable if the students in your classroom have been directly impacted by the tragedy.

- Note any students who may be in need of extra emotional support, either on day one, or after the initial crisis. Submit names to administration or Counsellor by the end of the first day - sooner if necessary.

**When you meet with the class:**

- model calmness.
- inform the students that the school has a Critical Response Plan.
- review the known facts and dispel rumours.
- inform them of the support centre location(s).
- reassure them that resource people are available in the school.
- let them know that everyone needs time to process information in trauma response.
- if a suicide occurred, emphasize the loss of the person rather than the nature of the death.
- encourage them to express feelings in whatever way is appropriate for them - all responses are natural. Tell students it is possible that the death may surface experiences or memories for themselves which they are not aware of.
- discuss possible guilt feelings or feelings of responsibility. Tell students that guilt and anger are common trauma response emotions.
- ask the students to be supportive of one another and to escort any friend who is upset to a teacher or to the crisis center.
- encourage the students to discuss their feelings with their parents.
- inform students of the range of normal grief reactions.
- refer to section 4.6 for further information about helping students with grief.
- refer to section 4.7 for lesson ideas when discussing bereavement with students.
- refer to section 4.8 to further your own understanding of grief and mourning.

## 4.2 Initial Staff Meeting

### Modified Plan

*If the tragedy occurs during the school day, administration must initiate the Counselling Response Plan immediately and obtain extra support personnel through the school Counsellor and Superintendent. A staff meeting should be called at the earliest opportunity and then follow the steps of the critical response plan as outlined. Otherwise proceed as follows.*

An early morning staff meeting with **all** school personnel is imperative when a tragedy has occurred to someone from the school community. During this meeting, the principal (or designate) will:

1. inform the staff of the tragedy and all known facts of the event.
2. introduce members of the Critical Response Team and assure staff that support is there for them and the students.
3. announce any changes to the school day's schedule.
4. inform staff of the location(s) in the school which are available as support centers.
5. allow time for questions from the staff, utilizing Critical Response Team Members in answering questions that may arise.
6. review sections 4.6, 4.7 and 4.8.
7. announce time of end-of-day staff meeting as a time to debrief and bring closure to day one.
8. refer to the remainder of this manual as deemed helpful.

## 4.3 Day One

1. Those adults meeting with classes to inform them of the tragedy need to:
  - inform students of facts of the event.
  - dispel rumours.

- answer questions whenever possible. Let them know you will find out the answers if you can - be honest in what you don't know.
- indicate the location of the support centre.
- ask them to be supportive of one another and to escort friends who are upset to a teacher or to the counselling/support areas.
- encourage students to discuss their feelings with their parents.

See section 4.7.

2. Staff should be observant of students requiring additional emotional support and make note of the names of these students in order that follow-up intervention can be provided if needed. These names should be passed on to administration or a counsellor at the end-of-day staff meeting. Characteristics of students who should be monitored include:

- anyone who *experienced* traumatic stimuli (i.e., student who witnesses a school incident)
- immediate family members
- relatives
- close friends
- boyfriend/girlfriend
- team mates
- ex-boyfriend(s)/girlfriend(s)
- classmates
- students with active mental health concerns (i.e., suicidal or homicidal ideation, severe depression, anxiety disorder)
- students who abuse drugs and alcohol
- students with a significant emotional tie with the deceased, positive or negative. (This includes any student who was involved in an adversarial relationship with a victim.)
- students that have experienced a recent loss such as death of a parent, sibling, friend
- students with unresolved abuse/trauma
- leaders or over-responsible students who may blame themselves for “not seeing the signs” or not “knowing what to do”
- any that you intuitively suspect may be ‘at risk’ students.

***\* It is essential that all staff be informed of this list of students.***

3. Some staff may require additional support, such as:

- a) having a team member with them when they discuss bereavement with the class or,
- b) a referral for counselling.

4. Teachers are encouraged to allow for the expressing of grief in their classes in whatever way and to whatever extent they are comfortable. Teachers are encouraged to return to the normal routine as soon as possible, recognizing that students may periodically need to debrief again.
5. Students may initiate a class discussion about the situation each time a new class meets and students are regrouped. They may need the catharsis of talking as a group to come to terms with their shock and grief. At the beginning of each class, teachers may allow a few minutes for students to talk about their reactions to the event. Teachers should provide a clear transition point before resuming the normal class routine. Students unable to do this should be escorted to the nearest support centre for additional assistance.
6. Students who have been identified as requiring additional emotional support should be contacted by a counsellor.
7. The counsellor or administrative staff coordinates the phone calls to the parents of individual students who are particularly upset during the day. This is ideally done by guidance staff who can explain the student's reaction to the parents and give appropriate advice as to how the parents should handle their son/daughter. (Some may be asked to take the student home for the day.)
8. Whenever possible, clarification of the details surrounding the event should be done through the police, Victim Services or the hospital. Questions that must be clearly responded to are: the cause of death and an explanation of the situation. When a death occurs, either accidental or suicidal, it is essential that contact be made with the bereaved family at the first appropriate opportunity. A designated school **contact** should offer condolences and support to the family. Ongoing communication by the designated **contact** must be maintained with the family to offer continued support. Details of support services available through the school should be relayed to the family through this **contact**.

### ***End-of-Day***

### ***Staff Meeting***

This meeting is mandatory for all staff members. It should be led by the principal if possible. The school counsellor must be present. The following items should be addressed:

1. Review events of the day.

2. Discuss any new information.
3. Collect names and relevant information for students who may need additional emotional support.
4. Review plans for next day.
5. Ensure support is available for particular teachers who may require assistance.
6. Put Critical Response Team and any other support staff involved on call for day two.

### ***Debriefing***

This meeting should follow the staff meeting and be voluntary for staff members. It should be led by a CAPE school counsellor and may follow aspects of the defusing process.

***Counselling Response Personnel need to debrief with administration immediately following the staff meeting and debriefing meeting.***

## ***4.4 Day Two to Day Four***

### ***Day 2***

#### **Administration**

1. Contact additional resource personnel who were put on-call from day one, as required.
2. Continue to inform staff of new information relating to the event.
3. Relate details of funeral arrangements if known.

**Critical Response Team Members**

1. Continue meeting with students as individuals and in small groups for support.
2. Follow up on students who were identified as needing additional support the day before.
3. Call parents of these students, if appropriate.
4. Be aware of other students who are showing delayed reactions to the event.
5. Hold a debriefing session for front line staff who have been dealing directly with the crisis. This would usually occur at the end of the day.
6. For students with homicidal ideation, activate the threat/risk protocol (Section 2). For students with suicidal ideation, refer to a counsellor.

**Day 3****Administration**

1. Phone all parents of additional students identified as requiring extra support.
2. Continue to inform staff of any new information relating to the event. Relate details of funeral arrangements, if known.

**Critical Response Team Members**

1. Continue to follow-up with identified students.
2. An informal debriefing for front line staff should be arranged if necessary at end of day.

**Day 4****Critical Response Team Members**

1. Counselling of students continues.
2. Staff members should be individually contacted to provide support.
3. An opportunity should be provided for front line staff who have been dealing directly with the crisis to meet for the expression of feelings and mutual support.

### 4.5 *Counselling Response Plan – Scenarios*

This section summarizes ten situations in which a response to a death or near death is required. For day-by-day details see the following two sections.

Situation	Response
<b>1. Student death</b> <ul style="list-style-type: none"> <li>• sudden, accidental;</li> <li>• after school or on weekend</li> </ul>	<b>Initial response:</b> <ul style="list-style-type: none"> <li>• implement Counseling Response Plan</li> </ul>
	<b>Longer term issues:</b> <ul style="list-style-type: none"> <li>• acceptance of the death is often difficult and may take a longer time to accept</li> <li>• memorial is appropriate (in the context of what the school may have done in the past)</li> <li>• issues related to our own (and students') vulnerability may arise</li> </ul>
<b>2. Student death</b> <ul style="list-style-type: none"> <li>• sudden, accidental;</li> <li>• during school hours</li> </ul>	<b>Initial response:</b> <ul style="list-style-type: none"> <li>• implement Counseling Response Plan</li> <li>• call staff together to inform them of known details at the earliest opportunity</li> <li>• inform students as soon as possible</li> <li>• hold staff meeting at the end of the day</li> </ul>
	<b>Longer term issues:</b> <ul style="list-style-type: none"> <li>• acceptance of the death is often difficult and may take a longer time to accept</li> <li>• memorial is appropriate (in the context of what the school may have done in the past)</li> <li>• issues related to our own (and students') vulnerability may arise</li> </ul>
<b>3. Student suicide</b>	<b>Initial response:</b> <ul style="list-style-type: none"> <li>• implement Counseling Response Plan</li> <li>• may not have accurate information initially, but it is important to tell students and staff what is confirmed by police or police spokesperson, as soon as possible</li> <li>• when confirming to students that a death has been a suicide, include the message that suicide is never an acceptable alternative to problems</li> </ul>
	<b>Longer term issues:</b> <ul style="list-style-type: none"> <li>• memorial service at school is generally not advised</li> <li>• students and staff may experience a variety of emotions over a fairly long time period – confusion, guilt, anger, etc.</li> </ul>

Situation	Response
<b>4. Staff death</b> <ul style="list-style-type: none"> <li>• sudden, accidental;</li> <li><sup>a</sup> after school or on weekend</li> </ul>	<b>Initial response:</b> <ul style="list-style-type: none"> <li>• implement Counseling Response Plan</li> <li>• make special note of other staff who are close to that person and may need extra support (e.g. subs, relief from classes)</li> <li>• inform other schools that have students who may be impacted</li> </ul>
	<b>Longer term issues:</b> <ul style="list-style-type: none"> <li>• some type of memorial service or tribute may be planned</li> <li>• staff who need help with bereavement issues (EAP possible resource)</li> </ul>
<b>5. Staff death</b> <ul style="list-style-type: none"> <li>• sudden, accidental</li> <li>• during school hours</li> </ul>	<b>Initial response:</b> <ul style="list-style-type: none"> <li>• implement Counseling Response Plan</li> <li>• call staff together to inform them of known details at the earliest opportunity</li> <li>• inform students as soon as possible</li> <li>• hold staff meeting at the end of the day</li> <li>• administration or other staff member could assume responsibility for affected classes</li> <li>• inform other schools that have students who may be impacted; support will be needed for them</li> </ul>
	<b>Longer term issues:</b> <ul style="list-style-type: none"> <li>• some type of memorial service or tribute may be planned</li> <li>• staff who need help with bereavement issues</li> </ul>
<b>6. Staff Suicide</b>	<b>Initial response:</b> <ul style="list-style-type: none"> <li>• implement Counseling Response Plan</li> <li>• may not have accurate information initially, but it is important to tell students and staff what is confirmed by police or police spokesperson, as soon as possible</li> <li>• when confirming to students that a death has been a suicide, include the message that suicide is never an acceptable alternative to problems</li> <li>• take special note of other staff who are close to that person and may need extra support (e.g. subs, relief from classes)</li> <li>• the class(es) of the teacher who has committed suicide will need coverage plus emotional support</li> <li>• inform other schools that have students who may be impacted; support will be needed for them</li> </ul>
	<b>Longer term issues:</b> <ul style="list-style-type: none"> <li>• memorial service at school is generally not advised</li> <li>• staff may need help with bereavement and other emotional issues (EAP possible resource)</li> <li>• may be continuing emotional confusion among students and staff</li> </ul>

Situation	Response
<b>7. Staff death occurring at school</b>	<b>Initial response:</b> <ul style="list-style-type: none"> <li>• implement Counseling Response Plan</li> <li>• special support for students who may have witnessed the death</li> <li>• take special note of other staff who are close to that person and may need extra support (e.g. subs, relief from classes)</li> <li>• inform other schools that have students who may be impacted</li> </ul>
	<b>Longer term issues:</b> <ul style="list-style-type: none"> <li>• some type of memorial service or tribute may be planned</li> <li>• staff who need help with bereavement issues</li> </ul>
<b>8. Staff or student death following a lengthy illness</b>	<b>Initial response:</b> <ul style="list-style-type: none"> <li>• implement Counseling Response Plan</li> <li>• may be confusion of feelings, e.g. relief mixed with sadness</li> <li>• grieving process may have been happening for a long time before the person died</li> <li>• may be denial – people act as if nothing happened</li> </ul>
	<b>Longer term issues:</b> <ul style="list-style-type: none"> <li>• memorial is appropriate</li> <li>• support with bereavement issues for staff and students</li> </ul>
<b>9. Death of former staff or student</b>	<b>Initial response:</b> <ul style="list-style-type: none"> <li>• Counseling Response Team’s discretion as to the extent to which Critical Response Plan is implemented</li> <li>• Important that students and staff have accurate information; principal (and staff) decide how that information will be related.</li> <li>• If suicide, include that message that suicide is never an acceptable alternative to problems</li> </ul>
	<b>Longer term issues:</b> <ul style="list-style-type: none"> <li>• some type of memorial action may be planned at school if the death has not occurred by suicide</li> <li>• schools may want to establish a policy for this</li> </ul>
<b>10. Sudden death (or suicide) of family member of a current student</b>	<b>Initial response:</b> <ul style="list-style-type: none"> <li>• Counseling Response Team’s discretion as to the extent to which the Critical Response Plan is implemented</li> <li>• Important that students and staff have accurate information</li> <li>• If a suicide, include the message that suicide is never an acceptable alternative to problems</li> <li>• Provide support to friends of the student experiencing the death</li> </ul>

Situation	Response
	<b>Longer term issues:</b> <ul style="list-style-type: none"> <li>• help with bereavement issues for affected student(s)</li> </ul>
<b>11. Death of a close family member of staff</b>	<b>Initial response:</b> <ul style="list-style-type: none"> <li>• immediate supervisor may consult with School Counsellor</li> <li>• immediate supervisor offers any number of the following: <ul style="list-style-type: none"> <li>• Class coverage/substitute</li> <li>• Victim services</li> </ul> </li> <li>• immediate supervisor informs other staff members and students if appropriate</li> <li>• Critical Response Team's discretion as to the extent to which Counseling Response Plan is implemented</li> <li>• possible referral to the Employee Assistance Program (EAP) for counseling.</li> </ul>

### ***SPECIAL NOTE***

#### ***Violent incidents that happen in the community may strongly impact students***

- Students and/or staff may experience issues of fear for personal safety.
- A variety of issues may emerge.
- It is important to convey a message that reinforces the highly unusual nature of the incident to allay unwarranted fears.
- An “out of proportion” reaction may be seen from those students experiencing abuse or violence in their own lives.

## 4.6 *Helping Students with Grief*

### 4.6.1 Initial Response

Our society has tended to isolate or insulate children from death. However, there are many ways in which teachers can talk about death in a natural, sensitive and helpful manner. Teachers and parents can help grieving students face their feelings about death in many ways.

- Let the bereaved child know that you are aware of the death. Offer to inform other classmates, teachers, and friends if the student wishes.
- Be open and honest with your own feelings. Create an atmosphere of open acceptance that invites questions, discussion and expression of feelings. It is natural to cry, to be sad or to be angry. Normal grief responses may seem inappropriate (e.g. giggling, joking, withdrawal, seeking attention).
- Recognize that physical symptoms and psychological symptoms are a normal part of grief. These can affect the quantity and quality of a student's work.
- Recognize that students may attempt to deny feelings of grief, fear and anger. The normal grieving process may be delayed or distorted for some students.
- Many bereaved students feel uncomfortable talking to their friends about the death. Isolation from friends and withdrawal from normal activities may occur. This isolation should be monitored.
- If you and the recipient are comfortable with touch, do not be afraid to hug.
- If the bereaved person seeks you out to talk, be available and really listen. Hear with your ears, your eyes, and your heart.
- Acknowledge the reality that grief hurts. Do not attempt to rescue the grieving person from that hurt. Be supportive and available.
- Use correct terminology related to death. Avoid euphemisms, such as, "going on a long journey" and "gone to sleep".
- Share your own feelings and talk about your own memories, without idealizing the person who has died.
- Children should be invited, but never forced, to participate in a discussion about death.
- Grieving students need some unstructured time to deal with their grief. It may not be appropriate to force a "regular" structured day upon them. When in doubt, allow them the freedom to express their needs.

#### 4.6.2 *Helping Students with Grief - Longer Term Considerations*

- Offer choices of activities that will allow students to tangibly express their grief. Memorials, letters, poems, pictures, a scrapbook, and planting a tree are all suitable examples.
- Identify children who face emotional problems as a result of the death and make appropriate referrals.
- Encourage other students to think about how they will help a bereaved classmate when he/she comes back to school.
- Bereaved students are concerned about stares from peers, what the other students will say, and how they should respond. They also have concerns about how much information the other students have about the death. Meet with students before they return to your class to let them know what information has been shared. Be certain to inform students who were absent as soon as they return.
- Try not to single out the grieving child for special privileges. Temper your expectations with kindness and understanding.
- The grieving student may also experience other life changes (e.g. a family move that may increase their stress).
- Seek the assistance of friends and colleagues to help you and your class through this stressful time.

*The Halton Board of Education (1989); The Compassionate Friends.*

#### 4.6.3 *Age-Appropriate Reactions to Death*

##### 1. **Preschool Reactions to Death**

A preschool child may not believe that death is final. Death is like sleep: you are asleep and then you awaken again. A child experiences some aspects of what he or she considers “death” when a parent goes to work or to the supermarket. One moment you are here and the next you are not. Death is seen to be reversible.

To a child, death is usually thought of as accidental. One dies when run over by a car or attacked by robbers. Death is not inevitable - people may live forever if they are fortunate and careful.

##### 2. **Five to Nine Year Old Reactions to Death**

In mid-childhood youngsters are better able to understand the meaning of physical death because of their developing life experiences. For some there is a strong tendency to consider death as a physical manifestation in the form of a person or spirit (e.g. angel of death, boogie man).

At this stage, youngsters neither deny death nor accept its inevitability. A compromise is made. Death is “real”, but only to others, namely, the aged.

### 3. **Reactions to Death: Nine Years and Older**

Children now formulate realistic concepts based on biological observation. Death is not a person but a perceptible end of bodily life. A dog runs into the street and is hit by a car. The animal can no longer get up to play. Dead is dead. It is very final and universal. It is brought about by natural as well as accidental causes. Death is that inevitable experience which happens to all, including the child. (It is necessary to point out that many adolescents and even adults have childlike views of death. They “know” death is final, but their daily attitudes and actions are more consistent with the conviction that personal death is an unfounded rumour).

*Reference - Earl Grollman*

*Teachers may wish to make copies of this section available to parents*

## 4.7 **Discussing Bereavement with Students – Lesson Ideas**

### 4.7.1 **Introduction**

- Review the known facts about the death. Discuss loss reactions in general.
- We tend not to talk about death in our society. This does not help us in situations such as this.
- Grief is an expression of love or caring for someone.
- There is a wide range of “normal” feelings.
- If you examine how you feel at this moment, you may feel relieved that someone is talking about emotions and death.
- You may be feeling really angry that you have to sit here and listen to this stuff about loss and death. You may feel insulted that we are even talking about this. These are normal feelings.
- Everything from being numb to being very angry and acting out is normal.
- You may move away from the numbness to some other feelings.
- Anger is an emotion that all of us experience with death, and the anger may be for any number of reasons.

### 4.7.2 **Dealing with Your Own Feelings**

What are your reactions to death and loss? Are you able to talk freely? With whom? When? It is important that you allow yourself to deal with it. It is okay to cry - you may need to cry.

How are you going to look after yourself while experiencing a loss?

- Let yourself talk to someone else.
- Write a journal.
- Acknowledge your feelings.
- You will need to talk, reminisce, share treasured moments and laugh at experiences shared with the individual.
- Verbalize as much as possible. Music, situations, clothing, pictures may trigger feelings - allow yourself to experience them.
- Be willing to be comforted. Parents and friends can help you through their experiences.
- Grieving is normal and healthy. When you are through it, reach out to others who need a friend like you.

#### ***4.7.3 Helping Others Deal With Loss***

Each of us experiences a loss from our own perspective. Those who have had a recent loss may react to this situation in different ways.

You need to recognize how you feel, and you need to look at how others feel also. It is going to be really important for all of you to support one another. How are you going to care for each other in the next little while?

You can be of help to others by:

- being supportive.
- modelling good listening skills. It will encourage others to do the same.
- sitting and listening. Give others an opportunity to use your ear.
- do not judge. Acknowledge their feelings and allow them to live through their own pain.
- being sincere. Do not pretend or exaggerate your feelings.
- keeping in mind that everyone deals with loss in the only way they know how – sometimes we think others are acting/reacting in inappropriate ways.

#### ***4.7.4 Other Places to Get Help***

You can go to many places to get help:

- family and friends

- adults you trust - relatives, friends of the family, coach, scout leader, etc.
- family doctor
- teachers
- school counsellor
- minister
- Teen Line **403-264-8336**
- Children's Services Crisis Unit **1-800-638-0715**
- Distress/Drug Centre 24 Hour Crisis & Suicide Line **1-833-456-4566**
- Mobile Response Team Crisis Line contact is the Community Safety Unit:  
**403-529-8451**
- Mobile Response Team Direct Line accessed directly through Mental Health at  
**403-529-3500**
- Alberta Mental Health General **403-529-3500**
- Medicine Hat Regional Hospital **403-529-8000**
- Kids Help Phone **1-800-668-6868**

#### ***4.7.5 Saying Good-Bye***

It is important to say good-bye in a manner that you find appropriate. One way is to attend the funeral.

- For many bereaved students, the funeral will be a new and frightening experience.
- Public recognition of the deceased heightens the reality of death.
- Funerals make it okay to show emotions related to death.
- The funeral signals the end of death. After the funeral, people try to get back to normal. However, family and friends often need extra support after the funeral when the support system tends to disappear.
- A funeral can be a source of strength because friends and relatives gather.
- Viewing the body is one of the hardest parts of grief. It may be a healthy thing to do. Seeing is believing. (You may or may not have the opportunity to do this).
- You can go to the funeral to support your friends, even if you did not know the deceased.

If you can not go to the funeral, other ways to say good-bye are:

- observe 2 minutes of silence
- send a card
- write a letter to family or friends of the deceased
- write a letter to the deceased, say good-bye, let them know how you feel
- keep a journal

#### **4.7.6 Things to Say to People Who Have Had a Loss**

In an effort to find the right thing to say, we often say nothing at all to a grieving person. The best things to say are simple, honest and straight-forward:

*I'm sorry about your \_\_\_\_\_'s death.*

*I've heard about your loss and want you to know that I am concerned and want to help you.*

*I hurt for you.*

*I don't know what to say.*

*You have my deepest sympathy.*

Avoid clichés and easy answers. Do not attempt to minimize the loss. Just your presence and being there is important. Avoid saying things like:

*It will be okay.*

*Time heals everything.*

*God took her/him home.*

*I know just how you feel.*

#### **4.7.7 Helping Someone to Get on With Normal Life**

Going through the grief process after a death is a growing experience. Encourage the person to focus on life and not death by involving them in day-to-day activities. Loss generates a lot of energy, and if all that energy is turned inward, it can be destructive.

Be there for the person several weeks and months after the funeral. This is the time you will be needed and appreciated the most.

Later areas of concern for the person may include:

- anniversary of death
- birthdays
- holidays
- guilt
- dating a new person
- fear of death

Slowly, eventually, the pain eases and the person enters the stage of acceptance. Living begins, again, to carry small joys. The loss is still deep, but the sharpest pain is gone.

## **4.8 General Information About Grief**

Grief is unique to each individual and therefore has no rules, time frames, order or expectations. Society has inhibited our ability to grieve in a healthy manner by discouraging talking about the deceased and by putting time limits on our grief. We are a society that connects emotional strength to our ability to suppress emotions and maintain a calm exterior. The damage of such behaviour is evident throughout society. The ability to express our emotions in an open, healthy, non-destructive manner is far more worthy of the “strength” label.

Each person will have a different experience based on their relationship, perceived relationship and emotional connection with the deceased. Often people feel scattered, cheated or fearful in response to the death of a loved one. Emotions are often escalated where a suicide death is involved.

Certain events, images or activities will remind the person of the deceased for years to come. The more traumatic the death, the more difficult it is to replace the tragedy or negative images with positive experiences and memories. Avoid making light of the experiences, associations or emotions any person may be experiencing in dealing with the suicide death. It is possible that the death has triggered other memories or experiences which we may be unaware of. These may be regarding the personal thoughts or experiences of the person or a loss or difficult event from their past.

### **4.8.1 Points to Remember**

A suicide death can spark other suicidal thoughts or behaviours in some cases for several months to follow. We need to always be aware of this potential reaction.

Deaths caused by illness or accidents can create anxiety about death because many young people feel they are immune to death. They see it as an old person’s destiny, not a youth’s.

### **4.8.2 Assisting the Survivor**

- Your actions and energy speak louder than words - calm, compassion, caring, *acceptance*, *patience*, and presence are grounding and healing for the person in pain.
- Remember that, initially, they are in shock, and that this early response includes denial, disbelief, and numbness as well as emotional extremes.
- Do not be afraid to mention the loved one's name or to ask about the death or loss; bereaved persons usually want to talk about what has happened. Ask how they are coping.
- It is important to use exact terms when referring to death, especially when dealing with children. Words such as killed, suicide, died, dead, funeral etc., help the survivor begin to face the reality of the death.
- Don't worry about upsetting them - they are already upset and this is to be expected at such a time. It is therapeutic for them to have a chance to express their feelings but people often shy away from providing that opportunity for them.
- Encourage open discussion and communication among family members about the event. Secrecy can become a destructive pattern that impedes healing.
- Talking about normal grief symptoms reduces fear and anxiety. Difficulty sleeping, reduced appetite, various physical symptoms and a wide range of emotions are normal at this time.
- Respect the uniqueness of grief - each survivor copes with major psychological trauma in their own way.
- Help them find up-to-date information about support programs, resources, and services that are available in your area. Put information, directions and appointments in writing.
- Explain that not all family members and friends will be able to offer emotional support when it is most needed. They are grieving too.

#### ***4.8.3 Children/Adolescents and Grief***

##### ***1. Providing the following conditions are met, children can integrate losses just as well as an adult:***

- the child had a reasonably secure relationship with his or her parents before the loss
- the child receives prompt and accurate information about what happened, is allowed to ask questions, and receives honest answers
- the child participates in family grieving, including the funeral or their rituals, which must be explained to them in advance

- the child has the comforting presence of a trustworthy parent or adult who he or she can rely on in a continuing relationship

## ***2. Positive approaches caregivers and parents can take include:***

- Prepare before the fact by sharing ideas about loss and dying after the death of an animal, plant or a tree, or by discussing a film or television show that explores the topic.
- Children need immediate reassurance that they will not be left alone, and that their needs will be met. This helps alleviate separation anxiety.
- Allow children to grieve in their own way, which may include "acting out" feeling/playing. Children express grief through behaviour and play.
- Encourage the child to talk and to verbalize emotions about the loss, particularly guilt, anger and fear. They can also release emotion through stories, drawing, coloring or play.
- Respect the child's privacy and respect their personal process. Don't expect them to change suddenly.
- Share your feelings about the loss with the child including crying, sadness, laughter and so on. Remember that grieving is learned behaviour.
- Provide multiple supports for the child such as older siblings, other family members, and neighbours that the child trusts.
- As much as possible, maintain the child's daily routine.
- Remember that your behaviours may be more important than what you say. Few words are needed when you reassure children with accepting love. They need the reassurance that they will not be abandoned and that it is not their fault.
- Avoid euphemisms or figures of speech because the child may take them literally.

## ***3. Signs that children may be having difficulty with grief:***

- sudden personality changes
- extreme denial
- brooding months later

- fantasies of reunion
- refusing to admit the person is dead
- extensive depression, withdrawal, listlessness
- recurring psychosomatic headaches or stomachaches
- losing friends through aggressiveness or withdrawal

***Seek a professional opinion if one or more of these signs appear.***

## **4.9 Frequently Asked Questions About Suicide**

### **1. Why do people commit suicide?**

There is never any one cause or reason for suicide; however, some people who commit suicide choose to do so because they can not see any other solution at that time. They may feel hopeless, helpless and alone even though there are often many other solutions to their problems. Sometimes revenge is the motive for suicide, yet it is often accompanied by other issues. Fatigue, loneliness, alcohol, drug use or depression are frequent factors with suicide related deaths. Recent studies reveal a correlation between suicidal thoughts and behaviours and the menstrual cycle or PMS. Other factors may include reactions to various stresses in life (school, home, financial, relationship, legal, physical, health, etc.). It is different with each individual.

### **2. Is it true that people attempt suicide as a cry for help?**

The suicide attempt is often a conscious or an unconscious method for getting others to recognize just how badly the individual is feeling. They may not know more appropriate ways of getting help or communicating their feelings at that time in their lives. A suicide attempt is not necessary to gain support or assistance in dealing with a problem or stress no matter how big or hopeless it may seem. There is always someone who can help. Sometimes it may take the assistance of a friend or family member to find the right help, but it is always available.

### **3. If someone in the family has committed suicide, are others in the family apt to suicide when they have problems?**

Suicide is not genetic or inherited. It may seem like an accepted method of solving problems when modelled by a family member, friend, mentor or

acquaintance. Sometimes the suicide death and alternative means of dealing with problems are not often discussed amongst family members. Suicide grief is extremely difficult and often prolonged as support services are not commonly available or equipped to deal with the unique issues of a suicide death.

**4. Do people ever attempt suicide to get attention or to get others to feel sorry for them?**

Anyone who attempts suicide in order to draw attention to their pain or situation is indeed in desperate need of attention and should therefore receive support and help. As mentioned earlier, they may not realize that self harm is not the appropriate way to ask for help or attention. They will need support in learning more effective and less dangerous means of communicating their needs and feelings and solving problems.

**5. If a person attempts suicide what is the likelihood of them trying again?**

People who attempt suicide are at an increased risk of attempting or completing suicide if they do not receive the help they need to overcome whatever the issue it is that led them to engaging in suicidal behaviour. Most people who think about or attempt suicide do so only once in their lives and with the right help and resources often go on to live healthy productive lives without further suicidal behaviours. Very few people are chronically suicidal as this is often a symptom of mental health issues such as chronic depression. People who have attempted suicide require assistance in exploring positive problem-solving skills and alternatives.

**6. Is it true that people who kill themselves or attempt to do so do not really want to die?**

Most people who attempt or complete suicide are ambivalent about whether to live or die right up to the moment of death. They often do not really want to die. They just do not want to go on living the way they are. Sometimes they just cannot see any other way to change their circumstances even though there are always alternatives to suicide.

**7. Will a person who is deeply depressed always become suicidal?**

While it is true that suicidal feelings often develop in a person who is deeply depressed (about 2/3 of all people who die by suicide are clinically depressed), the fact that one is depressed does not mean that the person will become suicidal. People experience depression and sadness differently. Some people, for example, are tired and find they want to sleep all of the time, while others cannot sleep at all. The same goes for eating habits and other behaviours.

**8. *Does anyone ever impulsively attempt suicide and then become sorry for their actions later on?***

At a particular moment of the suicide attempt, the person may have become overwhelmed by emotions and circumstances that they found intolerable. In that short time period, an impulsive suicide attempt may occur. In retrospect, they may regret the decision when they realize they have other options. They may also feel ashamed or embarrassed following an attempt. This may inhibit their willingness to seek help as they may try to minimize the attempt, thus increasing the risk of further suicidal behaviours if they do not get the help they need.

**9. *Does taking drugs or consuming alcohol increase the chance of a person becoming suicidal?***

Alcohol and drug use can exaggerate feelings and distort perceptions of situations to a point where they seem intolerable. Alcohol and drugs also impair one's ability to think rationally or clearly, thus reducing, in their mind, the number of options and resources available. Alcohol is a depressant which often adds to the feelings of despair and sadness, yet some people use alcohol with hopes of cheering up when the opposite is true.

**10. *How can one help a person who is suicidal?***

Many people who are suicidal feel worthless and unimportant. If you can demonstrate caring and concern, the person at risk of suicide may begin to feel accepted and listened to. Most importantly, never be the sole support or resource for the person at risk of dying by suicide. It is important to get others involved i.e.: a trusted knowledgeable adult, friends, parents, family, school counsellor or teacher, medical professional, etc. Never promise not to tell anyone else. Be careful not to be judgmental. Listen carefully to how they are feeling. Get help.

**11. *How does talking about suicide help prevent it?***

Over 80% of all people who die by suicide have given warning signs prior to committing suicide. Some warning signs are difficult to detect unless we learn more about what they are. People who are contemplating suicide are often relieved when someone notices just how desperate they are feeling and that suicide is a consideration. Talking about suicide openly gives permission to those who may be thinking about killing themselves to reach out for help and talk about what they are thinking and feeling. It creates a climate of caring and helps break through the loneliness the person is experiencing.

**12. *Is suicide or attempted suicide against the law?***

No. In the late 1970's the law was changed as it was recognized that suicide is not a legal issue but rather an emotional mental health issue. It is now illegal to coach, coax or assist someone in ending their life.

**13. *Is a person who attempts suicide mentally ill?***

The majority of people who commit suicide or attempt suicide are not mentally ill. They are often experiencing difficulty coping with stresses or pressures in their lives. Many suicidal people feel alone, overwhelmed, worthless and just do not see any other way out of their situation. Poor self esteem seems to contribute to most suicidal behaviours. Some suicidal people are angry in reaction to an event or several events that are causing additional stress, confusion, anguish or pressure. Others are deeply sad but not necessarily mentally ill.

**14. *What effect does a suicide death of a loved one have on the family, friends and relatives?***

The survivors of suicide often experience a great deal of struggle in dealing with complex emotions such as anger, denial, guilt, shock, blame, shame, despair, confusion, depression and many others. Suicide grief is believed to be the most difficult to cope with. Many people who grieve the suicide death of a loved one claim one never "gets over it" but does eventually learn to live with the great void in their lives. Family members and friends find a suicide death places great strain on remaining relationships and family dynamics. They need a tremendous amount of support, understanding, patience and permission to grieve at their own pace and in their own way.

**15. *Why do some people keep a suicide death in the family a secret?***

Some people fear being blamed, ostracized, ridiculed or judged by others following the suicide death of a family member or friend. Although things have improved, stigma, taboo and myths still exist in society where suicide is concerned. Historically, suicide has been linked with criminal behaviour, severe mental disorders or sinful and shameful behaviour. Family members and friends are often plagued with guilt, believing that somehow they are to blame. They may feel like they should have been able to recognize that suicide had become an option for the person who died by suicide, and that they could have stopped it from happening.

While we do know that about 80% of all people who die by suicide give warning signs of their intentions to kill themselves, 20% give no clues. Most people do not

know the warning signs or where to turn for help. Sometimes suicide warning signs are vague or difficult to link with suicide. Hindsight is 20/20. Many people discover which behaviours may have been indicators of suicide ideation or plans after the death has occurred. This can add to the feelings of guilt and despair and, in some cases, increase their own risk of suicide.

**16. *Is there any particular group of people who are more likely to suicide?***

Suicide occurs despite of race, religion, income level, affiliation, gender, age, etc. Statistics do indicate a higher rate among Aboriginal people and with people who are most isolated. The danger in narrowing our concerns to one or two higher risk factors is that we will miss others at risk of death by suicide. Regardless of the beliefs, practices or influences that culture, faith, money or status may bring, no group seems to be protected from suicide. It is important to be aware that even the people thought to be the most unlikely to commit suicide, as they seem to have everything going for them, may indeed be at risk of taking their own lives.

**17. *How many people die by or attempt suicide in Alberta each year?***

In 2003, there were 455 deaths by suicide in Alberta, 128 of which occurred in the Calgary Region. This is the number of people whose cause of death was proven to be a suicide. This does not include the high numbers where suicide is suspected but not proven. Out of the 455 suicide deaths, 17 were people between the ages of 10 years and 19 years of age, and approximately 3/4 were males.

For every 1 completed suicide there are over 100 attempted suicides. Individuals in their 50's continue to be the age group in Alberta with the highest suicide rates. Although the Alberta rate of teen suicide has dropped in recent years, some communities continue to experience a high rate of teen suicide deaths. The Headwaters Health Authority Region reports ranking as the seventh highest suicide rate out of the seventeen regions in Alberta.

**18. *Does everyone think about suicide at least once in their lifetime?***

Two studies (Ramsey & Bagley 1985; Moscicki 1989) looked at suicidal ideation over a one year time period. They concluded an estimated average of 6% of the population have suicidal thoughts per year. This estimate is likely conservative. In 1994, this works out to about 162,890 people (1 in 17) with thoughts of suicide. Most will have fleeting thoughts of suicide in response to a major stress in their lives yet not act on those thoughts i.e: attempt or complete suicide.

## 4.10 Sample Letters

### 4.10.1 Announcement of Death of a Student

Date \_\_\_\_\_

One of our students, \_\_\_\_\_ in Grade \_\_\_\_\_, died  
on \_\_\_\_\_. It is a tragedy and something  
(date)  
many of us have trouble understanding and coping with.

If there are any students who are having difficulty or need to talk to someone, there will  
be a session dealing with bereavement at \_\_\_\_\_ this morning in the  
\_\_\_\_\_.

In addition, counsellors will be available throughout the day if you wish to talk to one.

For those who have parental permission to attend the funeral, funeral services will be  
held on \_\_\_\_\_ at \_\_\_\_\_.

Funeral Home Address:

\_\_\_\_\_

**or**

When details of the funeral are available, staff and students will be notified.

We extend sympathy to family and friends.

**4.10.2 Sample Letter re: Death of a Student**

Date \_\_\_\_\_

Dear Parents:

It is with great sadness that I write this letter to inform you that \_\_\_\_\_ passed away on \_\_\_\_\_. \_\_\_\_\_ is a grade \_\_\_\_\_ student at CAPE School. I'm sure that you will join with me in conveying condolences to the \_\_\_\_\_ family.

All students were told of (his/her) death this morning. They were given the facts as we know them and an opportunity to ask questions and make comments. The grade \_\_\_\_\_ students were given some guidelines about responding appropriately to a classmate's grief and time to prepare a token of their sympathy, i.e. a card, poem, or picture to give. \_\_\_\_\_, our School Counsellor, was an integral part of the process and remained available for the remainder of the day for support.

Your child may arrive home with a desire to talk further. Children will vary in how this will affect them. If you require further guidance as a parent in dealing with this, please contact the classroom teacher, a School Counsellor or an administrator.

We will let you know about funeral arrangements as we hear. Students have been advised that their attendance at the funeral is a family decision.

Yours truly,

\*\*\*This letter should not necessarily be sent out in all circumstances. It may be sent out following consultation with Critical Response Team and with the family's permission\*\*\*

**4.10.3 Sample Letter re: Death of a Parent**

Date

Dear Parents:

It is with great sadness that I write this letter to inform you that \_\_\_\_\_ passed away on \_\_\_\_\_. \_\_\_\_\_ is the (father/mother) of a grade \_\_\_\_\_ student at CAPE School. I'm sure that you will join with me in conveying condolences to the \_\_\_\_\_ family.

All students were told of (his/her) death this morning. They were given the facts as we know them and an opportunity to ask questions and make comments. The grade \_\_\_\_\_ students were given some guidelines about responding appropriately to a classmate's grief and time to prepare a token of their sympathy, i.e. card, poem, or picture, to give. \_\_\_\_\_, their School Counsellor, was an integral part of the process and remained available for the remainder of the day for support.

Your child may arrive home with a desire to talk further. Children will vary in how this will affect them. If you require further guidance as a parent in dealing with this, please contact the classroom teacher or administration.

We will let you know about funeral arrangements as we hear. Students have been advised that their attendance at the funeral is a family decision.

Yours truly,

**4.10.4 Sample Letter re: Death of a Parent**

Date \_\_\_\_\_

Dear Parents of Grade \_\_\_\_\_ Students:

It is with great sadness that I write this letter to inform you that \_\_\_\_\_ died on \_\_\_\_\_. I am sure that you join with me in conveying condolences to the \_\_\_\_\_ family. \_\_\_\_\_ is the mother of \_\_\_\_\_ a grade \_\_\_\_\_ student here at CAPE School in \_\_\_\_\_'s classroom. \_\_\_\_\_ was a very active parent volunteer in \_\_\_\_\_'s classroom during grades \_\_\_\_\_ and so many of the children knew her.

All of the grade \_\_\_\_\_ students were told of her death this morning. They were given the facts as we know them and some guidelines about responding appropriately to a classmate's grief. They were given the opportunity to ask questions, make comments and prepare a token of their sympathy (i.e. card, poem, picture) to be given to \_\_\_\_\_ at a later date. Our School Counsellor was an integral part of this process and remained available to children for the remainder of the morning if additional support to them was required.

Your child may arrive home with a desire to talk further. Children will vary in how this will affect them. If you require further guidance as a parent in dealing with this, please contact myself, the classroom teacher or \_\_\_\_\_, our School Counsellor.

The funeral will be at \_\_\_\_\_ Funeral Home on \_\_\_\_\_ with refreshments to follow at the \_\_\_\_\_. We have advised the children that their attendance at the funeral is a family decision.

Sincerely,

### ***4.11 Parents and Trauma Response***

As the impact of trauma response can extend as far as a three-mile radius of the school, parents and community members should be included in the expression of emotion over the trauma. Parental or community meeting(s) may be needed in order to give parents entitlement to their emotions regarding the trauma. A parent meeting could happen before or after the classroom intervention. The school can also help with parent support groups. Delayed response to trauma is predictable. Therefore, parents and community members need to become empowered in order to help their children through the recovery stage of trauma response.

**TO BE UPDATED ANNUALLY**



## ***Section 5            School Lock Down/Evacuation Procedures***

***Note: All adults working in the building must be familiar with and trained in these procedures. Staff are expected to maintain a 'locked' door so as to facilitate quick response should a lockdown occur.***

***All outside doors with the exception of the main door must be locked at all time.***

### ***5.1    Lockdown***

**Any member of staff can and should call a lockdown if they perceive an intruder threat to the safety of individuals in the building. In other circumstances, such as serious injury, environmental threat, etc., the Lock Down will be at the discretion of the principal or designate.**

**1. In the event of an emergency requiring a lock down, the initiating staff will announce the following (or similar) message over the intercom:**

**ATTENTION ALL STAFF! WE HAVE AN EMERGENCY LOCK DOWN!  
PLEASE SECURE ALL CLASSROOMS! I REPEAT! WE HAVE AN  
EMERGENCY LOCK DOWN! PLEASE SECURE ALL CLASSROOMS!**

**2. Call Emergency Services 9-1-1.**

**3. Call the Superintendent, when deemed safe to do so, who will deal with all communications including media and inter-school.**

**4. All adults in the building without direct student supervisory duties are expected to find the closest secure location to wait until the lockdown has been lifted.**

**5. Teachers will check the hallway outside of the classroom for ANY students and take them into your classroom. (It does not matter if they are in your class. A check for missing students will take place to ensure all students are accounted for.) Do not go checking for any students who have left the room. If your classroom is by a washroom, yell into the washroom "There is a lockdown. Stay where you are!"**

6. Shut and lock your classroom door (REMEMBER TO ALWAYS CARRY YOUR KEYS!!), ensure all blinds are pulled and lights are off. This includes the gym. DO NOT OPEN THE DOOR OR RESPOND TO ANY CALLS/KNOCKS/NOISE FROM OUTSIDE THE DOOR UNTIL THE OFFICE STAFF HAS ANNOUNCED OVER THE INTERCOM THAT THE LOCK DOWN IS OVER!

An emergency light that faces the playground will be turned on by the staff in room 115. Another administrative assistant will contact 911 and remain on the phone.

7. Group students low to the ground in a corner of the room that is out of sight of any windows cracks in doors, etc. If you are in the gym, move students to the equipment room and lock the doors.

8. Demand silence in the classroom. Whisper when giving directions or responding to students' questions.

9. Students who are out-of-doors:

If your class is outside when a lockdown is called, the red light facing the playground will be turned on. The supervising teacher(s) is to line up the students and escort them to Medicine Hat High School or the Moose Rec Centre. For this reason, it is extremely important to check out with the office before you go. You will be contacted when the lockdown is over.

13. Late arrivals at school:

Students who arrive at school late, and see that door to the office is closed/locked, are to exit the building immediately, and, should their ride have left, proceed across the street to Medicine Hat High School until after the lock down. Please inform the cashier why you are there, as, if safety permits (after the emergency personnel arrive), office staff may contact the store to check if anyone has come over. After the lock down is over, a staff member will call or walk over to get the students.

14. Person is not secured in a classroom:

Students who are in the washroom when the announcement for a lock down has been made, ensure the door is locked. Remind students to remain there until the end of the lock down. Students need to remember to remain silent and not to respond to any noises until office staff announces the end of the lock down.

15. Follow police direction with respect to ending the Lockdown and/or Evacuation of students. A lockdown will not officially end until a police officer, or school administrator, has physically unlocked the classroom door and provided further instructions to teacher and class. **When the emergency situation is over, an identifiable staff member will unlock each classroom, office and check all general areas and bathrooms.**

16. During a lockdown it is imperative that staff and students disregard any fire alarm.
17. Inform parents how and when children may be picked up.

## 5.2 ***Evacuation***

In the event that the school response team deems it necessary to evacuate the building in response to a threat, the following steps should be taken:

1. Use an appropriate system to **provide clear and concise directions** to alert students and staff that **an evacuation is happening and how to proceed**.  
Note: School must ensure that a system exists to communicate immediately with all staff members, both inside the building and on the grounds.  
(If an evacuation is necessary due to a gas leak, remind staff that no electronics are to be used, do not shut off lights or close doors when exiting the classroom/building.)
2. Call Emergency Services **9-1-1**.
3. Call the Superintendent.
4. Follow established fire drill evacuation procedures.
5. Move to the designated evacuation site.

## 5.3 ***Potentially Dangerous Chemical Spill***

1. Secure students away from spill.
2. Notify office of spill. Wait for emergency procedure instructions from the office.
3. If a lockdown is called:  
Stay inside and away from windows and doors. Continue to keep all doors and windows closed.  
Do not operate light switches.
4. If evacuation is necessary:  
Do not vacate the building until notified by the office, the fire department, or the city police.  
Follow evacuation procedures for all occupants.

**When school Lock Down/Evacuation procedures are used for an actual event (not a drill), they are considered a “crisis” and need to be debriefed.**

**Refer to Administrative Procedures and Forms for More Information**

**TO BE UPDATED ANNUALLY**



## **CAPE PANDEMIC INFLUENZA PLANNING**

**2023-2024**

## Background Information

This information should foster a basic understanding of pandemic influenza and allow planning and preparation to unfold in a more informed manner.

## Key Questions

A number of important and relevant points must be considered and understood if comprehending and adequately planning for the impact of a potential pandemic influenza outbreak is to occur. The following information regarding pandemic influenza, broken down into sets of key questions, offers a means for understanding the unique characteristics of pandemic influenza as a potentially virulent disease. Reading through these questions will provide a basis for understanding the nature of pandemic influenza as a disease and give a sense of its potential impact.

### **What is pandemic influenza?**

Pandemic influenza is a type of influenza that occurs every few decades and spreads quickly, affecting most countries and regions around the world.

Unlike the seasonal influenza that usually occurs every winter in Canada, pandemic influenza can occur at any time of year.

Influenza pandemics have occurred for centuries – three times in the last one hundred years – resulting in many thousands of deaths.

Experts predict another pandemic, but cannot say exactly when it will happen. When it does, it may come in two or more “waves,” several months apart. Each wave may last two to three months.

Pandemic influenza is much more serious than seasonal influenza. At least a quarter of the population may be affected.

Pandemic influenza is likely to cause the same symptoms as the seasonal influenza. However, the symptoms may be more severe because nobody will have any immunity or protection against that particular virus.

A serious pandemic is also likely to cause many deaths, disrupt the daily life of many people and cause intense pressure on healthcare and other services.

Every pandemic is different, and until the virus starts circulating, it is impossible to predict its full effects.

**What causes a pandemic influenza?**

Pandemics of influenza happen when a new influenza virus, which is very different from the commonly circulating strains, appears. Because it is a new virus few – if any – people have any immunity. This allows the new virus to spread widely, easily and to cause more serious illness.

**Who is at risk?**

Once a pandemic influenza starts, everybody will be at risk of getting pandemic influenza. Certain groups may be at greater risk than others. Until the virus starts circulating, we will not know for sure who they will be.

Experts predict anywhere between 2 million and 50 million deaths around the world. The *Canadian Pandemic Influenza Plan* assumes that about a quarter of the population will be affected, with an estimated 11,000 to 58,000 deaths.

**Is there a vaccine to protect against pandemic influenza?**

There is no vaccine ready to protect against all pandemic influenzas. A vaccine to protect against influenzas such as H1N1 are developed as the virus is identified. Vaccines used for seasonal influenza immunizations will not protect against H1N1. These vaccines will continue to protect against common influenza which may also cause illness during the same time.

Medicines called antivirals may be used to treat pandemic influenza. However, until the pandemic virus is circulating, we won't know how well the antivirals will work.

**How does influenza spread?**

Influenza viruses are easily passed from person to person through direct or indirect contact. You can catch influenza through breathing in air containing droplets or aerosols containing the virus produced when an infected person talks, coughs or sneezes. You can also catch it through touching an infected person or surface contaminated with the virus, and then touching your face.

Influenza viruses have an incubation period - the time a person is infected with influenza before showing symptoms is one to three days. People are likely to be infectious from just before symptoms develop until four to five days after the onset of symptoms. Children, however, tend to be infectious for much longer.

**Are there different types of influenza viruses?**

Influenza viruses are divided into three main groups: influenza A, B and C. Type A viruses are the source of most seasonal flu epidemics and have caused all previous pandemics. Whereas influenza B and C viruses infect humans only, influenza A viruses also infects birds and other animals such as pigs and horses. This ability to jump the species barrier enables influenza A viruses to cause pandemics.

**What do we know about pandemic influenza?**

We know that pandemic influenza viruses spread quickly. During the pandemics of 1957 and 1968, the viruses took only three to four months to spread from south-east Asia – where they were first identified – to Europe and North America.

The intercontinental spread of Severe Acute Respiratory Syndrome (SARS) in 2003 was even faster. Within four months of the global alert, more than 8,000 people had been affected in 30 countries across six continents, and 900 people had died.

Air travel is likely to make the spread of pandemic influenza just as quick. Even with good planning and preparation, the consequences of pandemic influenza will still be very serious.

**What are the differences between pandemic influenza and seasonal influenza?**

There are important differences between seasonal and pandemic influenza (It's in Your Hands – page 5). Epidemics of regular human seasonal influenza occur every year around the world. An epidemic is a widespread outbreak of disease in a single community, population or region. A pandemic spreads around the world affecting many hundreds of thousands of people across many countries.

**What are the key features of pandemic influenza?**

For an influenza virus to be capable of causing a pandemic, it must be able to:

- infect people (not just mammals and birds)
- cause illness in a high number of those infected
- spread easily from person to person
- spread widely because the virus is significantly different from previously circulating strains and most people will have little or no immunity to it

All previous influenza pandemics had these features.

(Taken from the Alberta Health Services' "Quick Facts about Pandemic Influenza")

## CAPE SCHOOL ACTION STEPS PANDEMIC INFLUENZA PLAN

The following is a chronological list of important step-by-step actions the school **MUST** take before, during and after a Pandemic Influenza outbreak. **Pandemic Influenza can have several cycles or waves so this list may need to be repeated.**

**Important to note is that a school closure may occur at any time under the direction of the Medical Officer of Health and/or the Superintendent or his designate.**

### PREPAREDNESS & PLANNING PHASE

- ☐ Ensure that the Pandemic Influenza Plan is initiated and communicated to all staff as a part of the Emergency Response Planning for the year. (Use this section of the Critical Response binder.)
- ☐ Educate staff, students and parents about: the differences between seasonal influenza, bird flu and pandemic influenza; best hygienic practices to prevent any sort of influenza; what could occur in a pandemic. Work with AHS local health officials and the Public Health nurse.
- ☐ Educate parents about the need to describe their child's actual symptoms when calling-in absent to the school or leaving a message on the "voice mail".
- ☐ **Prior to September 30<sup>th</sup>, Parent Letter #1** in this section needs to be sent to parents as a means of preparedness. Send home pamphlets available from the AHS and a copy of the 'AHS Symptoms Pages' (Appendix #1 and #2).
- ☐ Decide the roles and responsibilities of school staff to prevent the spread of influenza.
- ☐ Train staff in influenza-symptom recognition. (AHS Symptoms pages 4 & 5 of the "It's in your Hands" booklet or Appendix #1). It is important to remember that a person who is infected does not show symptoms right away. But children who are

getting ill may show different behaviour than usual, such as eating less or being irritable.

- ☐ Educate staff that symptomatic students need to be referred to the office for the purpose of attendance tracking and contact with parents.
- ☐ Improve the hygiene of students and staff. Use simple non-medical ways to reduce the spread of Influenza by “cough and sneeze etiquette,” clean hands, and clean work areas. Seek the assistance of the school health nurse to provide posters and sessions for the school.
- ☐ Determine whether the school should be cleaned differently or more often. Review the health needs of students. Some students may have a greater risk of infections. Encourage those families to talk to their health care provider. Some parents may need to be more cautious in keeping their children out of school.
- ☐ The school must track students’ names on an ‘Influenza Reporting Log’ sheet. (Appendix #3).
- ☐ Ensure that Standard Surveillance/Disease Recognition Procedures are in place and implemented. (See surveillance definitions in this section.)

### **Outbreak of Influenza Disease**

#### **LESS THAN 10% STUDENTS**

- ☐ Continue Standard Surveillance Reporting. (See surveillance definitions in this section.)
- ☐ Report any required surveillance information to the AHS Communicable Disease Unit.
- ☐ Send out letters of communication to parents if and when instructed by officials of the AHS or deemed necessary by the school administration.
- ☐ Any communication with the media is to be made by the Superintendent or his designate. Direct any calls to the Superintendent for information.

### **Expansion of the Outbreak**

#### **10% OR MORE OF STUDENTS ILL (but less than 30%)**

- ☐ Absenteeism, as collected by the school on the 'Influenza Reporting Log' sheet, is reported to the School Health Nurse/AHS Communicable Disease Unit on a daily basis.
- ☐ Begin Intensive Surveillance Reporting. (See surveillance definitions in this section.)
- ☐ Send out letters of communication to parents if and when instructed by officials of the AHS or deemed necessary by the school administration.

**Continued Expansion of the Outbreak****School Closure May Become Necessary**

- ☐ School closure may become necessary due to severe expansion of the outbreak among students and/or staff.
- ☐ School closure will be determined by the Superintendent or his designate, or by the Alberta Health Services in communications with the Superintendent.
- ☐ Send out letters of communication to parents if and when instructed by officials of the AHS or deemed necessary by the school administration.

**Following the Outbreak**

- ☐ The AHS and/or the Superintendent issue declaration that the school can open.
- ☐ Convene/contact the CAPE Critical Response Team to address school needs for recovery.
- ☐ Send out letters of communication to parents if and when instructed by officials of the AHS or deemed necessary by the school administration.
- ☐ Continue communicating with AHS Communicable Disease Unit.

- ☐ Return to Standard Surveillance Reporting. (See surveillance definitions in this section.)

## **DEFINITIONS OF SURVEILLANCE LEVELS**

### **Standard Surveillance**

**Influenza activity reported in the Alberta Health Services (less than 10% school absenteeism due to influenza-like illness).**

- Monitor daily attendance with the Influenza Reporting Log.
- Do not report absences to the AHS unless they are greater than 10%.
- Teachers monitor students during school hours for influenza-like symptoms. Students who appear symptomatic must be referred to the office for purposes of attendance tracking and contact with parents.
- **Send home students/staff who display influenza-like symptoms.**

### **Intensive Surveillance**

**High numbers of influenza-like illnesses are reported in the Alberta Health Services (10% or greater school absenteeism due to influenza-like illness).**

- Monitor daily attendance with the Influenza Reporting Log.
- Send daily absence reports (Influenza Reporting Log) to the AHS Communicable Disease Unit.
- Continue morning 'Influenza check'.
- Send home students/staff who display Influenza-like symptoms.

- Begin preparations for potential school closure.

## ROLES AND RESPONSIBILITIES

**Teresa Di Ninno** – as the CAPE superintendent, would serve as the pandemic manager during the crisis. This would include two major responsibilities:

- All major decisions including school closures would be made by the superintendent or the Medical Officer of Health as part of a public health measure.
- All communications with the media regarding CAPE will be made by the superintendent as spokesperson for CAPE. The superintendent will be the only person issuing press releases or speaking with the media.

**Jeney Gordon** – as principal of CAPE, would be responsible for insuring that all OH&S protocols were followed during the pandemic crisis

### Additional Critical Response Team Members 2023-2024

Name	Position	Home	Office	Cellular
Teresa Di Ninno	Superintendent	N/A	403-528-2983	403-957-0403
Jeney Gordon	Principal	N/A	403-528-2983	403-504-9178
Pamela Edey	Vice-Principal	403-580-5793	403-528-2983	403-580-1031
Marissa Hamill	Administrative Assistant	N/A	403-528-2983	403-594-0087

**\*The role of this team is to provide understanding of the CAPE Pandemic Influenza protocol for all within CAPE school, and to work in conjunction with the guidelines of the Alberta Health Services.**

### Important Resources

Alberta Health Services: <https://www.alberta.ca/ministry-health.aspx> or

<http://www.albertahealthservices.ca/influenza.asp>

Health Link Alberta: <https://www.albertahealthservices.ca/assets/healthinfo/link/index.html>

Medicine Hat, call Toll-free 1-866-408-5465 (LINK)

Community Health Services: 403-502-8200

Calgary Office of the Medical Officer of Health: 403-955-6801

Medicine Hat Regional Hospital: 403-529-8000

Alberta Health and Wellness: <https://www.albertahealthservices.ca/influenza/influenza.aspx>

### Important Information Web Site Links For Administrators

Alberta Health and Wellness: [https://www.alberta.ca/pandemic-influenza.aspx?utm\\_source=redirector](https://www.alberta.ca/pandemic-influenza.aspx?utm_source=redirector)

Health Canada: <https://www.canada.ca/en/public-health/services/flu-influenza/canadian-pandemic-influenza-preparedness-planning-guidance-health-sector.html>

Public Health Agency of Canada Flu Watch: [www.phac-aspc.gc.ca/fluwatch/index.html](http://www.phac-aspc.gc.ca/fluwatch/index.html)

World Health Organization: <http://www.who.int/influenza/en/>

In a pandemic, information and advice on how best to protect individual citizens and their families will be made widely available through information leaflets, websites and the media. Such advice will include where and how to seek medical assistance.

**\*The primary source of information will be the Alberta Health Services.**

**CAPE PANDEMIC INFLUENZA PLAN  
APPENDIX**

*CONTENTS:*

Appendix #1 – Letter to Parents for Communication by September 30th.

Appendix #2 – Influenza Symptoms Sheet

Appendix #3 – Influenza Reporting Log

## APPENDIX #1

## LETTER TO PARENTS

(Date)

Dear Parents:

As a part of our mandate to provide a safe and healthy school environment for all students, CAPE (Public Charter) School in conjunction with the Alberta Health Services has prepared a plan in response to the risk of an influenza pandemic. For this reason it is important for us to be proactive in our communications with each family, and to confirm the importance of promoting healthy habits to be used by school and home to help prevent the spread of germs.

People suffering with influenza can exhibit symptoms that may include fever, cough, muscles aches, lethargy and lack of appetite. Some people with influenza like illness symptoms have also reported runny nose, sore throat, nausea, vomiting and diarrhea. **Parents MUST plan for keeping their children home for at least 7 days from the onset of influenza like illness (ILI) symptoms. If symptoms last longer than 7 days, then they MUST stay home until 24 hours after the symptoms are gone. (Alberta Health Services).**

**STUDENTS WHO ARE SHOWING INFLUENZA LIKE ILLNESS (ILI) SYMPTOMS AT SCHOOL WILL BE SENT HOME IMMEDIATELY. When contacted, parents will be required to arrange for pick up of their student at the school.**

As a proactive measure, health officials want people to protect themselves against pandemic influenza. Here are some ways to protect your family:

- Keep children who are sick with influenza like symptoms at home. Don't send them to school.
- Teach your children to wash hands often with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.
- Teach your children to cover coughs and sneezes with tissues or by coughing into the inside of the elbow. Be sure to set a good example by doing this yourself.
- Teach your children to stay at least three feet away from people who are sick.
- People who are sick should stay home from work or school and avoid other people until they are better.

For more information please visit one of the following sources:

- Calgary Health Link – call Toll-free 1-866-408-5465 (LINK) or visit [www.healthlinkalberta.ca](http://www.healthlinkalberta.ca)
- Alberta Health Services at <https://www.alberta.ca/ministry-health.aspx>

In the event that you need to report your child's absence from school please describe the symptoms your child is suffering from as a way of helping us to provide important data to the Alberta Health Services. Thank you for your efforts in helping to prevent the spread of germs by promoting healthy habits at home.

Sincerely,

Jeney Gordon  
Principal

**APPENDIX #2****AHS INFLUENZA SYMPTOMS SHEET****What are the symptoms?****Symptoms of influenza include:**

- sudden fever of 38° C (100.4°F) or higher.
- dry cough.
- aching body, especially head, lower back and legs.
- extreme weakness and tiredness.

**Other symptoms can include:**

- chills.
- aching behind the eyes.
- loss of appetite.
- sore throat.
- runny or stuffy nose.

For people older than 75 with influenza, the temperature may be lower, for example 37.2°C (99°F). They may also experience vomiting, diarrhea or stomach pain.

Fever usually goes down and the person starts to feel better in 3 to 5 days. Tiredness and cough can continue for several weeks.

Influenza symptoms are different from those of a cold or gastroenteritis (“stomach flu”).

**Is it influenza, a cold or “stomach flu”?**

<b>Symptoms/ Description</b>	<b>Influenza</b>	<b>Common Cold</b>	<b>Stomach Flu</b>
<b>Fever</b>	Usually high	Sometimes	Rare
<b>Chills, aches, pain</b>	Frequent	Slight	Common
<b>Loss of appetite</b>	Sometimes	Sometimes	Common
<b>Cough</b>	Usual	Sometimes	Rare
<b>Sore throat</b>	Sometimes	Sometimes	Rare
<b>Sniffles or sneezes</b>	Sometimes	Common	Rare
<b>Involves whole body</b>	Often	Never	Stomach / bowel only

<b>Symptoms appear quickly</b>	Always	More gradual	Fairly quickly
<b>Extreme tiredness</b>	Common	Rare	Sometimes
<b>Complications</b>	Pneumonia; can be life threatening	Sinus infection Ear infection	Dehydration

## CAPE School Report to Public Health Nurse 2021-2022

### For Absences Related to Communicable Diseases

[illegible]

*CAPE PANDEMIC INFLUENZA PLANNING*  
*Last Revised: August 2023*



**Business Continuity Plan  
(BCP)**

## ***1.0 Overview***

### ***1.1 Policy Statement***

It is the practice of **CAPE (Public Charter) School** to maintain a comprehensive **Business Continuity Plan** (BCP) for all critical organization functions. CAPE's recovery efforts exercise reasonable measures to protect employees and safeguard assets.

### ***1.2 Introduction***

This document is the Business Continuity Plan (BCP) for CAPE (Public Charter) School whose central office is located at 201 5 Street SW, Medicine Hat, Alberta, T1A4G7.

This plan was specifically designed to guide CAPE through a recovery effort of specifically identified organization functions. At the onset of an emergency condition, CAPE employees and resources will respond quickly to any condition, which could impact CAPE's ability to perform its critical organization functions. The procedures contained within have been designed to provide clear, concise and essential directions to recover from varying degrees of organization interruptions and disasters.

### ***1.3 Confidentiality Statement***

This plan is classified as the confidential property of CAPE (Public Charter) School. Due to the sensitive nature of the information contained herein, this manual is available only to those persons who have been designated as plan participants, assigned membership to one of the CAPE recovery teams, or who otherwise play a direct role in the recovery process.

### ***1.4 Plan Revision Date***

The latest revision date appears on the front page of this section of the document. This date indicates the most recent published date of the plan section.

### ***1.5 Defined Scenario***

A disaster is defined as a disruption of normal organization functions where the expected time for returning to normalcy would seriously impact CAPE's ability to maintain commitments and regulatory compliance. CAPE's recovery and restoration program is designed to support a recovery effort where CAPE would not have access to its facility and data at the onset of the emergency condition. Since CAPE is located in one location only it would be highly possible

that a disaster would effect the location. For this reason electronic data is always backed up off site as well.

### ***1.6 Recovery Objectives***

The BCP was written with the following objectives:

- To ensure the life/safety of all CAPE employees throughout the emergency condition and recovery process.
- To reestablish the essential organization related services provided by CAPE within the required recovery window as identified in Section 2.
- To suspend all non-essential activities until normal and full organization functions have been restored.
- To mitigate the impact to CAPE's operation through the implementation of effective recovery strategies as defined herein.
- To reduce confusion and misinformation by providing a clearly defined command and control structure.
- To consider relocation of personnel and facilities as a recovery strategy of last resort.

### ***1.7 Plan Exclusions***

The BCP was developed with the following exclusions:

- Succession of Management
- Restoration of the Primary Facilities

### ***1.8 Plan Assumptions***

The BCP was developed under certain assumptions in order for the plan to address a broad spectrum of scenarios. These assumptions are:

- CAPE's recovery efforts are based on the premise that any resources required for the restoration of critical organization functions will reside outside of the primary facilities.

- Any vital records required for recovery can be either retrieved or recreated from an off-site location and moved to an alternative facility within 24 hours.

### ***1.9 Declaration Initiatives***

CAPE's decision process for implementing any of the three levels of recovery strategies (see Section 1:1) to support the restoration of critical organization functions are based on the following declaration initiatives:

- Every reasonable effort has been made to provide critical services to CAPE's staff, students and parents by first attempting to restore the facility.
- After all reasonable efforts have failed to restore the facility, CAPE would invoke a recovery strategy that requires the relocation of personnel and resources to an alternate recovery facility.

### ***1.10 Recovery Strategies***

In order to facilitate a recovery regardless of the type or duration of disaster, CAPE has implemented multiple recovery strategies. These strategies are categorized into three (3) levels. Each level is designed to provide an effective recovery solution equally matched to the duration of the emergency condition.

- **LEVEL 1: SHORT-TERM OUTAGE (RIDE-OUT) – INTRA-DAY**

A short-term outage is defined as the period of time CAPE does not require computerized operations, or where an outage window of the same day or less would not allow adequate time to restore / utilize automated recovery operations.

- **LEVEL 2: MEDIUM-TERM OUTAGE (TEMPORARY) – UP TO SIX WEEKS**

A medium-term outage is defined as the period of time that CAPE will execute its formal disaster recovery strategy, which includes actually declaring a disaster. A disaster may either be declared organization-wide or only for the effected department. The decision to declare a disaster will be based on the amount of time / expense that is required to implement the formal recovery and the anticipated impact to CAPE's organization over this period of time.

- **LEVEL 3: LONG-TERM OUTAGE (RELOCATION) – SIX WEEKS OR MORE**

A long-term outage is defined, as the period of time that CAPE will exceed the allowed occupancy time of its primary recovery strategy. During this phase of recovery CAPE will initiate a physical move of personnel and resources.

### ***1.11 Response Team Overview***

During an emergency each team member contributes the skills that they use in their everyday work to the overall response.

### ***1.12 Teams***

**Emergency Response Team (ERT)** - The ERT is comprised of senior CAPE management and is responsible for authorizing declarations of disaster, emergency investment strategy, approving public release of information, and ensuring parent\guardians are informed. Refer to well established procedures in the Crisis Response Manual

**Business Restoration Team (BRT)** – The BRT consists of personnel from each CAPE area deemed critical to the continuation of CAPE. BRT provides support for both the physical site and technology issues and would include Superintendent, Principal, Vice-Principal, Technology Consultant(s), and the Secretary-Treasurer.

## ***2.0 Recovery Strategies***

The following are the identified physical assets that potentially would need to be replaced in the event of a disaster for the organization:

Instructional Space  
Office Space  
Furniture  
Equipment  
Phone System  
Computer Systems

### ***2.1 Emergency Phone Numbers***

The following are all identified phone numbers that would be needed during a disaster:

**Emergency services** **911**

## **Communications**

1. Shaw **1-877-742-9249**

## **Weather information**

1. Weather website: [https://weather.gc.ca/city/pages/ab-51\\_metric\\_e.html](https://weather.gc.ca/city/pages/ab-51_metric_e.html)

## **Maintenance**

1. Marissa Hamill **(403) 403-594-0087**

## **Technology Services**

1. Ryan Knodel **(W) 403-488-3333 (C) 403-526-1492**

## **Utilities**

Water – City of Medicine Hat Emergency **403.502.8042**

Sewer – City of Medicine Hat Emergency **403.502.8042**

Gas - City of Medicine Hat Emergency **1.800.242.3447**

Electricity - City of Medicine Hat **General Inquiries: 403.529.8262**  
Emergency:

## **2.2 Disaster\Threat**

Disaster and threat management is detailed in CAPE's Administrative Procedure Critical Response Plans and the CAPE's Critical Response Manual.

## **2.3 Recovery Strategy Overview**

CAPE's BCP is based on the organization surviving the loss of the facility and/or key personnel and systems during a disaster.

Once the EMT has determined that a declaration of disaster is required, the following sequence of events will occur:

1. Evacuate the facility  
If the emergency requires an evacuation of employees, execute evacuation plans contained in the Critical Response Plan.
2. Go to designated alternative site  
Follow building evacuation plan developed in the school Critical Response Manual
3. Determine length of disruption  
Review written and verbal damage assessment reports from facilities and civil authorities and then estimate the amount of time the facility will be uninhabitable.
4. Select disaster level  
Based on the estimated duration of the disruption, declare the disaster event as either a Level 1 (Less than 48hrs.), Level 2 (48hrs. to 6 weeks), or Level 3 (6 weeks or longer) as per Section 1.0.
5. Activate alternative facilities  
Contact the Medicine Hat School Division #76 and Medicine Hat Catholic Board of Education for possible alternative school sites that could be used during a level 2 or 3 disaster level.  
  
Students and Staff can be relocated at Temple Baptist Church (403-526-6479), Hillcrest Evangelical Church (403-526-4010), Westminster United Church (403-526-5247), as well as other churches.  
  
Central Office can be relocated at the River Park Church (403-527-2438).
6. Release students and non-essential staff  
Once the disaster level has been selected, release students and non-essential staff from the designated alternative site.
  - Students into the custody of parents
  - Non-essential staff – Home
  - EMT remains at the alternate facility as needed.
7. BRT to setup and organize the command centre. Establish a dedicated phone line with operator to field all incoming calls. The dedicated phone line could be a cell

phone. Announce command centre phone number to all affected staff, students\parents.

## **2.4 Technology Recovery**

### **Overview**

The policies, procedures, process listed in this document should be used as a guideline/template to recover CAPE Schools Communication & Technology Systems from a disaster scenario.

These policies are for disaster recovery scenarios only, and at no time should this plan be used as a facility relocation procedure.

### **Definitions**

- *Alpha Site* – Primary operating location, see Locations.
- *Beta Site* – Secondary operating location, currently active as remote classrooms, can double as a recovery site, see Locations.
- *Barracuda* - Company used for remote backup services.
- *Communication Systems* – Internet Service Provider, Google Services, and Phone System.
- *Computers* – End user computer systems; this includes macbooks, imacs, mac-mini's, PC desktops, PC laptops.
- *Datacenter* – combination of Network & Servers that houses the core/critical information & mandatory services that the school needs for proper operation.
- *Google Services* – services currently provided by Google Apps Education ( Gmail, Google Calendar, Google Docs, Google Drive, ect...)
- *Internet Bandwidth* – Connection rate that ISP has provided to CAPE school; currently 20mbit/sec download link, and 20mbit/sec uplink. For the Beta Site to get to be operational a minimum Internet Bandwidth of  $\geq 10$ -15mbit/sec download rate and an upload rate of  $\geq 1$ -3mbit/sec upload rate.
- *Internet Service Provider (ISP)* – Internet service provider is a company that can provided an internet feed with enough Internet Bandwidth required by CAPE school.

- *Network* – Collection of physical infrastructure that supports data communications.
- *Phone System* – Phones, phone network lines, PBX, and Telephone Company termination point.
- *Servers* – Computer systems that are responsible for authentication, mobile device management, remote access, and storage.
- *Smart Phones* – This includes mobile end user cellular devices; this includes Android based phones and iPhones.
- *Staff* – Teachers, Education Assistants/Teacher Assistants, and support staff, working at CAPE School.
- *Students* – Any person taking enrolled in courses at CAPE School.
- *Technology Consultant* – Company responsible for technology services at CAPE School, currently MBSI Canada Ltd.
- *Tablets* – Mobile end user tablet devices; this includes Android based tables and iPads.
- *Vendor* – Any company that equipment is being purchased through.

## **Locations**

- 1) Alpha Site – CAPE School, 201 5 Street SW, Medicine Hat, AB

## **Process Scope**

These processes must be followed in order to get CAPE School up to an acceptable operating state:

1. Communications with Public: CAPE School's primary phone number from Alpha Site must be forwarded to a locations phone number where the temporary office will be setup while the Beta Site is being completed. This must be done, communication with the public must be open at all times.
2. Retrieval of data from Barracuda – if Barracuda backup appliance has been destroyed, Barracuda must be contacted to obtain new backup appliance with CAPE School's backup

data on it, should take no longer than 24hrs to 48hrs to have backup appliance with CAPE School's backup data on it.

3. Emergency Technology Inventory – An inventory of all technology must be created to assess technology capabilities, and to determine what will need to be purchased and/or replaced. All serial numbers must be recorded and checked against current inventory to determine what has been lost. This may also be required as to create a statement of loss to the insurance company(ies).
4. Acquisition of replacement technology:
  - Any equipment that is needed to get the Datacenter back up to an operational level must be acquired. To be determined by Technology Consultant, Superintendent, and Principals.
  - End user Computers and/or Tablets must be acquired for Staff, this does not mean a 1:1 relations ship has to be met. To be determined by Superintendent and Principals.
  - End user Computers and/or Tablets must be acquired for student, this does not mean a 1:1 relations ship has to be met. To be determined by Superintendent and Principals.
  - An ETA must be obtained before purchased order can be approved from all Vendors.
  - Communications Systems: The phone system is vital for the school to operate. These steps will need to followed to get the system up and running:
    - Move phone number over to Beta Site, Telus must be contacted with all the information needed ( location of Beta Site, primary contact/owner of Beta Site may also be needed, CAPE School's Telus account info.
  - If the phone system (PBX and phones) at Alpha Site is safe to access and in working order, then it should be moved over to Beta Site and setup.
  - If the phone system is deemed unsafe to access / or is damaged. A new system must be acquired.
    - Options for new system:
      - Replacement with similar equipment form a phone system reseller, and phone

network line installation that can handle standard Telco phone lines.

- A VOIP server/PBX be purchased & phones purchased that can handle standard SIP phones/software phones, and standard phone lines for incoming Telco. VOIP systems can use same network infrastructure as datacenter networking.
- A VOIP server/PBX be purchased that can be used for with standard SIP phones/software phones, and phone numbers ported over to SIP trunks and current Telco lines cancelled. VOIP systems can use same network infrastructure as datacenter networking.

5. Google Services – Gmail, Google Calendar, Google Docs, Google Drive, ect... Will be still operational for all accounts in event of a recovery scenario. All Cape School Google accounts are separate from CAPE School network authentication servers. Google services will still be operational as long as internet access is available.

6. Datacenter restoration – Once equipment has been acquired for datacenter, either salvaged from Alpha site or acquired from step 3. Datacenter will be reconstructed (Network & Servers), all servers will be restored or recreated into virtual machines to speed up recovery & recovery management process:

- Network cabling will be installed for devices need in for datacenter operations.
- Firewall will be configured for datacenter servers and services
- Firewall will be configured for internet access.
- Servers acquired will be reloaded with VMware ESXi.
- Virtual machines will be created for all servers that were lost due to disaster.
  - Virtual machines will be created for each server with appropriate resources.
  - Servers will be restored to appropriate VM's.
    - CPSRV001 is currently running as an AD controller and VMware server, stop VMware server

- Start-up order for virtual machines:
  - CPSRV001 – AD controller and VMware server; must stop VMware server once CPSRV001 has started. Mandatory.
  - CPSRV002 – AD controller, 4D database, file server ( 4D data, accounting data, staff & student home folders). Mandatory.
  - CPSRV003 – Terminal Services and Remote Access server ( 4D client, Simply Accounting/Sage 50 Accounting program, VPN(PPTP), and Terminal Services/Remote Desktop service ). Mandatory.
  - CPSRV004 – JAMF/Casper mobile device management server – manages iOS devices. Mandatory.
  - CPSRV005 – Squid web proxy server, not mandatory.
  - CPSRV006 – CUPS/airprint server, not mandatory.

7. Internet Service Acquisition/Procurement – Internet services will need to be required for the School at a Beta location from one of two situations:

- AXIA/Supernet/MCSnet connection can still be used if and only if conditions below are met:
  - Alpha Site's electrical power, AXIA/Supernet equipment, and wireless backhaul to Beta Site can be safely accessed.
  - Alpha Site's electrical power, AXIA/Supernet equipment, and wireless backhaul to Beta Site are in proper working order.
  - If minimal equipment is needed to be replaced ( wireless backhaul radio, switch (AXIA/Supernet), power supplies, fiber to ethernet media converter (AXIA/Supernet). To be determined by Technology Consultant and AXIA.
- If AXIA/Supernet/MCSnet connection is deemed unsafe or not in proper working order:
  - than another ISP (internet service provider) must be contacted to provide service at the Beta site.
  - The ISP must be capable of providing a properly functioning internet connection

at with equal too or faster than the specs defined in Internet Bandwidth minimums for the Beta Site.

- Currently the Technology consultants recommends these ISPs in the following order:
  - SHAW
  - Telus

### **Suggestions**

- Print Services: Printing should be kept down to minimum while the Beta Site is in a recovery operation status, this means that CAPE School should be moving towards a green initiative. This will cut down on some technology costs associated, as well as logistics, with setting up the Beta Site in a recovery situation. The Technology Consultant has these recommendations:
  - For grades that have access to Computers and Tablets; all assignments should be emailed to students in PDF form from the teachers. Some instances where this may not be capable is subjects like Math. This will be determined by the Principals, Teacher, and Superintendent.
  - For grades that have access to Computers and Tablets; all assignments should be handed in to teacher via email in PDF form where acceptable. Some instances where this may not be capable is subjects like Math. This will be determined by the Principals, Teacher, and Superintendent.
  - All inter-office communication should be done via email in order to avoid excessive paper waste.

These are just some suggestions. Printers will be accessible on needed only basis. This will reduce on technology cost as larger printers will not have to be purchased for Beta Site. This will be determined as well by Technology Consultant, Principals, and Superintendent.

This document will be must be updated as the Communications & Technology Systems at CAPE

School change. Also this document does not cover all situations that may arise and should be used as a guideline/template only.

## 2.5 Plan Participants

The following presents the CAPE BCP participants and their associated recovery function. At the time of a disaster, these individuals will be among the first to be contacted.

<b>Recovery Role:</b>	<b>Primary:</b>	<b>Alternates:</b>
<b>Recovery Manager</b>	Name: Jeney Gordon Title: Principal Office: 403-528-2983 Cell: 403- 504-9178 Home: 403-529-0439 E-mail: <a href="mailto:jgordon@capeisgreat.org">jgordon@capeisgreat.org</a>	Name: Cali Berard or Pamela Edey Title: Vice-Principals Office: 403-528-2983 Cali Berard Cell: 403-504-6048 E-mail: <a href="mailto:cberard@capeisgreat.org">cberard@capeisgreat.org</a> Pamela Edey Cell: 403-580-1031 Email: <a href="mailto:pedey@capeisgreat.org">pedey@capeisgreat.org</a>
<b>IT Recovery</b>	Name: Ryan Knodel Title: Partek Technology Services Office: 403-488-3333 E-mail: <a href="mailto:rknodel@partek.ca">rknodel@partek.ca</a>	Name: Elliot Farrer Title: Partek Technology Services Office: 403-488-3333 E-mail: <a href="mailto:efarrer@partek.ca">efarrer@partek.ca</a>
<b>Administrative Support</b>	Name: Marissa Hamill Title: Administrative Assistant Office: 403-528-2983 Cell: 403-594-0087 E-mail: <a href="mailto:mhamill@capeisgreat.org">mhamill@capeisgreat.org</a>	Name: Kristina Thompson Title: Administrative Assistant Office: 403-528-2983 Cell: 403-594-0609 E-mail: <a href="mailto:kthompson@capeisgreat.org">kthompson@capeisgreat.org</a>

## 2.6 Alternate Site Setup

Once the alternate site has been identified and secured, the BRT will work with staff to configure appropriate command centre and recovery space.

The following provides CAPE configurations for general work areas and the command centre.

<b>Recovery Area:</b>	<b>Configuration:</b>
<b>Command Centre</b>	<ul style="list-style-type: none"> <li>• Occupancy – 5</li> <li>• Room – private, 750-sq. ft.</li> <li>• Conference table</li> <li>• Phones – 5 cell phones</li> <li>• Facsimile – 1</li> <li>• Office Equipment – 1 fax/copier/scanner/printer, folding tables</li> <li>• Office supplies – flip charts, stationary, writing supplies</li> <li>• Communications – cellular phones</li> </ul>
<b>Work Area Recovery</b>	<ul style="list-style-type: none"> <li>• Occupancy – 10</li> <li>• Room – 2000- sq. ft.</li> <li>• Folding Tables- each workstation needs to be 3ft apart</li> <li>• Phones – up to 10 cell phones</li> <li>• Facsimile – 1</li> <li>• Office Equipment – copier, tape recorder, 10 laptops</li> <li>• Office supplies – flip charts, stationary, writing supplies</li> <li>• Communications – 1 fax lines</li> </ul>

**TO BE UPDATED ANNUALLY**



## Critical Response Plans

### BACKGROUND & RATIONALE

CAPE (Public Charter) School is committed to the maintenance of a safe and caring school environment and staff will ensure that every student threat receives a reasoned and timely response. **There will be zero tolerance for not responding to student threats.** A Critical Response Team and Critical Response Plans must be established. CAPE's *Critical Response Manual* is the reference to be used in the development of any teams or plans.

### PROCEDURES

1. The school administrative team is required to develop, implement and continually evaluate practices to prevent and respond to incidents or situations that disrupt teaching and learning.
2. The Superintendent shall provide direction, support and staff development opportunities to the school in the development and implementation of critical response plans and teams.
3. The principal shall:
  - a) be familiar with the CAPE's Critical Response Manual;
  - b) establish a trained school Critical Response Team to assess student threats;
  - c) manage in-school threats, and support students through trauma crisis;
  - d) ensure that all staff and students are trained, to the level of their responsibility, in lockdown procedures, including a minimum of three (3) lockdown practices and six (6) evacuation practice (fire drills) per year;
  - e) develop procedures and protocols in consultation with students, staff, parents, school council, and community resources that:
    - i) ensure that every student threat receives a reasonable and timely response
    - ii) provide for management of crisis and disasters affecting the school
    - iii) clarify roles and responsibilities of students, staff, parents and community resources that support a safe and caring school, and provide an information management and an internal/external communication protocol including annual due and fair notice of the school's plans to respond to all threats.

**Critical Incident Intervention/Prevention Plans**

## 4. Tragic Injury or Death Bereavement

The school shall have procedures and protocols in place to assist students and staff in dealing with pain and loss resulting from serious injury or death of a member of the school community.

## 5. Bomb Threat/Suspicious Package

The school shall have procedures and protocols in place to deal with bomb threats made through the phone system, email, note or written message, graffiti, or verbally.

## 6. Intruder Threat

The school shall have procedures and protocols in place to deal with:

- a. Unauthorized or irate persons who pose a threat to students, staff or visitors in the school;
- b. An armed threat involving a dangerous or deadly weapon;
- c. A group of people threatening to disrupt school activities or cause personal or property damage.

## 7. Hostage/Abduction Threat

The school shall have procedures and protocols in place to deal with:

- a. An individual or group being forcibly taken against their will on school property;
- b. The unauthorized removal of a student, staff member or visitor from school property (abduction);
- c. Suspected abduction.

## 8. Fire Threat

The school shall have procedures and protocols in place to deal with the threat of fire, including a minimum of six (6) practices per year.

## 9. Lanyard Use

The use lanyards by staff, students and parents in the school is prohibited.

**Inclement Weather/Mechanical Failure**

## 10. The school shall have procedures and protocols in place to deal with:

- a. Emergency school closure due to inclement weather and/or mechanical failure.
- b. Communication with parents regarding school closures.  
(See Critical Response Manual, Policy & Procedures Section.)

### **Critical Response Manual**

11. Schools should be familiar with and regularly update the Critical Response Plans contained within this manual.

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#### **References:**

*Education Act*

*Policy 9.03, 9.04 & 9.09*

*Administrative Procedures 5.03*

*CAPE charter*

*CAPE Codes of Conduct*

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Motion: #2013-3-14-13

Student-Centred Personalized Integrated Learning Environment within a Community of Learners

# **CAPE**

## **Centre for Academic and Personal Excellence**

