

APPENDIX A

CHECKLISTS FOR KEY ROLES

1. Detailed Administration Checklist
2. Detailed Coordination Checklist
3. Detailed Counseling Checklist

Detailed Administration Role Checklist

Preparation Phase

- 1. Prepare for consultation with Director of Student Support Services or Superintendent
- 2. Confirm situation with Director of Student Support Services or Superintendent
- 3. Confirm with the Director of Student Support Services or Superintendent if Communications Officer will be sent to the site
- 4. Contact SCAP Zone Coordinator
- 5. Prepare for Coordination Meeting
- 6. Inform secretaries to direct media inquiries to Communication's Officer either at the school board office or on site

Response Phase

- 1. Convene Coordination Meeting
- 2. Make sure a sufficient number of T.O.C.'s are available for staff
- 3. Prepare a statement for teachers to present to students (see Appendix "B" for samples)
- 4. Prepare a statement for parents (see Appendix "B" for sample letters)
- 5. Convene Initial Staff Meeting
- 6. Monitor student attendance
 - 6.1 identify students who are unaccounted for
 - 6.2 identify students who are absent and may be at risk
 - 6.3 make sure that attendance is monitored throughout the day
 - 6.4 monitor students both arriving at, and leaving the school
 - 6.5 establish a check in/check out procedure
- 7. Establish a procedure for monitoring individuals entering the school and designate appropriate personnel
- 8. Monitor access to the telephones
- 9. Consult with family members regarding their wishes (e.g. flowers, home visits, etc.)

Follow Up Phase

- 1. Meet with the response team to prepare for follow-up staff meeting and to plan for next day
- 2. Convene staff meeting at the end of the school day
- 3. Encourage ongoing communication with the Superintendent
- 4. Monitor the emotional state of all affected staff
- 5. Encourage informal staff contact
- 6. Consult with Zone Coordinator
- 7. Schedule meeting for Day 2, Day 3, Day 4, etc. (if necessary)
- 8. Complete documentation

Detailed Coordination Role Checklist

Preparation Phase

- 1. Discuss situation with School Principal and Director of Student Support Services or Superintendent
- 2. Commence work on development of response packages
- 3. Prepare a list of response team members
- 4. Contact members of the response team and communicate pertinent information -- (remind response team members to contact their key contact person (e.g. secretary and COARS))
- 5. Review the suggested agenda for the Coordination Meeting

Response Phase

- 1. Attend the Coordination Meeting.
- 2. Confirm that the R.C.M.P. and/or Coroner have been contacted
- 3. Ensure that all response plan areas are addressed at the Coordination Meeting
- 4. Establish who will assume responsibility for key role areas
- 5. Set up a Communication Centre and establish a communication procedure for the response team (e.g. Walkie talkie, electronic devices, runners, intercom, etc.)
- 6. Attend the Initial Staff Meeting
- 7. Ensure that staff and student defusings are being conducted
- 8. Maintain ongoing communication with Director of Student Support Services or Superintendent
- 9. Access additional support as required
- 10. Make all contacts with outside agencies
- 11. Meet with response team members who may arrive at the scene
- 12. Monitor the implementation of the response team
- 13. Monitor state of response team members
- 14. Assist counsellors in determining which response procedures are appropriate for the event

Follow-Up Phase

- 1. Facilitate response team meetings
- 2. Coordinate follow-up procedures
- 3. Participate in Follow-up Staff Meeting
- 4. Schedule and facilitate Critical Incident Stress Debriefings for Response Team members
- 5. Complete required documentation of the event

Detailed Counseling Role Checklist

Preparation Phase

- 1. For those with teaching load – make necessary arrangements
- 2. Prepare a list of “at risk” staff and students
- 3. When appropriate, meet with peer counselors (*use of peer counselors may not be appropriate in all situations)

Response Phase

- 1. Attend Coordination Meeting
- 2. For secondary schools – follow affected student’s schedule to deal with issues
- 3. For elementary schools – provide support for affected student’s classroom teacher
- 4. Coordinate the setting up and monitoring of the Drop-In Centres – monitor coming and going/attendance (see Appendix “D” for Drop-In Centre materials)
- 5. Designate an individual to greet students as they enter the Drop-In Centre and to provide them with clear directions
- 6. Determine which response procedures may be needed (see over)
- 7. Develop and update list of “at risk” students

Follow-Up Phase

- 1. Attend all staff and response team meetings
- 2. Review staff and student risk assessments
- 3. Follow up on students and staff requiring referrals
- 4. Assist the coordinator in preparing follow-up materials for teachers, students, parents
- 5. Document contacts made and significant events

A General Guide For Matching Response to Events

EVENT

Impacting events (not typically traumatizing)

Presented with the news of an acquaintance, familiar person or high profile individual who:

- was involved in and/or a victim of significant violence or abuse
- died suddenly or after a period of terminal illness
- was reported to have been displaying significant threatening behaviours toward others, or was a victim of significant verbal and/or physical threats
- attempted or committed suicide
- participated in, or was a victim of, a homicide

MILD - MODERATE
IMPACT

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TEACHER LED
CLASSROOM
ACTIVITIES
and/or
DISCUSSIONS
(See Appendix C,
pp. C-4 to C-6)

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FACILITATED
POST EVENT
SMALL GROUP
DISCUSSIONS
(See Appendix D, p. D-3)

Potentially traumatizing events:

Received or was involved in, or witnessed and/or responded to individuals who received or were involved in:

- a significant accident
- an armed robbery
- self or severe physical injury or abuse
- a serious threat to self or significant other
- the death of a family member, close friend or significant other
- psychological abuse
- any life threatening experience
- viewing of a corpse(s) or carcass(es) in an unusual setting
- a significant earthquake
- a hurricane
- a major fire
- life threatening flood
- a single or multiple homicide
- a suicide or significant attempt at suicide
- significant threat of pollutant/dangerous substance
- multiple injuries or fatalities
- a community wide disaster

ABLE TO RESPOND
WITHIN 12 HRS.

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CRITICAL INCIDENT
STRESS
DEFUSING
(See Appendix D,
pp. D-4 to D-7)

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CRITICAL INCIDENT
STRESS
DEBRIEFING
(See Appendix D,
pp. D-8 to D-11)