

CRISIS RESPONSE MANUAL



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COMMUNICATIONS PROCEDURES FOR PERSON IN CHARGE

1. Phone for help. **ALL EMERGENCY SERVICES: 911**
Poison Control Center: 1-800-332-1414
Environmental Emergency 1-800-222-1514
Crisis Management Help: 1-800-779-5057
2. Establish an Emergency Administration Center at a pre-arranged location that has privacy and communication equipment. Tell dispatcher exactly where your Emergency Communication Center is (where person in charge can be found at all times). **REMAIN THERE UNTIL HELP ARRIVES.**
3. Control the P.A. system and give instructions to students and staff:

External threats: "PERFORM SCHOOL LOCKDOWN PROCEDURES"
Internal threats: "PERFORM EVACUATION PROCEDURES"
4. Deploy School Response Team. If it is necessary to send anyone to hospital by ambulance, send a staff member along to serve as a liaison between the hospital and district administration, with instructions to relay progress reports as soon as possible. Keep a key communicator/assistant at your command post.
5. Initiate Fan-out system to alert Student Services Team.

THREAT ASSESSMENT TEAM (TAT)

The principal will determine whether a threat should be treated as a “high risk behavior” and initiate the Threat Assessment Protocol. Advice from the CIRT, Alberta Mental Health, RCMP and District/School counselors may be used to arrive at a decision.

Superintendent's Office	
District/School Counselors	403-934-5121
RCMP Contact	403-934-3968
Alberta Mental Health	403-934-5174
Children and Family Services	403-934-1706

CRISIS INTERVENTION RESPONSE TEAM

The services of the CIRT are activated by contacting the Superintendent who, in consultation with other members of the Intervention Team, will determine the level of assistance required.

Principals of each school will ensure that they have some phone numbers and/or cell numbers for district office personnel and Crisis Intervention Response Team members.

Superintendent	403-934-5121
Associate Superintendents	403-934-5121
Counsellors	403-934-5121

Other supports accessed are contacts in the following list:

RCMP – S/Sgt School Liaison	403-934-3968
Alberta Mental Health – Strathmore Office	403-934-5174
Child and Family Health Services – Strathmore Office	403-934-1706
Strathmore Emergency Response	403-934-3133
	(Administration)
	403-934-5089
	(Emergency Only)
Family School Community Resource Worker	403-934-5121
Wheatland Community Crisis Shelter	403-934-6634
Strathmore and District Health Services	403-934-4204

ABDUCTION

1. **If witnessed:**
 - 1.1 Call 911.
 - 1.2 Inform parents.
2. **If not witnessed:**
 - 1.1 Verify that the student is missing. Search building. Question student's friends to obtain information.
 - 1.2 Inform the parents.
 - 1.3 Call 911.
3. Convene School Response Team.
4. Inform Superintendent.
5. Meet with staff if possible and advise teachers about sharing information with students.
6. With the police, develop a fact sheet for the media and to respond to telephone inquires.
7. Based on circumstances, determine need for more active intervention – visit classroom, identify students at risk, provide counseling 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 counseling as needed.
10. Complete **Critical Incident Report**.

ARMED INTRUDER

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

1. Anyone who detects another person with a weapon should immediately inform the school office.
2. Follow procedures for **SCHOOL LOCK DOWN**. Ensure that any potential targets are removed from the area if possible.
3. **Call 911.**
4. If possible, inform classroom teachers individually (by phone, email, or P.A. system) of the location of the shooters(s). If the location is outside, advise over intercom to keep students away from windows. Hold bells and class changes until the situation is clear.
5. Inform the Superintendent.
6. If possible, inform the School Response Team.
7. Gather as much information as reasonably possible prior to the police arriving; number of people involved, location (have school floor plan available), number and types of weapons, names and number of victims, statements made. Record information on **Threat Incident Report**.
8. **Do Not:**
 - 8.1 Evacuate school until the police have arrived.
 - 8.2 Attempt to remove the weapon(s) from the intruder(s);
 - 8.3 Attempt to negotiate with the intruder;
 - 8.4 Remove lock down until given clearance by the police.
9. In rural areas where significant delays may take place prior to police arrival, the school may need to involve a staff member (possibility the counsellor) who has a rapport with the intruder, to talk to him or her. In this case, the staff member should only attempt to gain information that would assist the school in removing or in minimizing targets.
10. Protect the crime scene. Note circumstances and individuals present. Identify assailants, victims and witnesses. In serious incidents, separate witnesses until police arrive.
11. 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.

12. Use previously established location for family members to wait and be kept informed. This is the location to which students will be released.
13. Release students only after police approval:
 - 13.1 Teachers should remain with students until they are released.
 - 13.2 Use attendance file when releasing students to verify information.
 - 13.3 Use prearranged evacuation site if necessary, to release students to their parents.
14. The Crisis Intervention Team Leader, in consultation with school personnel, will determine the nature and extent of the crisis counseling required and will access the necessary resource.
15. Debrief School Response Team. Meet with staff as soon as possible to debrief and develop plan for follow up.
16. Prepare **Critical Incident Report**.

ASSAULT ON SCHOOL PREMISES

1. Staff should take reasonable measures to stop the incident.
2. Inform the school principal. (Note: The seriousness of the incident should dictate the necessity of convening the School Response Team.)
3. Provide first aid as required or call **911**. Note: Follow division procedures regarding bodily fluids. A staff member should accompany the victim to the hospital.
4. Protect the crime scene. Note the circumstances and individual present. Identify assailants, victims and witnesses. Isolate assailants. In serious incidents, separate witnesses until police arrive.
5. Inform superintendent's office in cases where serious personal injury has occurred or where a school employee has been assaulted.
6. Inform parents of students involved as either perpetrator or victim.
7. Develop a fact sheet for the media and to respond to telephone inquiries.
8. Meet with staff to provide factual information and plan follow up.
9. Where the perpetrator is a student:
 - 9.1 Take required disciplinary procedures.
 - 9.2 Develop a plan for the student's return to school – focus on preventative measures, involve parents, school counsellor and division personnel.
1. Provide counseling as required.
2. Complete **Critical Incident Report**.

BOMB THREAT

1. Upon receipt of a bomb threat, the person receiving the call should make every attempt to:
 - 1.1 Use **Threat Call Checklist** to record details of telephone call (**See bottom section**).
 - 1.2 Prolong the conversation as much as possible.
 - 1.3 Identify background noises.
 - 1.4 Note distinguishing voice characteristics.
 - 1.5 Interrogate the caller as to description of bomb, where it is, and when it is due to explode.
 - 1.6 Determine the caller's knowledge of the facility.
 - 1.7 At the earliest opportunity, seek to trace the phone number using *57 or option. (**Do not let anyone else use the phone before you initiate the trace!**).
2. The person receiving the call will immediately alert the police at **911 (using a different phone line)**.
3. The principal will evacuate the school immediately by either silent or regular fire drill, ensuring that alternate evacuation routes are used to avoid the bomb area, if known.
4. Access alternate school location if required.
5. The principal will confirm notification of the police and inform the School Response Team regarding the circumstances.
6. Ensure copies of school floor plans are available to police and cooperate in search procedures.
7. If threat is real, principal will inform the superintendent.
8. Utilize media, in cooperation with policy, to inform parents of safety issues. Prepare media statement and fact sheet to respond to telephone inquiries.
9. Debrief School Response Team, and plan a follow up.
10. Prepare **Critical Incident Report**.

DEATH AT SCHOOL

1. Call 911 Emergency services.
2. Clear non-essential staff and students from the area and secure the area.
3. If required, follow school division procedures regarding body fluids as per appendix 530A.
4. Notify the parent/guardian or spouse of the deceased that there has been an emergency and direct them to the receiving hospital.
5. Ensure that someone from the school meets the parents or spouse at the hospital.
6. Hold bell and class changes until the situation is stable.
7. Convene School Response Team.
8. Inform Superintendent.
9. Alert counselors at sibling's school(s) and await family instructions.
10. Inform staff and students of facts through a written memo to be read by class teachers or have counselors visit classrooms.
11. Prepare fact sheet to provide information to the media and respond to telephone inquiries.
12. Provide counseling to staff and parents.
13. Identify individuals who are at-risk and provide follow-up.
14. Inform all parents about the death and how the school is responding to it. Alert parents to potential reactions from their child and indicate the assistance available.
15. Hold a staff meeting as soon as possible to process feelings and plan for anticipated student reaction.
16. Relay additional information to staff and students as it becomes available.
17. Plan for funeral – student attendance, staff coverage.
18. Debrief School Response Team.
19. Complete Critical Incident Report.

DEATH OFF CAMPUS

1. Verify information to determine facts.
2. Convene School Response Team.
3. Inform Superintendent.
4. Meet staff as soon as possible.
5. Inform staff and students of facts through a written memo to be read by class teachers and/or have the principal and/or counselors visit the classroom.
6. Prepare a fact sheet to provide information to the media and respond to telephone inquiries.
7. Inform all parents of students affected about the death, and how the school is responding to it. Alert parents to potential reactions from their child and indicate the assistance available.
8. Provide individual or group counseling as required, to students and staff.
9. Identify individuals who are at-risk and provide follow-up.
10. Relay information to staff and students about funeral or memorials as it becomes available.
11. Plan for the funeral – student attendance, staff coverage.
12. Debrief School Response Team, and plan long-term follow-up.
13. Complete Critical Incident Report.

DEATH OF A FAMILY MEMBER

1. If notified of a death, and a student/family member is in the school, the principal and/or counselor should discuss pick-up arrangements with the caller and then determine how best to assist the student/family member until the pick-up is made.
2. If informed of a death and the student/family member is not in the school, the family should be contacted to express condolences and to obtain information about the circumstances of the death, funeral arrangements and the needs of the student(s).
3. Share the information with students' classmates and staff.
4. Identify and provide required support to any other students who may be at-risk due to prior incidents.
5. A school representative may wish to visit the home and/or attend the funeral.
6. Prepare the student's classmates to be supportive when the student returns.
7. Provide counseling as required to the student, monitoring performance and behaviour over time.
8. Complete **Critical Incident Report**.

EARTHQUAKES, TORNADOES, VIOLENT WINDS

Tornadoes/Violent Winds

Note: Tornadoes occur in conjunction with severe thunderstorms, and are often accompanied by lightning, heavy rain and/or hail. They can strike suddenly, alerting you with their loud, roaring noise, and move quickly at a speed of 50-70 km/hr.

1. Tornado Watch – means no funnel clouds have been sighted, but tornadoes can be expected to occur. Collect all staff and students inside building. Be prepared to evacuate quickly and be alert if an immediate emergency, engage fire alarm and follow fire evacuation procedures.
 2. Tornado Warning – means a funnel cloud has actually been sighted. The approximate location and direction of travel is usually given when the warning is broadcast.
 3. The principal and coordinator of transportation services will consult regarding any changes required to regular bus schedules.
 4. The principal will notify all staff and school volunteers of the watch.
 5. Designate lookouts for all sides of the building in case of a tornado watch.
 6. Inform Superintendent.
 7. In the event of a tornado warning:
 - 7.1 Use the P.A. system to alert the entire school.
 - 7.2 If the system fails, designate employees to alert all teachers.
 - 7.3 Evacuate students to sheltered areas in school – go to basement, interior hallways or rooms without exterior walls (if short of time, use classroom area away from doors and windows). Get under heavy furniture.
- NOTE: Avoid windows, auditoriums, gyms, or any room with wide free span roof.**
- 7.4 Students and staff should assume a kneeling position and cover the backs of the neck and head with hands or coats to protect their eyes and head. Face away from the area of greatest danger of flying glass.
 - 7.5 Teachers will determine absent students and report names to office.
 - 7.6 School buses will not leave during a tornado warning.
- 8 Students and staff will return to class only after principal gives clearance.
 - 9 Complete **Critical Incident Report**.

Earthquakes

Note: because earthquakes can strike without warning, the immediate need is to protect lives by taking the best cover available. All other actions must wait until the tremor subsides. Don't panic. The rolling motion of the earth is frightening but not dangerous.

1. Follow Tornado Warning procedures above if inside.
2. For anyone outside, move quickly away from building and away from overhead electrical wires. Lie down and wait for shocks to subside.

ENVIRONMENT HAZARD – TOXIC SPILL

1. Verify information.
2. Determine if evacuation is required, or remove students and staff from immediate area.
3. **Call 911.**
4. Convene School Response Team.
5. Provide First Aid where necessary.
6. Inform Superintendent.
7. School Response Team should work with and support disaster services personnel to:
 - 7.1 Make a decision regarding school evacuation, and
 - 7.2 Inform staff of the situation and procedures to follow.
8. If students or staff are taken to hospital:
 - 8.1 Note names of all students/staff transported.
 - 8.2 Provide staff member at hospital.
 - 8.3 Notify parents/guardians or spouse about the incident and any hospitalized.
9. With help from disaster services personnel, prepare a media statement and fact sheet to respond to telephone inquiries.
10. If the school has been evacuated, ask for media help in notifying parents as to when and where students will be released.
11. Prepare information letter for all parents – inform them of the facts surrounding the incident, the school's responses, and any steps being taken to avoid a repeat.
12. The Crisis Intervention Team Leader, in consultation with the school personnel, will identify the need for crisis counseling services and will ensure that these are made available.
13. Debrief School Response Team.
14. Complete **Critical Incident Report.**

FIRE EVACUATION

1. Engage the fire alarm and inform school office of location and extent of fire.
2. All students must **walk** as rapidly as possible, without running or crowding, into the hall and out of the designated exit. Keep all students as far away as possible from the fire's location.
3. **Call 911**, inform them of the nature, location and extent of fire, and direct them to appropriate school entrance.
4. See **School Evacuation Procedures**.
5. Teachers will appoint a class monitor to lead students out of building. Teachers will exit last, checking to make certain no students remain, lights are off, and to close the doors.
6. Staff should be familiar with the location and operation of evacuation routes, fire extinguishers, including fire hoses, in the building. These may be used at staff discretion in an emergency.
7. Assemble students and staff in previously determined places well away from the first (at least 20 meters from the building), leaving fire routes clear. Use predetermined alternate facility if required.
8. Teacher will take daily attendance sheets and evacuation kits with them and will take attendance once they are at a safe distance from the school. Ensuring that at least one teacher is with students at all times, a teacher will designate someone to notify the office of any missing students.
9. Re-enter building only after fire services have declared it safe.
10. Convene School Response Team. Retrieve Evacuation Supplies Box and take it to the Emergency Administration Centre.
11. Follow up procedures should be implemented.

HOSTAGE TAKING

1. Alert the school office immediately.
2. Call 911.
3. Inform the Superintendent.
4. Do not attempt to rescue hostages or threaten the perpetrator.
5. Gather as much information as reasonably possible:
 - 1.1 Information on perpetrator, weapons, explosive, etc.
 - 1.2 Assess immediate danger to hostage; assess potential threat to others.
6. Follow procedures for Armed Intruder or School Lock Down if required.
7. Convene School Response Team.
8. Initiate Emergency Communications Plan.
9. Provide facilities for emergency personnel and prepare for a possible lengthy situation.
10. Provide assistance to police and follow recommendations regarding evacuation of students and staff. Follow School Evacuation Procedures.
11. Use previously established location for family members to wait and be kept informed. This is the location to which students will be released.
12. Release students only after police approval:
 - 12.1 Teachers should remain with students until they are released.
 - 12.2 Use attendance file when releasing students to verify information.
 - 12.3 Use prearranged evacuation site if necessary, to release students to their parents.
13. Prepare a fact sheet to respond to telephone inquires.
14. Prepare a statement for the media. The media may assist in informing parents of the location and time of the student's release.
15. The Crisis Intervention Response Team Leader, in consultation with school personnel, will determine the nature and extent of the crisis counseling required and will access the necessary resources.
16. Debrief the School Response Team.
17. Meet with staff as soon as possible to debrief and develop plans for follow up.
18. Prepare **Critical Incident Report**.

INTRUDERS AT SCHOOL

1. If a person on school property is suspected of posing a threat, notify the school office immediately. Staff should attempt to voluntarily escort the person to the office.
2. The principal or designate shall determine whether the person is a legitimate visitor or poses a threat to the school safety.
3. If the intruder is determined to be a threat, alert staff and students to the intruder's location by asking them to remain out of the specific area.
4. Call emergency services at **911**.
5. Immediately initiate **School Lock Down** procedures to deny access to the intruder. Ask intruder to leave school premises and warn him/her that police are en route.
6. 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.**
7. If appropriate, maintain direct observation of the intruder to monitor developments until arrival of police.
8. Request police arrest intruder if he/she refuses to leave.
9. When incident is resolved, inform all staff and students.
10. Prepare a fact sheet to respond to telephone inquires.
11. Complete **Critical Incident Report**.

LOSS OF UTILITIES

Electricity Failure:

1. Inform the School Facilities Manager at maintenance office.
2. Inform Superintendent.
3. Determine if the loss of lighting and/or heating represents a safety hazard.
4. If a safety hazard exists, evacuate the building following school evacuation procedures.
5. Remove staff and students to previously designated alternate facility.
6. Where no safety hazard exists, school will continue normal operations.
7. Complete **Critical Incident Report** only when school has been evacuated or released early.

Gas Leak:

1. Notify the school office immediately.
2. **Call 911.**
3. Evacuate school immediately following school evacuation procedures.
4. Move students and staff to previously designated alternate facility.
5. The principal will determine the need to convene the School Response Team.
6. Inform the Superintendent and the Manager of School Facilities.
7. Return to school building only when Disaster Services gives clearance. (Note: This decision is the joint responsibility of the emergency service responders and the school division maintenance department).
8. Determine communication needs – media statement, telephone response fact sheet, parent notification.
9. Debrief School Response Team and plan a follow up.
10. Complete **Critical Incident Report.**

Water System Failure:

1. Inform the Manager of School Facilities at maintenance office.
2. Inform the Superintendent.
3. If the emergency requires an early school closure, follow school procedures as outlined in the GHSD Policy.

OFF-SITE EMERGENCY OF SCHOOL BUS ACCIDENT (WITH INJURIES)

Note: An off-site emergency involving students and/or staff members from the school requires that the school coordinate communication with and assist the emergency response agencies in reuniting students and staff with their families.

1. Upon notification of an off-site emergency, the principal will verify the report with police and the school division Coordinator of Transportation Services if applicable.
2. Determine who was injured, the extent of the injuries, and hospitals where students have been transported.
3. Initiate emergency traffic/security control procedures if required.
4. Ensure that a staff member is dispatched to the emergency site as a liaison for emergency responders and school staff/students.
5. Appropriate staff members should be sent to hospital(s) where student have been taken, and must keep the principal up-to-date on the status of the student's welfare.
6. The Principal will notify the Crisis Intervention Response Team.
7. Initiate emergency communications plan for contacting parents/spouses, etc. Inform them of facts and provide information with respect to the condition of their children/spouses, their location, and which staff member is present with them.
8. Provide details to parents of uninjured students to inform them of the accident and the arrangements for assembly and pick-up of students/staff.
9. Prepare a statement for the media and a fact sheet to respond to telephone inquires.
10. The school counsellor, in consultation with the Crisis Intervention Response Team Leader will assess the needs of friends and classmates of the injured and will ensure that the necessary supports are available.
11. Debrief the School Response Team and plan any required follow-up.
12. Complete the **Critical Incident Report**.

SCHOOL EVACUATION PROCEDURES

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

18. Debrief School Response Team and plan a follow up.

19. Complete **Critical Incident Report**.

THE ALTERNATE EVACUATION SITE FOR THIS SCHOOL IS: _____

SCHOOL EMERGENCY CLOSURE

Each principal shall have in place and use a communication plan to inform parents, students and school staff members in the event of a school closure. Communication plans should include a provision for a fan out system to contact parents and student, including those not normally transported by school bus. In addition, the communication plan should describe a process for ensuring that public service messages about school closure are broadcast on local radio stations.

SCHOOL LOCK DOWN PROCEDURES

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

1. Use the P.A. system to provide clear and concise directions to alert students and staff to return to their classrooms and remain inside. (Ensure school has a system to communicate immediately with all staff members inside the building as well at outside).
2. **Call 911.**
3. Initiate emergency communications procedures.
4. Classroom teachers;
 - 4.1 lock classroom doors.
 - 4.2 Create a list of missing students.
 - 4.3 Ensure that students are as safe as possible – create cover by moving furniture; keep students away from and below the level of windows, doors and other exposed areas.
5. Students who are out-of-doors:
 - 5.1 Unless otherwise instructed, outside students will move to the designated alternate site (Mormon Church). Adults outside at the time of lock down should direct the students and remain with them until informed that the situation is clear.
 - 5.2 Outside students should return to their class or designated classroom when notified.
6. Students in any open area that cannot be made secure (i.e. gymnasium, cafeteria):
 - 6.1 Teachers should direct students to a previously designated safe area.
 - 6.2 Follow procedures for #4
7. Follow police directions with respect to ending the lock down of students.
8. Inform parents when and how children may be picked up.
9. Once the dismissal order is received from the proper authority, the principal will:
 - 9.1 Relay dismissal instructions to every classroom by the most rapid and efficient means;

- 9.2 Review dismissal procedure already provided to parents to ensure it is followed. This procedure should provide guidance to parents who have made special arrangements for care in the event the parents are not home.
 - 9.3 If circumstances permit, when a student is released to an individual other than a parent, get a signed statement from that person including the child's name, pick-up time, pick-up person's name, final destination and phone number at final destination.
10. Prepare a statement for the media and a fact sheet to respond to telephone inquiries.
 11. The school counselor, in consultation with the Crisis Intervention Response Team Leader, will assess the needs of friends and classmates of the injured and will ensure that the necessary supports are available.
 12. Debrief the School Response Team and plan any required follow-up.
 13. Complete **Critical Incident Report**.

SEVERE INJURY AT SCHOOL

1. Alert designated staff member(s) possessing First Aid training.
2. Assess the situation and extent of injuries.
3. Apply First Aid.
4. **Call 911 Emergency Service.**
5. Call parents or guardians of injured student and inform them of the nature and extent of injuries and the location of student.
6. Where injuries are judged to be less severe, the student may be transported to a medical facility.
7. If students are transported to hospital, assign a staff member to accompany the ambulance.
8. Remove uninjured students from the accident site.
9. Inform the Superintendent.
10. Convene School Response Team.
11. Notify siblings at school, of the injured, and notify principals of schools where other siblings attend.
12. Inform all staff and students of the accident.
13. Identify distressed students and staff (witnesses, close friends, siblings etc.) and provide counseling as required.
14. Prepare a statement for media and a fact sheet to respond to telephone inquiries.
15. Visit injured students in hospital.
16. Debrief School Response Team.
17. Complete **Critical Incident Report.**

SUICIDE THREAT OR ATTEMPT

1. Make sure that the student is not left alone, is under watch in a secure place, and does not have any means to attempt suicide.
2. Inform the school counselor. (Note: The counselor will determine the appropriate referral source.)
3. Inform parents or guardians immediately.
4. Ensure that the student does not leave the school alone and is released only to a parent or guardian.
5. Inform staff as needed.
6. Follow-up to ensure referral resource has been accessed.
7. Determine if other students require follow-up services.
8. Develop a re-entry plan with parents, students, counselor and staff to address the student's needs when returning to school after hospitalization or treatment.
9. Complete **Critical Incident Report**.

THREAT ASSESSMENT PROCEDURES

Threat – a threat is an expression of intent to do harm or act out violently against someone or something. A threat can be spoken, written or symbolic – for example, motioning with one’s hand as though shooting at another person.

1. TAKE ALL THREATS SERIOUSLY, but react accordingly.
2. Any person having knowledge or high-risk behaviour or having reasonable grounds to believe there is a potential for high-risk behaviour shall promptly report the information to the principal.
3. Principal shall identify and confirm problem/event and gather as much information as possible.
4. Principal will determine degree of impact on school to decide if threat is worrisome, or warrants invoking the High-Risk Protocol procedures.
5. High risk behaviors include, but are not limited to:
 - ◆ POSSESSION OR USE OF WEAPONS
 - ◆ BOMB THREAT
 - ◆ VICIOUS PHYSICAL ASSAULT
 - ◆ SERIOUS VERBAL/WRITTEN THREATS TO KILL OR INJURE OTHERS
 - ◆ INTERNET WEBSITE THREATS TO KILL OR INJURE OTHERS

High-Risk Threat Assessment Protocol Is Invoked For:

Imminent Threat	Moderate Threat	Low Threat	Worrisome Behaviour
a) Threat is direct, plausible, and specific as to victim, motivation, weapon, place, time; and indicates that the threatener knows his target’s schedules and has made preparations to act on the threat. b) Threat suggests concrete steps have been taken toward carrying it out, for example, statements indicating threatener has acquired or practiced with a weapon or has had the victim under surveillance. c) Police will be called in and determine, in consultation with CIRT, whether to arrest and charge the student under the Criminal Code/YOA, or to transport to a physician for evaluation.	a) Threat is more direct and more concrete than low level. b) Wording in the threat suggests that the threatener has given some thought to how the act will be carried out. c) There may be a general indication of a possible place/time (though these signs still fall well short of a detailed plan). d) No strong indication that threatener has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to that possibility – an allusion to a book or movie that shows the planning of a violent act, or a vague, general statement about the availability of weapons. e) May be specific statement seeking to convey that the threat is no empty: “I’m serious”. f) CIRT, and police if called in, shall determine the course of action.	a) Threat is vague and indirect. b) Information contained within the threat is inconsistent, implausible or lacks details. c) Threat lacks realism. d) Content of the threat suggests person is unlikely to carry it out. e) CIRT, in consultation with principal, parents, and appropriate others shall determine a course of action.	a) When student exhibits early warning signs or when generalized threats are uttered with no specific target, e.g. “I could kill someone today.” b) Principal, in consultation with district counselor or school counselor, will determine course of action.

THREAT CALL CHECKLIST

Instructions:

- * Be calm
- * Be courteous
- * Listen – don't interrupt caller

Strategies to consider:

- * Pretend difficulty with hearing
- * Keep the caller talking

Name of person receiving call:	Time:	Date:
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Caller's identity (check all that apply)

- Male
- Female
- Adult
- Juvenile

Approximate age:

- Young
- Middle-aged
- Old

Origin of call:

- Local
- Long Distance
- Internal (within building)
- Booth

If the threat is a bomb and the caller seems agreeable to conversation, ask questions such as:

1. When will the bomb explode? Certain hour Time remaining
2. Where is the bomb? Building Area
3. What kind of bomb is it?
4. What does it look like/package in?
5. Why did you place the bomb? (use exact response words)
6. Where are you now?
7. What is your name and address?
8. If the building is occupied, inform the caller that detonation could cause injury or death.
9. Does the caller appear familiar with plant or building by his description of the bomb location?

Voice Characteristics (check all that apply)

- | | | | | |
|---------------------------------------|-----------------------------------|-----------------------------------|------------------------------------|---|
| <input type="checkbox"/> Loud | <input type="checkbox"/> Soft | <input type="checkbox"/> Fast | <input type="checkbox"/> Slow | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> High Pitched | <input type="checkbox"/> Deep | <input type="checkbox"/> Distinct | <input type="checkbox"/> Distorted | |
| <input type="checkbox"/> Raspy | <input type="checkbox"/> Pleasant | <input type="checkbox"/> Stutter | <input type="checkbox"/> Nasal | |
| <input type="checkbox"/> Intoxicated | <input type="checkbox"/> Slurred | <input type="checkbox"/> Lisp | | |
| Is the voice familiar? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | Who did it sound like? | |

Language (check all that apply)

Accent (check all that apply)

- | | | | |
|------------------------------------|--------------------------------------|-------------------------------------|---|
| <input type="checkbox"/> Excellent | <input type="checkbox"/> Good | <input type="checkbox"/> Local | <input type="checkbox"/> Not local region |
| <input type="checkbox"/> Fair | <input type="checkbox"/> Poor | <input type="checkbox"/> Foreign | <input type="checkbox"/> |
| <input type="checkbox"/> Foul | <input type="checkbox"/> Other _____ | <input type="checkbox"/> Race _____ | <input type="checkbox"/> |

Manner (check all that apply)

Background Noises (check all that apply)

- | | | | |
|-------------------------------------|-------------------------------------|---|---|
| <input type="checkbox"/> Calm | <input type="checkbox"/> Angry | <input type="checkbox"/> Factory machines | <input type="checkbox"/> Train |
| <input type="checkbox"/> Rational | <input type="checkbox"/> Irrational | <input type="checkbox"/> Bedlam | <input type="checkbox"/> Animals |
| <input type="checkbox"/> Coherent | <input type="checkbox"/> Incoherent | <input type="checkbox"/> Music | <input type="checkbox"/> Quiet |
| <input type="checkbox"/> Deliberate | <input type="checkbox"/> Emotional | <input type="checkbox"/> Office Machines | <input type="checkbox"/> Voices |
| <input type="checkbox"/> Righteous | <input type="checkbox"/> Laughing | <input type="checkbox"/> Mixed | <input type="checkbox"/> Airplanes |
| | | <input type="checkbox"/> Street Traffic | <input type="checkbox"/> Party Atmosphere |

10. Write out the message in its entirety and any other comments.
11. Before anyone else uses the phone, seek to trace the phone numbers using *69 option.
12. Immediately after call, notify the designate.
13. Talk to **no one unless instructed by the designate.**