



**DISTRICT SCHOOL BOARD
ONTARIO NORTH EAST**

Policy No. 2.1.12

Section 2.1: School Related Operations

**Related References: Tragic Event Response Manual
Appendices: 1-12 (Tragic Event Response Manual)**

Approved: September 18, 2001

Revised: September 20, 2011

May 5, 2015

Review Date:

TITLE: TRAGIC EVENTS RESPONSE

1.0 Rationale:

District School Board Ontario North East is committed to ensuring the well-being of our students and staff. Therefore, all schools will have plans and supports in place to deal with tragic events.

Tragedies occur which affect the students and staff of a school. The task of coping with such tragedies is shared by the school and related professionals. An appropriate response will be determined by the facts of the events. A tragic event can trigger unresolved grief from previous losses, and we must be prepared to deal with both.

It is the responsibility of the school principal to develop a crisis management plan and to form a TRAGIC EVENTS RESPONSE TEAM (TERT) to carry out that plan. This ensures that schools are able to respond quickly and effectively to a tragedy. The attached procedure, the "Tragic Events Response Manual", governs the response of the school or Board Office in the event of a tragedy.

2.0 Definitions:

Tragic Event

A tragic event is a significant event that disrupts the emotional and physical well-being of students and staff members. Within this broad umbrella are crises and traumatic events, which may require somewhat different responses. A tragic event may include but is not limited to the following:

- death (expected or sudden) of a current or former student, staff member, parent or sibling of a student, spouse or child of a staff member, by any means;
- serious accident involving a student or staff member;
- serious illness of a student or staff member.

Tragic Event Response Team

The TRAGIC EVENTS RESPONSE TEAM (TERT) is composed of school staff members and supported by the Board Mental Health Team. The TERT will put a crisis management plan into effect and will provide leadership in a crisis. The TERT may also choose to seek support and resources from external agencies and partners.

Crisis Management Plan

A crisis management plan provides direction for the school during a crisis.

3.0 Policy:

District School Board Ontario North East is committed to ensuring the well-being of our students and staff. Therefore, all schools will have plans and supports in place to deal with tragic events.

PROCEDURES:

The Tragic Response Manual acts as a procedural guide for any school within District School Board Ontario North East to provide direction and assist with the development of a plan during a crisis.

TRAGIC EVENTS RESPONSE MANUAL



DISTRICT SCHOOL BOARD ONTARIO NORTH EAST

March, 2001
SEPTEMBER, 2011
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Introduction

This document is intended to provide Principals with a quick reference which highlights the main considerations to take into account when faced with a tragic event. It is not intended to be a comprehensive manual dealing with all of the issues surrounding death, suicide and grieving. Please reference the Youth Suicide Prevention, Intervention and Response Protocols as needed.

What is a Tragic Event?

A tragic event is a significant event that disrupts the emotional and physical well-being of students and staff members. Within this broad umbrella are crises and traumatic events, which may require somewhat different responses. A tragic event may include, but is not limited to, the following:

- death (expected or sudden) of a current or former student, staff member, parent or sibling of a student, spouse or child of a staff member, by any means;
- serious accident involving a student or staff member;
- serious illness of student or staff member;

Tragic Event Response Team

Each Principal will establish a Tragic Event Response Team (TERT) (See Appendix 1: Principal's Crisis Response Plan). The prime mandate of the team is to respond to the tragic event by:

- a) Offering immediate assistance in dealing with the practical aspects of the situation;
- b) Contacting the Mental Health Lead and/or external agencies to provide on-site support to staff and students to assist with the crisis management;
- c) Identifying staff and students who may be at risk;
- d) Referring all media inquiries to the Director of Education and the Chairperson of the Board. The Chair is the spokesperson for the Board.

Each crisis is unique and requires a concise assessment as each situation arises. This assessment may change as time and events unfold.

Tragic Event Checklist

RESPONDING TO A TRAGIC EVENT Recommendations for Principals/Superintendents

It is essential that only the Superintendent, Principal or designate be the spokesperson within the schools. All media inquiries are to be referred to the Director of Education and the Chairperson of the Board. The Chair is the spokesperson for the Board.

A. Verification and Notification:

Principals must keep all documentation of their Tragic Event Response, including but not limited to:

- Tragic Event Checklist
 - Appendix 2: Tragic Event Response Team Action Checklist
 - Appendix 3: Documentation Template for Tragic Event
 - Appendix 4: Tragic Event Response Evaluation
 - Memos
 - Letters
 - Communication with families
 - Scripts
 - Meeting dates/notes
- **Receive notification.** Any person who learns of the death/traumatic event that may affect the school community will report such knowledge to the principal/designate.
- **Verify the facts** with a reliable source (police, public health, fire services, emergency services, coroner or family if appropriate). Separate fact from rumour. It is important to respect the wishes of the family concerning the school's involvement. In the event of a suicide, refer to the Suicide Prevention, Intervention and Response Protocol.
- **Contact the Regional Superintendent of Schools** or the Director of Education.
- **Contact the TERT** for your school. Some schools will need the help of the Mental Health Lead to put additional supports and resources in place for student well-being.
- **Designate one person** to be the contact with the family of the student or staff member involved. Be prepared to respect cultural and religious differences.
- **Obtain permission** from the family so that you may communicate the identity of those involved in the event. As best as possible clarify with the family:
- The facts associated with the tragic event
 - Their perspective and understanding of the death (illness, accident, suicide)
 - Their wishes regarding information to communicate with the school community

If the tragic event is confirmed to have been a suicide, the family may wish to keep the cause of death private.

- **Assess the potential impact of the tragic event** on students and staff. The following questions may be helpful:
 - What was the cause of death? Deaths by homicide, accident, and suicide are unexpected and often create a higher level of emotion.
 - Where did the tragedy occur? Events that occur at school are especially traumatic for students and staff members.
 - Have there been prior tragedies that have affected the school community? Issues and emotions from previous losses will likely surface, further complicating the processing efforts.
 - Was there a perpetrator who caused an accident or committed a homicide? If students and staff members were acquainted with the perpetrator, many additional issues may surface.

- **Limit information regarding a suicide.** If the deceased's family approves, tell staff members and students the truth about the cause of death without giving explicit details. Make no attempt to explain how the deceased died. Such emphasis runs the risk of communicating to vulnerable students that death is a way to obtain incredible amounts of attention. Focus instead on helping students grieve and learning the warning signs of suicide. Small-group or classroom discussions are better than a large school assembly.

- **If possible, provide all teaching and non-teaching staff with advance notice.** If a tragic event is verified during non-school hours, notify staff.

Only the information regarding cause of death that the family has permitted should be released in any statements. It is important that following consultation with family members, any information that the family wishes to be withheld is a wish that is respected. Ensure the Director of Education and the Chairperson of the Board are made aware of who provided permission to release information.

- **Schedule a staff meeting as soon as possible, preferably prior to the start of the school day.** A meeting is important in order to ensure information and plans are communicated to all staff members:
 - Clarify the facts, have a picture of the deceased available.
 - Introduce additional personnel who are at the school to provide support.
 - Allow time for staff to discuss and process the information.
 - Explain how students should be informed (Appendix 5: Sample Scripts, and Appendix 6: Informing a Student of the Death of a Significant Person).
 - Some teachers may not feel emotionally able to share information with their class. Administration may need to identify support staff (i.e. CYW/TERT) to go into the classroom for support and/or to read the script for the teacher.
 - Assess the needs of staff. Supply help may be necessary to relieve some of the teachers of regular duties.
 - Identify students who may need additional support.

- Inform staff of additional supports/resources available to them (i.e. CYWs, District Social Worker, community partners) and provide handouts (Appendices 7-10).
 - Decide if any scheduled events need to be cancelled.
 - Inform staff of location of supports/resources within the school.
 - Request that staff check e-mail regularly throughout the day for any new information.
 - Set up a system to contact absent staff.
 - Debriefing meeting at the end of the school day attended by all staff and support personnel.
- **Inform the students.** If school is in session when a tragic event is verified, we recommend the following notification methods:
- Provide a written script for staff (Appendices 5 & 6). It is recommended that classroom teachers or designated staff read the prepared script directly to the students.
 - Ensure that staff who feel they need additional support communicate that to the TERT
 - This will help dispel rumours and discourage speculation.
 - Information will be shared with parents/guardians.

P. A. announcements are **NOT** recommended. **Do Not Announce Via Assembly.**

- Determine if other schools may be involved and should be notified (i.e., siblings of the student or children of the teacher)
- **Delegate as many tasks as possible so the Principal:**
 - a) can make decisions and be available for consultation;
 - b) be present and available to staff, students, and parents.
- Secretarial staff should be responsible only for referring calls to the spokesperson. They should not be expected to respond to inquiries about the crisis. (Appendix 11: Office Staff – Regarding Response to Community Inquiries)

B. Initial Intervention

- **Coordinate with the family of the deceased.** Inform the family of the school's plans to provide information and interventions. Make sure that they know what information is being shared. Determine the wishes of the deceased's family regarding school involvement in the funeral. Find out about funeral arrangements and whether it would be appropriate for students and staff to attend. Assure the family that they will be consulted about plans for honouring or remembering the deceased.
- **Express the school's condolences** to the family of the deceased (flowers, letters, cards, etc.).

- **Provide resources for staff members and parents.** Teachers and staff members should receive scripts to read to students and guidelines on how to help grieving students. Prepare letter for parents that include facts about the death and tips on how to help grieving youth. (Appendix 12: Sample Letters)
- **Be truthful and direct with students.** Students need accurate information and the opportunity to ask questions.
- **Advise students and staff of funeral arrangements and the best way to express condolences.** If appropriate, make changes to the school schedule to accommodate the funeral, or the absence of teachers who cannot be in class. Staff and students should not feel coerced into attending a funeral. Arrangements should be made for school personnel who wish to attend the funeral. It may also be necessary to make special arrangements for those remaining in the school.
- **Keep school open during normal hours.** School is a major source of comfort for most students and staff members in times of crisis. Keeping school open enables students to be together, receive helpful information, benefit from the nurturing and guidance of familiar adults, and maintain a sense of normalcy in their lives. It is important for the principal to be visible and available to staff members, students, and parents, especially during the first few days following the tragedy. Consideration may be given to extending the school day hours to provide support for students and staff.
- **Maintain regular school activities while adjusting schedules as necessary.** Students will need the support of an established routine. Also, maintaining some form of regular routine enables the school to readjust more quickly after the crisis has passed. However, a death may pre-empt the regular curriculum in classes that the deceased would have attended. It is not unusual for teachers to want to stick to the standard lesson plan or give a scheduled test. However, staff members need to remember that students may be emotional and assessments at this time may not be appropriate.
- **Establish a “safe” room.** These rooms make it easy for students or staff members to receive support if they have difficulty coping. School-based or community professionals who are trained to work with grieving children and adults should staff these rooms.
- **Support students in the classroom.** Teachers can be instrumental in helping students cope with the loss, defuse the effect of the trauma, regain some measure of control, and understand the event. In some cases, it may be helpful to have Child and Youth Workers co-facilitate class discussions.
- **Identify those most at risk.** Students or staff members who were emotionally close to the deceased or were directly exposed to the trauma may need more extensive assistance. Students who have suffered a previous loss, have a history of mental health problems, or have been exposed to a previous trauma may be particularly at risk. It is important to monitor these students, give them extra support, communicate with their families, and refer them to the mental health team.

- **Tailor support services for students with special needs.** Students who have developmental disabilities, emotional disorders, or low self-esteem may require unique forms of support.
- **Reflect cultural and religious differences.** The cultural background of students may affect their reaction to trauma.
- **Conduct staff “debriefing” sessions.** Principals will hold a staff debriefing at the end of the first day and at least one follow up meeting within the first two weeks to identify the strengths and weaknesses of the tragic event response plan, get a feel for the health of the school, help identify students and staff members who need help, and modify the tragic event response plan if needed. (Appendix 4: Tragic Event Response Evaluation)

C. Long-Term Follow Up

- **Plan memorial activities carefully.** In many cases, memorials can reduce feelings of isolation and promote individual and collective grief resolution. Be cautious of committing to things in the immediate aftermath of the tragedy. It is important that activities (e.g., raising money, a school memorial) be thoughtfully planned and delayed to allow students and staff time to grieve. Participation should always be voluntary. Be cautious of outside pressures to memorialize a student or staff member. If the death was by suicide, we do not recommend public memorial gestures.
- **Provide ongoing support as necessary.** Because the effects of a tragedy can persist for an extended time, it is important to provide ongoing support to the close friends of the deceased. Staff should also be made aware that Human Resources can provide information and/or coordinate additional support services.
- **Monitor your own processing and support requirements.** Identify your own coping skills as well as sources of comfort and strength in your life. Check frequently with school personnel who are most affected by the tragedy and do not hesitate to discuss the tragedy at staff meetings as the need and situation dictate.
- **Arrange for a follow-up** TERT meeting to debrief and evaluate the procedures and plans. (Appendix 4)

D. Follow Up

- Make changes to computer data, mailing lists, etc., if necessary. Retire Ontario Student Record (OSR) for filing by the end of the school year.
- In the event of a death, it is not essential that the deceased’s property be immediately removed from the school. Allow the family members to do this when they are ready. They may prefer that it be done by some other person.

- **In the case of a suspected suicide**, the police may want to examine the deceased's desk and locker for a possible suicide note or other pertinent information.
- Contact your School Photography Company to inquire about current year school pictures that can be made available to the family (e.g. Lifetouch Canada will provide a package free of charge).
- Monitor the behaviour, performance, attendance and support of students and staff on an on-going basis, especially those thought to be greatly affected by the incident. Advise your CYW about these individuals.

E. Additional Action Steps

- Refer to the board policy regarding flags (Policy 1.2.7 Flag Raising) when dealing with the death of a current student or staff.
- Arrange for a quiet place for the Tragic Event Response Team to work.
- Be aware that impromptu memorials may be set up at various locations (desk, locker). These are difficult to remove once established. **Prevention is preferred.**
- Designate staff to handle telephone enquiries from the community members, and indicate what the appropriate response should be.

SPECIAL CONSIDERATIONS - Death of a Staff Member

Whenever a staff member dies (teaching and/or non-teaching staff) some additional considerations are necessary.

Appoint a liaison to maintain contact with the family

One person may be selected to maintain contact with the family. The person could be the principal or someone else whom the family knows. While the role of the liaison person can vary, some functions include:

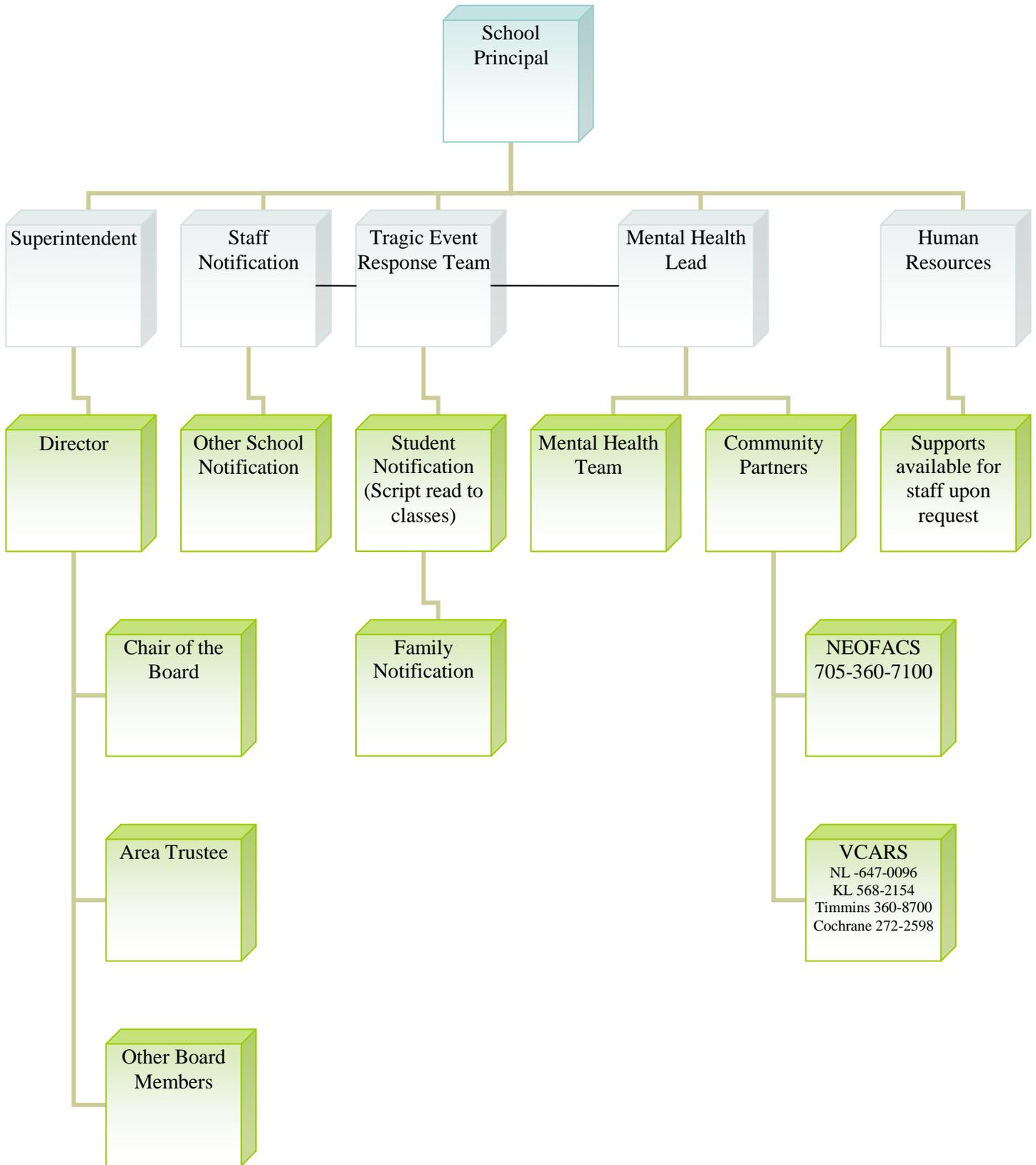
- keeping staff informed with respect to funeral arrangements
- identifying needs
- advising the family to contact Human Resources and Payroll/Benefits

Notify the Human Resources Department

Human Resources and Payroll/Benefits carry out a number of activities which are helpful:

- determine pension benefits and insurance coverage prior to the family's inquiries
- determine other benefits to which the family may be entitled
- notify others who can be of assistance: Administrators, Federation President(s)

Tragic Event Communication Chain



PRINCIPAL'S CRISIS RESPONSE PLAN

TRAGIC EVENT RESPONSE TEAM AND CONTACT INFORMATION

In September of each year, the principal shall review all emergency procedures. As part of this review, the identification of the Tragic Event Response Team members should be recorded in the table below. A copy is sent to the Regional Superintendent of Schools.

SCHOOL:

DATE:

	Name	Office #	Cell #	Home #
Regional Superintendent				
Exec. Assistant to Regional Superintendent				
Principal				
Vice-Principal				
Mental Health Lead				
Child and Youth Worker				
Guidance Counsellor				
Team Members:				

Note: Copy to Regional Superintendent of Schools

Tragic Event Response Team Action Checklist

ACTION	NOTES/DATES <small>(Attach additional details separately)</small>
1. Confirm information	
Verify the facts & ensure documentation	
Advise the Regional Board office	
Meet with Tragic Events Response Team (TERT)	
Contact the Mental Health Lead for additional supports	
Designate one person to be the family contact	
Arrange staff meeting (attach notice)	
Prepare information for staff meeting – scripts, photo, facts	
Reassign classroom duties if necessary	
2. Provide information	
TO STAFF	
Written statement (attach)	
School routine (altered day, early release)	
Classroom strategies (grief books, support literature, links, circles)	
Identify “at risk” students and staff (names to TERT)	
TO STUDENTS	
Advise how information will be shared – attach scripts	
Support information, e.g. counsellors	
TO PARENTS	
Letter if required (attach copy)	
3. Counselling Resources	
Interview rooms as required	
Telephone	
Classroom visits	
Safe room	
Support for students and staff as determined by TERT and Mental Health Lead	

4. Inquiries	
School spokesperson (principal, superintendent or designate)	
News release and media contact handled by Director of Education and the Chairperson of the Board. The Chair is the spokesperson for the Board	
Telephone assistance (notice to secretaries)	
Grounds patrol, if required – to monitor media; other guests	
5. Family of Deceased	
Contact person	
Determine wishes	
Offer condolences: card/flowers/donation	
Deceased's property (gathered and returned to family)	
In some cases police may request access to locker/desk for investigation purposes	
6. Commemoration	
Funeral attendance	
Lowering flag, etc.	
School memorial if appropriate (planned after crisis period has passed)	
7. Staff Debriefing	
FIRST DAY	
After school meeting to assess situation	
Request Mental Health Team to return for second day, if required	
SECOND DAY – Mental Health Team	
Continue support groups and individual interviews for the time required in consultation with Mental Health team	
Follow-up on “at risk” individuals, contact parents if necessary	
WITHIN 2 WEEKS of the tragedy:	
Identify students/staff who require extra/continued support	
Debrief with TERT and entire staff on how the plan was implemented and gather recommendations. Use the Tragic Event Response Evaluation form – Appendix 12 and forward a copy to Mental Health Lead	

Documentation Template for Tragic Event

Event Date: _____ Time: _____

Name: _____ Grade/Position: _____

D.O.B. _____

Police Contact: _____ Phone: _____

Hospital Contact: _____ Phone: _____

Other Contact: _____ Phone: _____

Verification from: _____ Phone: _____

Details: _____

Request for Confidentiality? No Yes If Yes, Requested By : _____

Relationship to Deceased/Injured Party: _____

Name of Family Liaison: _____ Phone: _____

Relationship to Deceased/Injured Party: _____

Family Wishes: _____

Informing classes/school: Format: _____ By whom: _____

Script to be used: (list script from Appendices, note original script below, or attach separately)

- Informed Ontario School Board Insurance Exchange - OSBIE
(and completed necessary forms as appropriate)
 - Informed Occupational Health and Safety Officer (and complete necessary forms as appropriate)
 - Informed Human Resources (as appropriate)
 - Informed Payroll (as appropriate)
 - Informed School Council Chair
 - Informed other persons associated with school: _____
 - Past Principals: _____
 - Past Staff: _____
 - Others: _____
-
-

Funeral Home Name
and Address:

Visitation Date: _____ Time: _____

Funeral Service
Location:

Date: _____ Time: _____

Tragic Event Response Evaluation

After a crisis, evaluate your plan with the participants, including external agencies.

1. Was the plan effective? If not, why not?

2. Were the affected persons' needs met effectively? partially? not at all?

a) What were the problems?

b) How can they be rectified?

3. Were there any areas where further planning or support would have been helpful?

Yes No

a) If so, what were they?

b) How could these areas be improved and changes implemented?

4. Was responsibility evenly distributed or were some participants too weighed down to be fully effective? How can responsibilities be redistributed?

5. Based on your experience, what other factors should be considered in **modifying** your plan?

Sample Scripts

JK/SK

Please read this script to all students in your home room as directed by administration. Should you require assistance in delivering this message, please ask your principal or a member of the Tragic Event Response Team. Please shred this script at your earliest convenience.

I have some sad to share with you. You may see some students and adults in the halls or outside at recess today, who are sad or upset.

A student/staff member at our school, name of individual and grade, died when.

If you see someone who is feeling sad or upset, what can you do to help them to feel better?

Some students may talk about a death they have experienced (even a pet). Reassure them that it is normal to feel sad when these things happen, then bring it back to how we can help.

Grades 1-6

Please read this script to all students in your home room as directed by administration. Should you require assistance in delivering this message, please ask your principal or a member of the Tragic Event Response Team. Please shred this script at your earliest convenience.

We want to take some time this morning to talk about something very sad. Name of student / staff member and grade, died unexpectedly last night. At this point, we do not officially know the cause of name's death.

Our sympathies go to his/her family and in particular to his/her sister/brother, sibling's name who is in class/grade/school.

Death is a difficult issue for anyone to deal with. Even if you didn't know name, you might still have some emotional reactions to hearing about this.

Child and Youth Workers will be available all day for anyone needing support. We will share more information with you as it becomes available.

Grades 7-12

Please read this script to all students in your home room as directed by administration. Should you require assistance in delivering this message, please ask your principal or a member of the Tragic Event Response Team. Please shred this script at your earliest convenience.

We have some sad news to share. We regret to inform you of the death of student's name. (you could add, a former student/staff member or a student at another school)

Our sympathies go to his/her family and in particular to his/her sister/brother, sibling's name who is in class/grade/school.

We know that staff and students may be upset on hearing this news.

Child and Youth Workers are available for support all day in/at location. Please let me or another teacher know if you would like to go to location.

We will share more information with you as it becomes available.

Informing a Student of the Death of a Significant Person

These steps should be followed while informing a student in attendance at school of the death of a significant person:

- ▶ Contact parent or family member to determine how the news is to be delivered. Preferably a family member/representative will attend the school to deliver the news.
- ▶ The person(s) delivering the information will be escorted to one of the administrative offices.
- ▶ The child/children will be escorted from class by the Principal or designate to the administrative office.
- ▶ The principal or designate will provide pertinent information to the teachers of the child by memo immediately.
- ▶ Release of the student to the care of a responsible adult will be the responsibility of the Principal or designate.

Resources for dealing with tragic situations

- Centre for Suicide Prevention <http://suicideinfo.ca/>
- The Dougy Center for Grieving Children and Teens www.dougy.org
- National Association of School Psychologists www.nasponline.org
- National Alliance for Grieving Children <http://www.childrengrieve.org/>
- The National Institute for Trauma and Loss in Children – School Memorials <https://www.maine.gov/suicide/docs/SchoolMemorials.pdf>

EMERGENCY NUMBERS/RESOURCES IN NORTHERN COMMUNITIES

(Schools are to Update/Confirm this information on an annual basis)

CRISIS (DISTRESS) CENTRE: Kids Help Phone Line 1-800-668-6868 www.kidshelpphone.ca – available 24/7
SUICIDE PREVENTION CENTRE: NEOFACS 705-360-7100 www.suicideprevention.ca , www.sprc.org
TEEN LINE: Kids Help Phone Line 1-800-668-6868 Lesbian Gay Bi Trans Youth Line 1-800-268-9688
RAPE/SEXUAL ASSAULT CENTRE: Assaulted Women’s Helpline 1-866-863-7868 VCARS 1-877-264-4208
DOMESTIC VIOLENCE HOTLINE: Habitat Interlude 705-337-1122(Kap) 705-372-1933(Hearst) 705-272-6078(Coch.)
SEXUAL ABUSE HOTLINE: VCARS 1-877-264-4208 www.awhl.org
CHILD ABUSE HOTLINE: NEOFACS 705-360-7100
POLICE/PARAMEDIC EMERGENCY MEDICAL SERVICES UNIT: 911
MENTAL HEALTH CRISIS/RESPONSE: Minto 705-272-4245 HKSRF Counseling 705-335-8468 hospital (evening)
HOSPITAL EMERGENCY SERVICES: Sensenbrenner(Kap) Notre Dame(Hearst) Lady Minto(Cochrane) Anson Gen(IF)
EMERGENCY SHELTERS: Habitat Interlude 705-337-1122(Kap) Ga Beh Shoo 705-272-4497(Cochrane)
MENTAL HEALTH OUTREACH CLINIC: CMHA 705-273-2339 Minto 705-272-4245 Friendship Centres
CHILDREN/YOUTH PSYCHIATRIC CLINIC: NEOFACS 705-360-7100
MEDICAL CLINIC / GENERAL PRACTITIONER: Nord-Aski FHT; Cochrane FHT; Anson General FHT
STD INFORMATION AND TESTING SITES: Porcupine Health Unit 705-335-6101
CHILDREN’S SERVICES OFFICES: NEOFACS 705-360-7100
PARENT TRAINING: Porcupine Health Unit, Kap Friendship Centre, Ininew Friendship Centre, NEOFACS
FAMILY SUPPORT SERVICES: Kap/Ininew Friendship Centre, NEOFACS Kunuwanimano Child & Family Serv.
SELF HELP GROUPS: AI Anon Family Groups 705-267-3388 NA 1-888-811-3887 AA 1-866-675-9731
SUBSTANCE ABUSE COUNSELING: North Cochrane Addiction Services 705-272-3059 Jubilee Centre 705-268-2666, xt.221
ALCOHOLICS ANONYMOUS: 705-360-8650 or 1-866-675-9731
MENTAL HEALTH SERVICES: Canadian Mental Health Association 705-267-8100 Friendship Centres
LEGAL ASSISTANCE/VICTIM-WITNESS ASSISTANCE: 1-800-668-8258
OTHER:
Lesbian Gay Bi Trans Youth Line 1-800-268-9688
Sexting www.needhelpnow.ca/app/en
Cochrane District Detoxification Centre 705-338-2761
The Regional Warm Line 1-866-856-9276
Talk4Healing 1-855-554-HEAL

EMERGENCY NUMBERS/RESOURCES IN TIMMINS

(Schools are to Update/Confirm this information on an annual basis)

CRISIS (DISTRESS) CENTRE: Kids Help Phone Line 1-800-668-6868 www.kidshelpphone.ca – available 24/7
SUICIDE PREVENTION CENTRE: NEOFACS 705-360-7100 www.suicideprevention.ca , www.sprc.org
TEEN LINE: Kids Help Phone Line 1-800-668-6868 Lesbian Gay Bi Trans Youth Line 1-800-268-9688
RAPE/SEXUAL ASSAULT CENTRE: Assaulted Women’s Helpline 1-866-863-7868
DOMESTIC VIOLENCE HOTLINE: Timmins and Area Women in Crisis (16+) 705-268-8381
SEXUAL ABUSE HOTLINE: www.awhl.org
CHILD ABUSE HOTLINE: NEOFACS 705-360-7100
POLICE/PARAMEDIC EMERGENCY MEDICAL SERVICES UNIT: 911
MENTAL HEALTH CRISIS/RESPONSE: Timmins & Dist. Hosp. Crisis Response Service 705-264-3003, 1-888-340-3003
HOSPITAL EMERGENCY SERVICES: Timmins & District Hospital
EMERGENCY SHELTERS: Good Samaritan Inn 705-235-4663(Timmins) Ga Beh Shoo 705-272-4497(Cochrane)
MENTAL HEALTH OUTREACH CLINIC: CMHA 705-267-8100 Misiway 705-264-2200
CHILDREN/YOUTH PSYCHIATRIC CLINIC: NEOFACS 705-360-7100
MEDICAL CLINIC / GENERAL PRACTITIONER: Timmins Family Health Team East End FHT Misiway
STD INFORMATION AND TESTING SITES: Porcupine Health Unit 705-267-1181
CHILDREN’S SERVICES OFFICES: NEOFACS 705-360-7100
PARENT TRAINING: Porcupine Health Unit, Timmins Native Friendship Centre, NEOFACS Kunuwanimano CFS
FAMILY SUPPORT SERVICES: Timmins Native Friendship Centre, NEOFACS Kunuwanimano CFS
SELF HELP GROUPS: Al Anon Family Groups 705-267-3388 NA 1-888-811-3887
SUBSTANCE ABUSE COUNSELING: South Cochrane Addiction Services 1-888-814-5831 Jubilee Centre 705-268-2666, xt.221
ALCOHOLICS ANONYMOUS: 705-360-8650
MENTAL HEALTH SERVICES: Canadian Mental Health Association 705-267-8100 Misiway 705-264-2200
LEGAL ASSISTANCE/VICTIM-WITNESS ASSISTANCE: 705-360-1905
OTHER:
Lesbian Gay Bi Trans Youth Line 1-800-268-9688
Sexting www.needhelpnow.ca/app/en
Cochrane District Detoxification Centre 705-338-2761
The Regional Warm Line 1-866-856-9276
Talk4Healing 1-855-554-HEAL

EMERGENCY NUMBERS/RESOURCES IN TIMISKAMING AREA

(Schools are to Update/Confirm this information on an annual basis)

CRISIS (DISTRESS) CENTRE: Kids Help Phone 1-888-665-8888 www.kidshelpphone.ca – available 24/7
SUICIDE PREVENTION CENTRE: NEOFACS 705-647-5437
TEEN LINE: Kids Help Phone 1-800-668-6868 Lesbian Gay Bi Trans Youth Line 1-800-268-9688
RAPE/SEXUAL ASSAULT CENTRE: Pavilion Family Resource Centre 705-647-2128 Assaulted Women’s Helpline 1-866-863-7868
SEXUAL ABUSE HOTLINE: www.awhl.org
CHILD ABUSE HOTLINE: NEOFACS 705-647-5437
POLICE/PARAMEDIC EMERGENCY MEDICAL SERVICES UNIT: 911
MENTAL HEALTH CRISIS/RESPONSE: Canadian Mental Health Association 705-647-4444
EMERGENCY SHELTERS: Salvation Army 705-647-4115
YOUTH SHELTER: (Females only) Pavilion Family Resource Centre 705-672-2128
MENTAL HEALTH OUTREACH CLINIC: Canadian Mental Health Association 705-267-8100
CHILDREN/YOUTH PSYCHIATRIC CLINIC: Timiskaming Health Unit 705-647-4305
STD INFORMATION AND TESTING SITES: Timiskaming Health Unit 705-647-4305
CHILDREN’S SERVICES OFFICES: NEOFACS 705-647-5437
STUDENT SERVICES: Legal Aid 1-800-668-8258
CHILD CARE RREFERRALS: NEOFACS 705-647-5437
PARENT TRAINING: NEOFACS 705-647-5437
FAMILY SUPPORT SERVICES: NEOFACS 705-647-5437
SELF HELP GROUPS: Timiskaming Health Unit 705-647-4305
SUBSTANCE ABUSE COUNSELING: Timiskaming Health Unit 705-647-4305
ALCOHOLICS ANONYMOUS: 705-647-7611
MENTAL HEALTH SERVICES: Canadian Mental Health Association 705-647-4444 NEOFACS 705-647-5437
LEGAL ASSISTANCE/VICTIM-WITNESS ASSISTANCE: Legal Aid 1-800-668-8258 Tim. Health Unit 705-647-4305
COMMUNITY CORRECTIONS OFFICERS: Probation and Parole 705-672-3397
OTHER:
Centre de Sante Communautaire du Temiskaming 705-647-5775
Kunuwanimano Child and Family Services 705-268-9033
The Regional Warm Line 1-866-856-9276
Talk4Healing 1-855-554-HEAL

Office Staff: – Regarding Response to Community Inquiries

It is essential that only the Superintendent, Principal or designate be the spokesperson within the schools. All media inquiries are to be referred to the Director of Education and the Chairperson of the Board. The Chair is the spokesperson for the Board.

School name administration has been informed of the death of deceased's name.

Students have been told about name's death. Child and Youth Workers are available to those who wish to speak with someone about their feelings.

Include information regarding the funeral depending upon family wishes.

The funeral will be at place on date at time.

Visitation will occur at place on date at time.

Or

Name's family has indicated that the funeral arrangement is private.

Sample Letters

Although the students may or may not have been close to the deceased, the feelings of grief for previous losses can be triggered by the death. Parents need to know that a tragedy has occurred so that they can support the young person at home.

A letter should be brief and may include:

1. Expression of sympathy to the parents/spouse of the deceased.
2. Explanation of the facts surrounding the death, where appropriate, funeral details and how the school will be handling attendance at the funeral.
3. Some details of the deceased person's background.
4. Concluding comments with focus on the nature of the loss and support for the family.

To Parent(s)/Guardian(s) of Schoolmates

Dear Parent(s)/Guardian(s),

We wish to extend our condolences to the name of family family in the recent tragic death of their (son/daughter) name of student. (Possible additional sentence addressing the circumstances or facts of the accident or illness, with permission). Name was a description (ie, happy, outgoing) student in name of Teacher's grade level class.

It is difficult to accept the loss of such a young person. Dealing with death affects each of us differently based on our relationship to the individual lost and/or our own trauma history. I encourage you to discuss name of deceased's death with your child, as you feel appropriate. Please realize that (*children/adolescents*) respond to tragedy or grief in different ways. I have enclosed some information on grief that may assist you.

Child and Youth Workers were in the school today as part of our Tragic Event Response Team. We can assure you that this support will continue to be available as long as it is needed. Many students participated in the creation of cards for presentation to name of deceased's family. This process itself can be very therapeutic.

The school supports any student's need to attend the funeral. We understand that this is a time for family and friends to find comfort in the company of each other. Funeral services will be held on date and time at location.

Our collective thoughts are with the surname of student family. Name of deceased will remain in the hearts and thoughts of (*his/her*) classmates, the staff and the name of school community.

Please feel free to call me at phone number if you have any questions or concerns about your child.

Sincerely,
Principal

Follow-Up Letter (Optional) – up to one week later

Dear Parents/Guardians,

Last week we wrote to inform you of the tragic death of deceased's name. The staff and students of the school continue to struggle with this loss.

Child and Youth Workers have been in the school assisting students and staff as part of our school's Tragic Event Response Team. Some students may require an ongoing connection with counsellors, perhaps as a result of their own trauma history. If your child seems unusually upset over a long period of time, you may wish to pursue a referral for counselling outside of the school. We would be pleased to help identify appropriate community resources and to assist you with a referral.

Again, we express our deepest sympathies to the deceased's family name family. If there is anything further we can do at this difficult time, please do not hesitate to call.

Sincerely,

Principal

Death of a Staff Member

Dear Parents/Guardians,

We regret to inform you of the death of a school name (*Teacher/Educational Assistant/staff member*), name of staff member. Name of teacher has taught grade at our school since year (*or other such statement reflecting the deceased appropriately*).

Funeral services will be held at location of funeral on date and time of funeral. In order to allow staff representatives to attend the funeral, there will be necessary adjustments of program and /or time tabling for several classes on date and time.

Child and Youth Workers have been in the school assisting students and staff as part of our school's Tragic Event Response Team. Your child may wish to discuss this loss with you.

Our collective thoughts are with the surname of deceased family. Name of deceased will remain in the hearts and thoughts of the staff, students and the name of school community.

Sincerely,

Principal