

Saskatchewan Rivers Public School Division

Emergency Response Plan

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TABLE OF CONTENTS

Introduction	4
Emergency Telephone Numbers.....	5
Communication Procedures.....	6
Superintendent Contact Numbers.....	6
School Emergency & Lockdown Plans	7
Facility Fire/Wild Fire	9
Bomb Threat.....	9
School Bus Accident	10
Hazardous Material.....	10
Loss of Utility Services.....	10
Severe Weather	11
Early Student Dismissal	11
School/Facility Closure	11
Medical Emergency.....	12
Child Protection Protocol.....	13
Responding to Suicidal Risk in Students: A Staff Guide	15
Violence Threat Risk Assessment.....	16
Stage 1 VTRA: Administrators Quick Guide	17
Responding to Student Threat Making Behaviour: A School Guide	18
Traumatic Response Plan.....	19
Communication/Naturally Open System	22
Assessment and Response Plan: Safe School Team Meeting.....	23
School Response to Death and Traumatic Events	24

This resource has been informed by:

Saskatchewan Rivers Public School Division Administrative Procedure 153

Traumatic Event Systems (TES) Model from the North American Centre for Threat Assessment and Trauma Response (NACTATR)

Violent Threat Risk Assessment (VTRA) model from the NACTATR.

Saskatoon Public School Division

Introduction

This resource guide is designed to provide a process for a proactive, organized, and well thought out division response to events that are traumatic in nature and have an impact on students and staff in Saskatchewan Rivers Public School Division schools. Primarily, school-based administrators and staff will use this resource to guide and make decisions in a traumatic event or emergent situation. Having a proactive plan reduces the impact of anxiety for students, staff, families and our community.

Emergencies and Traumatic Events include the following:

- Serious accident/loss of life of a student or staff member
- Bus accident
- Violence-Threat Risk Assessment
- Unusual Incident (Police, Fire, Ministry of Social Services)
- Traumatic Events Response

Emergency Telephone Numbers

Ambulance, Fire, Police	911
City of Prince Albert (After Hours City Emergency)	(306) 953-4284
City of Prince Albert Police Service (Non-emergency)	(306) 953-4222
Mental Health (Prince Albert)	(306) 765-6055
.....	1-888-765-6055
Ministry of Social Services Child Protection (Prince Albert)	(306) 953-2422
After Hours, Call Mobile Crisis	(306) 764-1011
Royal Canadian Mounted Police (Emergency)	(306) 310-7267
Royal Canadian Mounted Police (Non-emergency)	
Big River	(306) 469-2590
Birch Hills	(306) 765-5500
Melfort.....	(306) 752-6420
Prince Albert.....	(306) 765-5500
Shellbrook.....	(306) 747-2606
Smeaton	(306) 426-2630
Spiritwood	(306) 883-4210
Wakaw	(306) 233-5810
SaskEnergy (24-Hour Natural Gas Emergency)	1-888-700-0427
SaskPower (24-Hour Emergency Service)	(306) 310-2220
Saskatchewan Rivers Public School Division	
Education Centre	(306) 764-1571
Transportation Supervisor	(306)763-2323

Communication Procedure

The primary path for communication regarding traumatic response is between the principal and superintendent of schools.

The principal will provide necessary information to the school staff that is required for them to respond appropriately and effectively to student, staff, and parent/caregiver/guardian needs.

When a school-related emergency or traumatic event occurs, phone the Superintendent responsible for your school.

The school-based Administrator is responsible for informing the Superintendent about the critical event/emergency and any involved agencies. The event will be analyzed by appropriate personnel at the school, Education Centre, and/or outside agencies so that effective plans can be made. Clear and timely communication is important.

All media statements are to come from the Education Centre. School personnel should not speak to the media and students should not be interviewed.

Superintendent Contact Numbers

Neil Finch	(306) 764-1571 ext. 2043	(306) 930-7956 (cell)
Jennifer Hingley	(306) 764-1571 ext. 2047	(306) 371-8547 (cell)
Tom Michaud	(306) 764-1571 ext. 2033	(306) 930-7520 (cell)
Garette Tebay	(306) 764-1571 ext. 2064	(306) 960-9569 (cell)
Cory Trann	(306) 764-1571 ext. 2037	(306) 960-1818 (cell)
Mike Hurd	(306) 764-1571 ext. 2026	(306) 961-2435 (cell)

School Emergency and Lockdown Plans

Saskatchewan Rivers Public School Division is committed to creating safe and caring learning and work environments. Emergency site plans are important in an emergent situation and in the event of a lockdown.

School Emergency Floor Plan must include:

(Ensure most recent copy of school emergency floor plan with revision date is on site in case of power failure)

- Evacuation routes
- Firefighting equipment
- Automatic external defibrillator (AED)
- Electricity, water, and natural gas controls
- Fire alarm turn-off switch
- Sprinkler system turn-off control
- Air handling equipment turn-off control
- First-aid kits
- List of staff with Class A First Aid Attendant Certification
- Process to verify all students and staff have evacuated the building
- Training and practice schedule
- Plans for students/staff who require assistance (use wheelchairs/crutches, have an attendant, etc.)
- Location of key, address, and contact information for emergency site
- Emergency bag (**optional**)

School/Site Lockdown Plan, with the following information:

(Ensure most recent copy of school/site lockdown plan with revision date is on site in case of power failure)

- Emergency messages
- Record of practice schedules
 - **three fire drills in the fall (AP 615)**
 - **three fire drills in the spring (AP 615)**
 - **one perimeter lockdown drill annually**
 - **two school/facility lockdown drill annually (AP 150)**
- A plan for students and staff who are in the hallway, washroom, gymnasium, library, playground and sports field. Consider students and staff who require assistance (use wheelchairs or crutches, have an attendant, etc.)
- Principal or designate shall communicate by email if their school has been placed into lockdown to prevent Ed Centre employees arriving and entering a school during lockdown. Email will be addressed to "Lockdown" (global address in outlook) and subject line is to simply read:
"*School Name* is in Lockdown."
- Principal or designate is to follow up with email to the "Lockdown" distribution list when their school has been released from lockdown with the subject line reading
"*School Name* lockdown has been lifted."

School/Facility Lockdown

- Two different lockdown levels may be used, depending on the emergency situation:

Perimeter Lockdown: is used when an emergency happens near a school/facility and an increased level of security is required. In this scenario, the threat is known to be outside the facility or school. The exterior doors are locked to ensure that individuals do not leave nor enter the building. With approval from administration, people are only allowed to enter or exit the school/facility through the front doors.

School/ Facility Lockdown: is used when a threat is inside or thought to be inside the school or facility and alerts staff and students of imminent danger.

- School administrators are responsible for educating staff and students regarding the procedure to follow during perimeter and school/facility lockdowns.
- One perimeter lockdown drill is to be practiced each school year.
- A minimum of two school/facility lockdown drills are to be practiced each school year.
- Inform parents the same day that a lockdown drill has occurred.

Lockdown Procedures:

1. Activate the Lockdown Alarm (**do not use the fire alarm**)

OR

Using the school intercom, announce:

“We have a lockdown situation. Begin perimeter or school/facility lockdown procedures now.”

2. Remain in a lockdown situation until you are released by a law enforcement officer and/or school administration.

Procedure for Staff in Classrooms and Other Instruction Areas:

- Close and lock the classroom door (doors should be locked every day, even if left open)
- Direct students to be seated near a safe wall (usually the hallway wall), out of sight of any inside windows.
- The teacher will remain near the door and direct any students in the hall into the classroom
- Blinds can be open or closed depending on situation
- Window inserts on doors should be covered depending on situation
- No student is to be let out of the classroom for any reason during a lockdown. Staff are not to chase students if they run from the school. Remain with the students in the classroom.

Facility Fire

- Sound the school fire alarm when fire is suspected and call 911
- Evacuate the building following evacuation routes
- Teachers and students go to their designated area and take attendance. Contact a Superintendent of Schools
- Report any missing students to administration immediately
- Do not re-enter the school building until instructed to do so by fire fighters
- If the school building cannot be entered within a reasonable time, send students and staff to the Emergency Evacuation Site
- If transportation is required, contact the Transportation Supervisor at the Bus Garage
- After the occurrence of a fire, a written report shall be submitted to the Superintendent of Facilities as soon as possible
- Parents/Guardians will be notified

Wild Fire

- School administration, in consultation with a Superintendent of Schools, has the authority to evacuate any school threatened by wild fire
- In the event of a wild fire, Saskatchewan Emergency Management Organization (SaskEMO), or other agencies, may advise that students and staff be evacuated by school bus. School bus transportation will be arranged by the Transportation Supervisor in consultation with SaskEMO and Principal
- Students and staff will be bussed to the nearest school and/or safe site in consultation with a Superintendent of Schools
- Plans to return students and staff to their homes will depend on the emergency. SRPSD staff will be directed by SaskEMO personnel. If students and staff have to remain at the evacuation site for a length of time, members of the local community will be asked to help with food and student supervision
- Parents/Guardians will be notified

Bomb Threats

- **Call 911**
- Notify the Police immediately and request officers to be dispatched to the school
- Notify and consult with your Superintendent regarding possible evacuation
- Evacuate the school building if deemed necessary

School Bus Accident

Transportation Supervisor-Notification of Parents/Guardians

The Transportation Supervisor may involve school or Education Centre staff to assist with the parent/guardian notification process.

Injuries

If any student or staff is being treated at the hospital as the result of a school vehicle accident, one or more employees must be present at the hospital to serve as a school liaison for the purpose of exchanging information as required.

Hazardous Materials

Spills

Schools may be at risk from the effects of hazardous or toxic material accidents. Such accidents may result in the need to take immediate action. The level of action taken will depend on the proximity of the accident to the school; the wind velocity and direction; and the weather.

1. Call 911. Emergency Response Personnel will instruct you as to the most appropriate response.

There are two responses:

- Evacuate students to a safe location at right angles to, and upwind from, the accident site if possible

OR

- Seal the building as directed by the Superintendent of Facilities and/or Emergency Response Personnel

Loss of Utility Services

Occupational Health and Safety guidelines support decision-making with regards to loss of utility services (electricity, heat and water).

When loss of service extends, or is anticipated to extend, beyond 3 hours, principals shall consult with the Superintendent of Schools and the Superintendent of Facilities to decide if an early dismissal of students will be enacted.

Staff are to remain onsite until the end of the regular work day with provision of water and access to services at neighbouring facilities.

Severe Weather

Weather Watch

Conditions are favourable for a severe storm, even though one has not yet developed.

Weather Warning

Severe weather is happening or hazardous weather is highly probable.

Severe Thunderstorms

If a severe thunderstorm approaches a school, school-based administration will ensure that students and staff respond as follows:

- Immediately find shelter in an enclosed building
- Stay away from windows, doors, radiators, stoves, sinks, bathtubs, appliances, metal pipes, telephones, and other materials which conduct electricity

Tornado

- Transfer staff and students from portable or re-locatable classrooms to the main school building
- Have students and staff take shelter in interior rooms without windows and interior hallways which do not open to the outdoors. DO NOT shelter in gymnasiums, community halls, or other rooms with wide-span roofs
- Instruct staff to direct students to sit with their knees up, head down, and with their hands covering their head

Early Student Dismissal

- This response will apply in situations where it becomes necessary to dismiss students prior to the normally scheduled time. Such situations could include a loss of power or heat in extremely cold conditions, or an early dismissal associated with increasingly severe weather conditions
- The decision to dismiss students early will be made by the Superintendent of Schools in consultation with the school Principal, Superintendent of Facilities, and/or the Transportation Supervisor
- Students may only leave the school when it can be determined that a parent/guardian is available to ensure the student's safe return home. The school must provide custodial care until the care of the student can be assured by their caregiver or emergency contact.
- If it is not possible to get children home, but conditions are such that they cannot remain in school, they must be moved to the school's Emergency Evacuation Site or transported to a nearby school.
- If it is determined that staff would be placed at risk, the decision to release staff early will be made as outlined in SRPSD Leave of Absence Guidelines. Supervision of students at school must be provided.

School/Facility Closure

Should conditions at a school/facility be considered unsuitable for occupancy, the Director of Education will consult with the principal or facility manager, appropriate members of the Administrative Council, and then decide if closure of the school/facility to staff and students is necessary.

Communications will be shared with all stakeholders to inform them of alternative placement of staff and students for the duration of the closure.

Medical Emergency

Call 911

The health and safety of students is priority.

School staff members have a duty to respond to emergent situations and render assistance to students who experience health problems resulting from an accident or from pre-existing physical or mental conditions.

An ambulance may be called at the discretion of school staff.

1. Identification of Students

Ensure that any **potentially life-threatening health conditions** are recorded in the Emergency tab of the student data system (Maplewood)

Please add the following information to the **Emergency Tab** by clicking on the **Edit** button:

- Emergency contact and telephone number. A second emergency contact can be added in Emergency Contact 2 text field under the Custom Fields Tab
- Doctor's name and telephone
- Add the students' Saskatchewan Health Services number in the **Insurance Number** field
- **Emergency Notes:** Record information about students who have a severe or life threatening medical condition

2. Emergency Treatment Plan

Every student identified with a potentially life-threatening health condition must have an individual Emergency Treatment Plan. The Emergency Treatment Plan will be posted where appropriate in the school and given to any school bus drivers who transport the student.

3. Anaphylaxis Concerns

See: [Anaphylaxis in Prince Albert and Area Schools: Common Protocols and Resource Manual](#)

Child Protection Protocol

CHILD PROTECTION – ABUSE AND NEGLECT

The Child and Family Services Act and the [Provincial Child Abuse Protocol \(2017\)](#) govern all agencies and citizens in the protection of children. These Acts require that all persons who suspect that a child may be abused (physically, sexually or emotionally) or neglected must report their suspicions to the proper authorities.

The following is a list of procedures to be followed by Saskatchewan Rivers Public School Division employees when abuse and/or neglect are suspected.

General procedures:

1. **All employees who have reasonable suspicion** to believe that a child may be in need of protection **must immediately report** the information to a child protection worker, Ministry of Social Services or First Nations Child and Family Services Agency or police officer.
 - Ministry of Social Services – Child and Family Services (CFS)
306-953-2422 (9:00 am – 5:00 pm, M - F)
 - Mobile Crisis
306-764-1011 (evenings and weekends)
 - Prince Albert Police Service
306-953-4222 or your local RCMP Detachment
2. **After making a report**, an employee shall **notify the school principal that a report has been made** to a child protection worker or police officer about a suspected case of child abuse.
3. Accurate documentation of all situations that involve abuse or neglect must be kept. This documentation should include the date and time of disclosure, name of staff member involved and only a basic description of information provided. Include the date and time of the call to either CFS or the police. (See Appendix A at the end of this document)
4. Sharing of information between professionals when in the best interests of the child must occur. Otherwise, confidentiality must be maintained at all times.

5. Authorized investigating personnel may conduct interviews in schools **without parental consent** but **must** first complete the [Interview Tracking Form](#). School personnel can be present in an interview in special circumstances at the request of the investigating personnel. School personnel who are present during investigative interviews must adhere to guidelines so that their presence does not interfere with the investigation. School personnel involved in an investigative interview with a child may be subpoenaed for a court appearance.

School personnel who are present during an investigative interview by authorized personnel should follow the instructions of the investigative personnel as to where to sit in the room and what to say or do.

Suggestions provided from Child and Family Services:

- Sit close to the child
 - Give the child permission to speak to the investigating person
 - The following are appropriate statements:
 - I know that you are scared
 - It is okay to talk to these people
 - It is these people's job to help you, you can talk to them
 - You can trust these people and answer their questions
 - School personnel **MUST NOT** answer questions for the child or give the child suggestions. School personnel must also be aware of their nonverbal responses so that these do not interfere with the child's answers to the questions (e.g. head nodding or shaking).
6. **School personnel should NOT contact the parents regarding the disclosure of abuse.** It is the responsibility of the CFS personnel or the police to inform the child's family. However, it is very important that children are not returned to a situation that may be dangerous. Principals are encouraged to question the CFS personnel as to when an investigation will occur and when the family will be contacted so that children are not returned to dangerous situations. Final decisions regarding child safety are made by CFS personnel or the police officers. **Should an employee be approached by family members with questions regarding an investigation, the employee is to direct them to the principal. When a principal is contacted regarding an investigation, the principal will affirm that the provincial Child Abuse Protocol does not allow any communication from the school to any family member regarding an investigation. The proper authorities (Child and Family Services or the police) have the responsibility of informing the family of any matters related to an investigation.**

Walk in Services at Mental Health provides a counseling option for that day. Please note that this:

- Does not mean admission or that one will see a psychiatrist
- Is not a med review
- Will assess acute, immediate risk of harm to self and others
- Can aid in the development of a safety plan
- Works best when families attend with the child

Responding to Mental Distress: Guidelines

OBSERVED BEHAVIOUR

There is a social, emotional or behavioral shift. The student may benefit from a visit to the family doctor to rule out any medical conditions or to do a med review if applicable.

A student ***may*** be at risk and pose a threat to self or others.

Student is posing a threat to self and others.

A clear and plausible threat has been made and a VTRA is in progress.

The safety of the student and/or others is in serious danger.

ADMINISTRATIVE RESPONSE

The student should be referred to their family doctor. The doctor will determine if a referral to psychiatry is suitable. A signed Release of Confidential Information form and a description of the student behavior, mood changes, etc. shall be faxed to the doctor. This will support the consultation.

Parents are informed of concerns.
 A referral to PAPHR MH for service for their child ***may be recommended*** in collaboration with parent.
 Principal or school designate ***may*** call intake for an immediate assessment (765-6055)

Parents are informed of concerns.
 A referral to Mental Health for service for their child ***is done*** in collaboration with parent.
 Principal or school designate calls Mental Health intake for an immediate assessment (765-6055)

Inform parent or guardian to transport to PAPHR Emergency Room.
 Inform Intensive Supports Consultant and Superintendent of Schools.
 An ongoing risk assessment may follow.

If it is a VTRA indicate to intake worker that a VTRA is in progress
 The Intake worker will alert necessary Mental Health staff (manager, psychologist).

Call Ambulance: 306-953-9804
 Inform Intensive Supports Consultant and Superintendent of Schools.

Refer to next page for more detailed information to guide individuals making a referral to Mental Health Services Intake

Mental Health Services Referrals

Walk in Services at Mental Health provides a counseling option for that day. It...

- Does not mean admission or that one will see a psychiatrist
- Is not a med review
- Will assess acute, immediate risk of harm to self and others
- Can aid in the development of a safety plan
- Works best when families attend with the child

IF...	THEN
<p>You believe a student is at risk, and is posing a threat to self or others in a non-imminent way</p>	<ul style="list-style-type: none"> • Principal or school designate calls intake for an immediate assessment (765-6055) • Indicate that you are <ul style="list-style-type: none"> a) calling about a student at risk, and; b) that you are referring him/her to Mental Health. • Describe the specific incident that occurred. If you know the student is already involved with Mental Health or psychiatry, inform the intake worker. <u>This is considered a referral (but is not mandatory by MH).</u> • Your referral does not mean that the student will <ul style="list-style-type: none"> a) be admitted nor b) see a psychiatrist. • Accompaniment of a guardian or parent is best • Do not assume that MH has all of the details because they very often do not. For example, a student may be involved with Children's Clinic or may see a psychiatrist. Communication with specific medical support personnel is often the best resource, as they can provide information that is relevant. • Two phone call attempts will be made by MH within 2 days if the student misses the appointment.
<p>The risk is imminent and a VTRA is in progress</p>	<ul style="list-style-type: none"> • Follow the same process described above but when talking to intake worker, indicate that a VTRA is in progress. • The Intake worker will alert necessary Mental Health staff (manager, psychologist) • Inform Intensive Supports Consultant and Superintendent of Schools • Note: Depending on need, a more intensive prediction of ongoing risk assessment by MH may follow.

Responding to Suicidal Risk in Students: A Staff Guide

Please DO the following:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Remain calm • Take the situation seriously • Use language that supports disclosure • Reinforce the need to involve others who can help • Seek support from supervisor • Remain with student | <ul style="list-style-type: none"> • Ensure the student is accompanied to the hospital by a responsible adult • If escort is not parent/guardian/caregiver, ensure parent/guardian/caregiver is informed student has gone to hospital • Ensure student is with an adult at all times • Document the event afterward |
|--|---|

Steps to Take When:

Attempt: A student makes an attempt at school or returns to school having made an attempt	Disclosure: A student discloses suicidal thoughts and/or recent self-injury	Concern: A student's behaviour suggests suicidal risk, or concern is expressed for a student's safety
<ul style="list-style-type: none"> • Call 911 if an emergency • Notify your principal/designate • Contact the parent/guardian/caregiver immediately • Accompany the student to the hospital when it is safe to do so and when the parent/guardian/caregiver is unavailable 	<ul style="list-style-type: none"> • Notify your principal/designate • Contact the parent/guardian/caregiver immediately • Contact your school social worker • Contact 911 and request on-site assistance, when the safety of the student indicates this is necessary • Accompany the student to hospital when safe to do so and parent/guardian/caregiver is unavailable • Stay with the student until a parent/guardian/caregiver arrives 	<ul style="list-style-type: none"> • Contact the student and assess the situation • Consult with your principal/school superintendent • Contact your school social worker • Contact parent/guardian/caregiver to discuss concern and develop plan for support

Violence Threat Risk Assessment

When a student makes a clear, direct and plausible threat or engages in behaviour that may result in injury to self or others, the Threat Assessment Team (TAT) or Community Threat Assessment Team (CTAT) will respond. The school TAT consists of the principal and/or vice principal, the school social worker and a police officer or RCMP officer.

The Prince Albert Community Threat Assessment Protocol is based on the [North American Centre for Threat Assessment and Trauma Response](#)'s (NACTATR) model of Violence Threat Risk Assessment.

[VTRA Community Protocol](#)

The three stages of the VTRA provide a comprehensive assessment to determine appropriate interventions. Under reaction is prevented and identifies that some individuals may be moving on a pathway of violence.

Stage 1: Data Collection and immediate risk reducing interventions - performed by the Threat Assessment Team (TAT).

This stage focuses on gathering data using the Stage 1 Violence Threat Risk Assessment Report Form and implementing immediate actions/ interventions to reduce risk. The school superintendent will be consulted throughout the process and will participate in the VTRA as required.

The Stage 1 VTRA Administrator Quick Guide on the following page identifies the steps to follow.

Stage 2: Comprehensive multidisciplinary risk evaluation- performed by the Stage 2 Community Threat Assessment Team (CTAT) and is focused on gathering additional data from community partners. This may include professionals from Prince Albert Police Service, Prince Albert Parkland Health Region Mental Health, Child Protection, Psychiatry, Health, etc.

“When members of a school system become aware that a threat has occurred but no protocol is in place to deal with the threat, the system anxiety increases. When steps are not taken, or perceived to not be taken to ensure safety, there is an increased risk for multiple threats to occur within the system until it is seen to be taking those necessary steps to ensure safety.”

Cameron. K. Violence Threat Risk Assessment Training Guide (3rd Ed.), p. 51.

STAGE 1 THREAT ASSESSMENT: Administrators Quick Reference Guide

It is not a Stage 1 VTRA if there is imminent danger. In these cases, call 911

<p>Step 1: Secure safety - address any immediate risk</p>	<ul style="list-style-type: none"> • If necessary, appropriately monitor and/or detain the student(s) of concern until the police member of the team is present • Do not allow “student(s) of interest” access to coats, backpacks, desks, or lockers
<p>Step 2: Check locker, backpack, desk,</p>	<ul style="list-style-type: none"> • Follow SRPSD AP 335 to check threat maker’s backpack, locker, desk, etc. • Take photographs or copies of anything found of concern • <i>If assistance is required, contact Tom Michaud. (306-764-1571 or 306-930-7520)</i>
<p>Step 3: Contact Police</p>	<ul style="list-style-type: none"> • Call Prince Albert Police Services (306-953-4222) ask for Staff Sgt. and share initial data • Police will determine if a history of weapons possession, use, or violence is noted in police accessible records
<p>Step 4: Contact Superintendents</p>	<ul style="list-style-type: none"> • Contact your superintendent of schools (Superintendent School Clusters Chart) • Contact superintendent responsible for Safe Schools (Superintendent Duties Chart)
<p>Step 5: Determine interview plan and begin data collection</p>	<ul style="list-style-type: none"> • Principal (or designate) in collaboration with police member, will determine who will interview sources of data including all participants directly and indirectly involved as outlined in Stage 1 Report form <ul style="list-style-type: none"> • Assist with data collection <ul style="list-style-type: none"> ○ Conduct agency partner background checks as per protocol
<p>Step 6: Interview with threat maker and parents/guardian</p>	<ul style="list-style-type: none"> • Use Stage 1 VTRA Report Form as a guide • No more than two people present when interviewing threat maker
<p>Step 7: Notifications</p>	<ul style="list-style-type: none"> • Notify Threat Maker(s) and Targets(s), Parent(s) or Guardian(s) at earliest convenience
<p>Step 8: Other Agencies</p>	<ul style="list-style-type: none"> • Identify all agencies currently supporting or providing services to those involved in the VTRA • Have other agencies do relevant record checks • If a referral to Mental Health Services is necessary, refer to Mental Health Services Guidelines on page 2 of this document. LET THE INTAKE WORKER KNOW A VTRA IS ASSOCIATED WITH THE REFERRAL
<p>Step 9: Stage 1 meeting – Review data and</p>	<ul style="list-style-type: none"> • Using Stage 1 VTRA Report Form as a guide, team members review all information collected • As a team, determine level of risk and record on stage 1 form
<p>Step 10: Decide on Course of Action/ Re-entry Plan</p>	<ul style="list-style-type: none"> • Determine Intervention/Re-entry Plan • For a medium to high level of concern, Stage 2 is required • Have all members sign the Stage 1 report form
<p>Step 11: Communication and Storage of Plan</p>	<ul style="list-style-type: none"> • Upon completion, plan is shared with threat maker and parents/guardians. Secure Release of Information forms if Stage 2 is required • Send completed and signed Stage 1 report along with any supporting documentation (notes, photos, texts) for safe storage to Superintendent of school • Principal to keep a copy • Complete VTRA cum file insert (print last page of Stage 1 VTRA Report Form on red paper)

Ensure ongoing consultation with superintendent throughout process

Responding to Student Threat Making Behaviour: A School Guide

Any person who is concerned will report behaviours to the school principal/designate that may pose a risk or threat to others

Worrisome Behaviours	High Risk Behaviours	Immediate Threat-Call 911
<p>Include but are not limited to:</p> <ul style="list-style-type: none"> • Violent content • Drawings and pictures • Stories/journals • Vague threatening statements • Unusual interest in fire • Significant change in anti-social behaviour • Significant change in baseline behaviour <p>*Does not typically lead to activating the protocol but because it is a 'cry for help' it does involve timely follow-up with the student, his/her teachers, the school counsellor and the student's parents/guardians/caregivers.*</p>	<p>Include but are not limited to:</p> <ul style="list-style-type: none"> • Possession of weapon/replica • Bomb threat plan • Verbal/written threat to kill/injure • Internet website threats to kill or injure self/others • Fire setting • Threatens violence • Hate motivated violence targeting a particular student/group <p style="text-align: center;">**Activate protocol when safe to do so. Complete Stage1.* *</p>	<p>Include but are not limited to:</p> <ul style="list-style-type: none"> • Weapon in possession that poses serious threat to others • Plan for serious assault • Homicidal/suicidal behaviour that threatens safety • Fire setting resulting in harm <p style="text-align: center;">**Activate protocol when safe to do so. Complete Stage 1.**</p>
↓	↓	↓
Principal, of school student is registered at, informed and decision made to activate the protocol		
Principal informed and school-based intervention implemented plan	<p>Stage 1 – Data collection immediate risk reducing intervention is completed within hours Activated by School TAT – Principal (lead), Vice-Principal, Counsellor, and Police</p>	

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Stage 2 – Comprehensive multidisciplinary risk evaluation is completed as soon as possible activated by CTAT, school TAT, Superintendent, Police, and Community Partners.

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Stage 3 – Multidisciplinary Intervention activated by CTASt with school TAT, Superintendent with responsibility for VTRA (lead), Police and Community Partners.

Traumatic Response Plan

A traumatic event is not always contained within the school site where it occurs. In fact, it may have multiple impact zones and impact multiple schools. Following the assessment phase a planned, coordinated response will assist in providing students and staff with the appropriate supports. These supports are based on individual and school need and will assist in returning the learning community to regular school activities in a timely manner. In addition, this process will support those affected by the event, and decrease the potential long-term effects of the crisis on individuals and the school community.

SRPSD Traumatic Response Team

In a traumatic occurrence the first point of contact, for the school division and community partners, is the Superintendent of Schools. The superintendent will follow the necessary protocols to ensure the accuracy of information and will assist in assessing the need and activating the necessary supports. When a member of the school community learns of a traumatic occurrence, they should immediately inform their school's principal. The school principal will contact the school superintendent.

In the event that multiple schools are impacted by a traumatic occurrence, the Superintendent will assist in the coordination of a division response.

Safe School Team

Every school has a Safe School Team (SST) that consists of the school principal, and vice-principal, school counsellor and the Prince Albert Police Service Officer. During a traumatic response the school principal and vice-principal and school counsellor are key partners in the school team assessment and response. Other school staff members may be involved in the response and each member of the response team must work both individually and as a member of the team to take the steps needed to restore balance to the school environment.

Positive working relationships among school staff not only achieve the goal of recovery from a tragic or traumatic event, but the staff's actions provide a positive role model for students and life-long lessons about how to conduct.

In traumatic response, the first point of contact for school division and community partners is the Superintendent of Schools

The primary path for communication regarding traumatic response is between the principal and Superintendent of Schools. The Principal will provide necessary information to the Safe School Team and other staff that is necessary for them to respond appropriately and effectively to student, staff and parent/caregiver/guardian needs.

SRPSD Traumatic Response Team Deployment

Who Does What?

1. School principal contacts superintendent of schools
2. Superintendent of schools contacts superintendent responsible for Emergency Response
3. Emergency Response Superintendent contacts:
 - a. SRPSD Mental Health Consultant
 - b. School's social worker
 - c. School's Intensive Supports Consultant
4. Emergency Response superintendent emails Admin Council and all school principals to inform them of the incident and the deployment of a SRPSD Traumatic Response Team.
5. Principal calls in required subs to cover:
 - a. anticipated classroom needs the following day;
 - b. additional secretarial support for the following day.
6. School social worker contacts school principal to determine anticipated initial amount of counselling supports required at the school.
7. School social worker contacts other social workers to confirm their availability to offer required supports
 - a. A minimum of 2 additional social workers will be included in initial Traumatic Response Team.
 - b. School's social worker informs Emergency Response Superintendent and Intensive Supports consultant of other social workers who will be part of the SRPSD Crisis Response Team
 - c. Social workers inform their principal that they have been temporarily reassigned to offer supports.
 - d. School social workers determine who will be responsible for bringing food and beverages to the school.
8. SRPSD Mental Health Consultant contacts school principal to inform of composition of the SRPSD Crisis Response Team and time of arrival of the team at school.
9. Emergency Response superintendent contacts Prince Albert Compassionate Community Response Team to coordinate supports at the school for SRPSD personnel.
10. Emergency Response Superintendent and SRPSD Traumatic Response Team (Consultants, and social workers) gather at the Education Centre prior to deployment to the school (typically 7:30am) for team briefing
11. School superintendent meets with principal at school prior to arrival of SRPSD Traumatic Response Team.
12. SRPSD Traumatic Response Team arrives at school prior to arrival of students to meet with principal and school superintendent.
13. Traumatic Response Team and school principal prepare initial staff meeting.

Other Roles of members of Traumatic Response Team

Emergency Response Superintendent

- As necessary, connect with community agencies to coordinate access to additional supports
- Be available at the Education Centre throughout the day to coordinate any additional supports
- Maintain regular communication with school principal and superintendent to monitor needs for supports

School Superintendent

- Be available at the school to support the school's administrative team in the management of regular operations to allow the school's administrative team to focus on traumatic response needs.

SRPSD Mental Health Consultant

- Lead school staff meetings (beginning and end of day if necessary)
- Print resources for teachers and administrative team
- Monitor the staffing of the community supports room

Social Workers

- Provide counselling supports in classrooms and community support room as necessary
- Communicate any concerns to school principal and other members of the Traumatic Response Team.

Intensive Supports Consultant

- Resource person for school administration in monitoring and responding to needs.
- Secondary support for staff meetings

Substitute teachers and secretarial support

- Attend initial school staff meeting
- Provide supports as directed by school administration

Prince Albert Compassionate Community Response Team

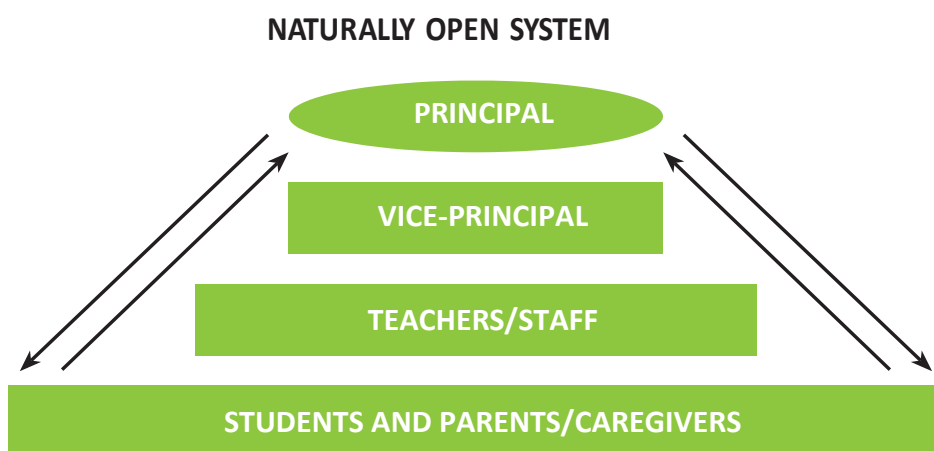
- If available, have one counsellor on site to be available to support administration, staff and SRPSD counsellors.

Research tells us that repeating traumatizing information unnecessarily can cause emotional harm.

Furthermore, sharing information with students and staff who are not directly impacted can elevate anxiety both at the individual and system level.

Communication

All Saskatchewan Rivers Public School Division Schools strive to be naturally open schools with healthy, positive school climates. Naturally open schools facilitate the appropriate sharing of information among administration, staff, students and community. In a healthy, positive school climate students feel safe and included, are eager to learn, and are able to realize their academic potential.



Contacting the family

- Ensure that the principal or vice-principal, and school superintendent and have been consulted prior to contacting the family;
- Refer to the student's cumulative folder and MySchoolSask database for pertinent information;
- Be aware of the complexities of various family structures, including blended families; separated or divorced families, foster care, faith and cultural communities, etc.;
- Be conscious of the emotions that the family is experiencing;
- Express genuine sympathy on behalf of yourself and school community;
- Elicit the wishes of the family for sharing information regarding the loss (ie. who can it be shared with, what specific information can be shared); and
- Maintain follow-up contact with family as appropriate

Assessment and Response Plan: Safe School Team Meeting

The philosophy in the Traumatic Event Systems (TES) model of trauma response informs the assessment, planning, response, and recovery processes. A strategic plan based on assessment facilitates a response that is compassionate, calm and aligned with the needs of students and staff.

The Safe School Team meets privately and in person, ideally before the school day begins, to assess and plan a coordinated response to a crisis or trauma. Once the situation has been assessed by the team a strategic plan for intervention is mapped. Duties are then assigned and carried out with frequent team contacts to ensure adherence to the plan and to provide updates on any new information.

In order to assess impact and response the following questions should be used as a guide for the Safe School Team:

- Who has confirmed the information with the family impacted?
- What information has the family agreed can be shared? And with whom have they agreed this information can be shared?
- Which family member has given this permission? Are there other family members who also need to be consulted?
- Assess the impact of the occurrence on the school.

Following a traumatic occurrence the graphic on the next page will assist in determining the assessment and response process for the school and/or division teams. By using this graphic first to assess the school and division needs appropriate responses can be planned and implemented.

This graphic is a visual guide to support the determination of response based on how the event has been assessed by the Safe Schools Team and the Central Office Team. This is meant as a descriptive guide as responses be different as each event is unique. Each event deserves assessment and a suitable response that will support student and staff needs as they return to a natural functioning state to the degree they are able.

For many students, the predictability of the school routine is reassuring during a time of stress.

The classroom teachers modeling of calm routines during this time, provides the first steps in re-establishing an environment of emotional safety and security.

DEATH CONNECTED TO SOMEONE IN THE SCHOOL

Impact zone:

- Immediate family and friends;
- School and community minimally impacted

Typically an expected loss;

Natural support systems can typically provide adequate resources; and

Response is based on developmentally appropriate and attachment safe practices.

In addition, division staff provides a calm and learning environment with a return to re-event functioning as quickly as possible.

DEATH OF SOMEONE IN SCHOOL

Impact zone:

- Immediate family and friends;
- Community is minimally impacted;
- Some individuals within the school community may be identified as needing further supports

Typically an expected loss; and

Response is based on developmentally appropriate and attachment safe practices. In addition, division staff provide a calm and safe learning environment with a return to pre-event functioning as quickly as possible.

SCHOOL RESPONSE TO DEATH AND TRAUMATIC EVENTS

SMALL SCOPE SUDDEN TRAUMATIC DEATH OR NEAR DEATH

The impact zone is variable and not broad sweeping. There may be students in multiple schools impacted but not many students in multiple schools;

Typically a single event or death;

Can be unexpected loss or event;

School and central office based supports can provide adequate resources in the short-term;

Timeline for return to normal school functioning is variable but not lengthy;

- There may be individuals within the school division who are called upon to provide identified response support for a longer period of time. As an example, counsellors may need to readjust their work duties for several days.
- It is expected that students will return to their typical learning activities as soon as possible.

Unlikely to overwhelm the community;

TES model principles inform the response; and Response is based on developmentally appropriate and attachment safe practices. In addition, division staff provide a calm and safe learning environment with a return to pre-

LARGE SCOPE TRAUMATIC DEATH OR NEAR DEATH

Impact zones are multiple schools and multiple people within those schools;

May involve the tragic death or near death of more than one person;

Scope overwhelms school and central office based resources;

Requires outside resources to meet identified needs;

Always unexpected;

The larger community may be overwhelmed and require a coordinated response;

Recovery timeline for normal school functioning is expected to be several weeks or longer for the majority of students;

TES model delineates the response and responsibilities; and

Response is based on developmentally appropriate and attachment safe practices. In addition, division staff provide a calm and safe learning environment with a return to pre-event functioning as quickly as possible

The primary goals of traumatic response are to provide a calm and safe learning environment during or after a traumatic occurrence, to help those affected by the event return to pre-event functioning as quickly as possible and decrease the potential long-term effects of the crisis on functioning.

THE NATIONAL CHILD TRAUMATIC STRESS NETWORK

DEATH CONNECTED TO SOMEONE IN THE SCHOOL

Is the impact at the individual level?

- Is the impact zone the immediate family and friends?
- Can the school and community continue to operate in a typical manner?
- Was the loss an expected event?
- Can the natural support system provide adequate support?
- Is this the death of someone who works for a partner agency and has some contact with some members of the school community?

DEATH OF SOMEONE IN THE SCHOOL

Is the impact at the school level?

- Is the impact zone the immediate family and friends?
- Can the school and community continue to operate in a typical manner with some adjustments for a short time?
- Was the loss an expected event?
- Are there some individuals within the school who may require further supports?

SMALL SCOPE SUDDEN TRAUMATIC DEATH OR NEAR DEATH

Is the impact at the division level?

- Is the loss, death or tragedy a SRPSD student or staff member?
- Is the loss, death or tragedy a visible community partner connected to the school on a regular basis with a significant number of students and staff?
- Is this loss a single event or death?
- Is the impact zone beyond one school/location but not broad sweeping (may be students in multiple schools but not many students in multiple schools)?
- Can school and division based resources provide adequate supports, at least, in the short-term?
- Was the loss, death or tragedy unexpected?
- Is the timeline for a return to normal school functioning expected to be short-term?
- Are there individuals within the system who may experience a longer- term impact?
- Is this loss, death, or tragedy unlikely to overwhelm the community?

LARGE SCALE TRAUMATIC DEATH OR NEAR DEATH

Is the impact at the community level?

- Is the loss, death or tragedy a SRPSD Schools student or staff member?
- Is the loss, death or tragedy a visible community partner integrally connected to the school on a regular basis?
- Is the impact zone multiple schools and multiple people within those schools?
- Does the loss, tragedy, death involve more than one person?
- Does the loss, tragedy, death overwhelm school and division based resources?
- Are outside resource required to support students and staff?
- Was the loss, death, or tragedy unexpected?
- Is the community overwhelmed by the loss, death or tragedy?