

**(TERT)****MEMBERS:**

<b>Title</b>	<b>Name</b>	<b>Home #</b>	<b>Work#</b>	<b>Cell #</b>
Principal	Andy Alblas	473-8593	939-1209	631-9594
Administrative Assistant	Grace Boyes	473-8558	939-1209	620-7853
Secretary	Jackie Bakker	475-9586	939-1209	624-8711
1 Pastor from CRC	Pastor Al Postma	285-7536	767-3961	
1 Pastor from other denomination	Pastor Andre Korstanje	577-2669	622-7686	627-1753
2 Social workers/Counsellors	Jo-Ann Vis	577-6290	343-8971	
	Suzanne Posthumus	939-1507	708-0999	252-1390
2 Parents	Kelly Cramer	473-4086		
	Lynnea Blekkenhorst	935-2318		629-5028

**RATIONALE FOR TERT**

A traumatic event is defined as an event that is a sudden, one time, short term experience. An event is determined as traumatic when the event has life threatening/life altering implications that goes beyond an individual's perceived ability to meet its demands and has the potential to disrupt and individual's frame of reference and understanding of her/his world. (DSM-IV-TR)

It is important to note that the following policy specifically relates to acute traumatic events that have a direct impact on the Christian School and its staff and students. Traumatic events such as a fatal bus accident, a violent act on school grounds, sudden death of a student at school etc. would all be considered an acute direct traumatic event, more than likely requiring the services of TERT.

Secondary traumatic events, for example a death of a family member of a student, or another type of tragedy outside of the school grounds, while equally significant, may require TERT intervention at another level.

The following information provides clarification concerning TERT and its procedures should the TERT be contacted to assist in a traumatic event.

Helping students cope with a traumatic event within the school community is an important task shared by the school and related professionals. Children and young people vary in their ability to understand tragic events and rely upon adults to assist them in exploring their feelings and to



recognize how they may be impacted by such an event. Without such intervention, students may be left feeling isolated. Young children particularly are subject to fears, confusion and inaccurate understandings about what may have transpired during and following the event. Therefore, it is important to provide students with a relaxed atmosphere in which their feelings and reactions can be expressed openly and information can be shared.

As a Christian school community, we are mindful of our total dependence on God's providence for continued health and safety for us and our students. We confess that in both life and death we belong to Jesus, and we know that His grace and peace will sustain us in all circumstances. We do not always understand how God works in His world and why accidents and tragic situations occur; it is especially difficult to share this with children and young people and help them to sort out their questions and feelings. Yet we are confident that if a difficult situation arises, God's people will come together to support and care for each other.

As a Christian school community, we need to develop wisdom and sensitivity to deal with any situation which may arise at school, and the TERT team's support is there to assist in this. The Tragic Events Response Team (TERT) is composed of eight members: The principal (vice-principal), administrative assistant, 2 pastors, 2 social workers/(mental health professionals and 2 parents. To facilitate a cohesive, stable team which is able to operate sensitively and effectively in a crisis, the members will remain on the team for a number of years. Additional resource people of varying professionals and skills from the community are also available, on a as needed basis, to assist the team at a time of crisis.

The team, if and when called by the school principal, will respond to a crisis immediately. On arriving at the school, the team will meet to determine, in consultation with the principal and related staff, how the response to the crisis will be managed. Options may include meeting with students individually, in groups, in a classroom setting, or acting as a resource/support to the teachers/staff themselves. Recognizing that the effects of a crisis could be delayed, and that immediate intervention may not be warranted or advised, the team will provide follow-up contact with the school on a regular basis, with intervention possibly to be offered at a later date.

When the team has been active in a response to a traumatic event, the team will meet to reflect on the response process, for example: strengths and weaknesses, evaluation of the course of action and provide an opportunity to support and debrief its own members. A written record will outline the team's actions, specifically any intervention which aided in the trauma debriefing process. The team, in consultation with the principal, will assess when TERT services are no longer required.

Our prayer is the TERT team will never have to be called. If a situation does arise, the team wishes to be able to respond in caring, sensitive and helpful way. In all these matters, we look to our gracious God to protect and sustain us with His grace and compassion.



### MANDATE OF TEAM

1. To respond to a traumatic event by:
  - a. offering immediate assistance in dealing with the practical aspects of the situation, or offering some type of intervention at a later date as deemed necessary by the TERT team leader and administration.
  - b. providing on-site support to staff and students to assist in the counselling and/or debriefing process.
2. To provide resource and consultation services on issues relating to other events that may similarly affect students, teachers and principals (ie. suicide attempt, terminal illness).
3. The team will meet yearly to:
  - a. review and practice procedures
  - b. update team members, as needed
  - c. update the list of resource people
  - d. share in professional development opportunities
  - e. inform other team members of available resources and educational materials and make these available to staff members.

### ROLE OF TEAM LEADER

The team leader will:

1. be appointed by the team annually
2. act as contact with school principal
3. initiate TERT members going to the school by contacting team members.
4. call team members after crisis for evaluation and debriefing
5. set date and agenda for annual meeting(s)
6. ensure minutes are recorded at all meetings
7. collect resources for team file

### LIST OF SCHOOL PERSONNEL

Title	Name	Home #	Work#	Cell #
Principal	Andy Alblas	473-8593	939-1209	631-9594
Vice-Principal	Peter Himanen	475-8526	939-1209	620-5779
Administrative Assistant	Grace Boyes	473-8558	939-1209	620-7853
Board Chair	Ed Breukelman	475-6979		474-6940
Vice Chair	Dan Breukelman	474-3224		624-8052
Bd. Sec				




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**LIST OF TERT RESOURCE PEOPLE (2011)**

Title	Name	Home #	Work#
psychologist	Dr. Dan Klaasen	767-7514	767-7742
psychologist	Dr. Fred Schmidt	577-6999	343-5000
social work	Juanita Lawson	768-2033	343-4309
lawyer	Edward Van Voort	577-4587	623-8485
nurse	Rita Guzzell	939-2512	684-6661
nurse	Gertrude Grootenboer	935-2170	626-2253

Pastors Affiliated with TBCS families

Title	Name	Home #	Work#
First CRC	Pastor H. VanderBeek	939-1208	939-1207
Bethlehem CRC	Pastor Al Postma	285-7536	767-3961
Hope CRC	Pastor B. Vance	625-1179	473-0726
United Reformed			
Redwood Park	Pastor Doug Doyle	622-0154	577-3463
Fort William Baptist	Pastor Dibley	577-5209	622-3739
Faith City Church	Pastor Roma Fisher	345-7576	344-1956
Calvary Lutheran Church	Pastor Brian lee	472-7590	623-8735
Evangel Church	Pastor Gary Wilson	577-7756	345-3503
New Life Christian Fellowship	Pastor Keith Bunn	622-9718	628-8842
Trinity Lutheran	Pastor Neil Otke	767-7746	622-8593
Lappe Lutheran	Pastor Neil Otke	767-7746	767-4891

### TERT PROCEDURES

Note: All staff members are to be familiar with this document. It should be brought to the attention of all new staff members.

#### PRINCIPAL'S CHECKLIST - DURING SCHOOL HOURS

1. Establish details of situation and write down for reference.
2. CALL POLICE/AMBULANCE (911) as needed
3. Principal in consultation with the vice principal and TERT co-ordinator to decide if TERT members need to meet
  - a. TERT meets? Yes No later
  - b. If yes, TERT team leader calls to initiate team.
4. Communication with family/families.
  - a. Principal and/or vice-principal will call home or student(s) as soon as possible.
  - b. Who will phone? Principal Vice-principal
  - c. Will family member come directly to school or go to hospital?



- d. Who will contact family pastor?
5. Assign staff to emergency duties, as needed
  - a. (e.g. first aid, look after upset students, watch for ambulance, supervise students in classrooms, etc.)
  - b. First Aid Qualified / CPR Qualified
    - i. Most of staff are first aid qualified.
6. Staff Meeting – Principal and vice-principal call staff together ASAP:
  - a. Clarify facts/information/knowledge.
  - b. Tell staff if TERT team (one or more members) is coming to school, when they will come, where they will meet, and how they can be used.
  - c. Discuss what information should be shared with students. Will home room teacher, or another teacher, share information with students? The presence of a TERT member is recommended when this information is shared with students.
  - d. Discuss possible reaction of students to this information (in consultation with TERT). Discuss how teacher might handle this.
  - e. End meeting with specific plan for the remainder of the day.
    - i. any timetable changes?
    - ii. students go home early?
    - iii. if and when further information will be shared with staff, students & parents
    - iv. send communication (letter) home to parents with students?
7. Contact board chairman, or vice-chair, or secretary.
8. Contact lawyer for legal advice, if needed. Preferably, this is a board member, or member of school community.
9. Communication: If media wants information, decide who will handle this.
10. When TERT Team Arrives
  - a. Clarify situation to members.
  - b. Explain what already has been done.
  - c. Do other resource people need to be called?
  - d. Develop a PLAN OF ACTION.
  - e. Involvement of TERT members may include:
    - i. meet with school staff as necessary
    - ii. provide individual support to staff or students
    - iii. provide direct support to classroom teacher
    - iv. designate a room where TERT members are available on day of event or in subsequent days, as necessary.
    - v. if needed, parents will be given the opportunity to come to school during the day or evening and meet with TERT and resource people to discuss the situation. This also allows parents to be informed of Plan of Action and will assist parents with possible support for them and their children.
    - vi. Assist staff in developing a schedule for the rest of the day, which may include special assembly.



- vii. Assist principal with any administrative duties which need to be attended to.
- viii. Assist with memorial service, providing resources as needed.
- ix. Review procedures at end of the day with staff to determine if and how TERT members may be used in subsequent days.
- x. Facilitate increased awareness and understanding of the post trauma process, and appropriate responses.
- xi. Provide staff with resource materials for classroom activities.

11. Announcement to School Community

- a. Send letter to all parents with details concerning the situation. (Consider when to send letter)
- b. Explain to parents how TERT members and/or other resource people are being used at school, to assist students and teachers.
- c. Announce plans (if needed) for funeral arrangements, memorial service or tribute.

12. The Funeral

- a. Who should attend from students and staff? Confirm the wishes of the family
- b. Contact pastor of family to discuss appropriate arrangements.
- c. Determine how to provide opportunities for community members (students and parents) to attend funeral. (School may be closed for the day to allow attendance at funeral.)
- d. Participation of classmates at funeral?

13. Other Things to Consider

- a. Arrange for flowers to be sent, or other appropriate gestures.
- b. Prepare sympathy letter on behalf of board, students and teachers to family.
- c. Plan memorial service, or other school activity. When should this take place?
- d. Flag at half mast? When? How long?
- e. How and when are student belongings returned to family?
- f. Memorial plaque?

**PRINCIPAL'S CHECKLIST - OUTSIDE SCHOOL HOURS**

In most cases, family would contact school principal, teacher or board member about the circumstances.

1. Establish details of situation, and write down for reference.
2. Contact board chairman, or vice-chair, or secretary.
  - a. 3. Principal in consultation with TERT leader to discuss situation to decide if TERT members need to meet.
  - b. TERT meets? Yes No Later
3. If situation warrants it, contact TERT members. Decide when and where team is to meet.
4. If TERT team is not needed, principal and vice- principal will discuss how staff will be
  - a. informed and involved.



5. IF TERT TEAM MEETS:
  - a. Clarify situation to members.
  - b. Explain what already has been done.
  - c. Do other resource people need to be called?
  - d. Develop a PLAN OF ACTION as follows:
    - i. Decide who is affected immediately and inform them. (eg students, teachers)
    - ii. How and when all staff members will be informed. By phone?
    - iii. or meeting?
    - iv. Decide how and when students and parents will be informed.
    - v. Decide on what information will be provided.
    - vi. Decide whether school will be open or closed the next day, depending on situation. It is preferable to have school open the next day.
    - vii. If school is to be closed, communicate this to parents.
  
6. Involvement of TERT members may include:
  - a. meet with school staff as necessary
  - b. provide individual support to staff or students
  - c. provide direct support to classroom teacher
  - d. designate a room where TERT members are available in subsequent days, as necessary.
  - e. if needed, parents will be given the opportunity to come to school during the day or evening and meet with TERT and resource people to discuss the situation and inform parents of the Plan of Action. This will also assist parents and their children with possible grief situation.
  - f. assist principal with any administrative duties which need to be attended to.
  - g. assist with memorial service, providing resources as needed.
  - h. determine if and how TERT members may be used in subsequent days.
  - i. provide staff with resource materials, if requested.
  
7. At appropriate time, probably next school day, meet with staff to discuss situation.
  
8. Contact lawyer for legal advice, if needed. Preferably, this is a board member or member of school community.
  
9. Communication: If media wants information, decide who will handle this.
  
10. Staff Meeting --Principal and vice-principal (with possible TERT team involvement) meet with staff to discuss the following:
  - a. Update situation, since staff know basics by now.
  - b. Clarify facts/information/knowledge.
  - c. Discuss what information should be shared with students. Will home room teacher inform students?
  - d. Reference material is located in TERT binder in staffroom. (This needs to be compiled by TERT team).
  - e. Discuss possible reaction of students to this information. Discuss how teacher might handle this.
  - f. Discuss further developments, such as announcement to school community.
  - g. Inform staff how TERT team can be utilized in and outside the classroom.



11. Announcement to School Community

- a. Send notice to all parents with details concerning the situation. (Consider when to send and content of notice.)\*If in summer notify by letter or phone.
- b. Explain how TERT members and/or other resource people are being used at school, to assist students and teachers.
- c. Announce plans (if needed) for funeral arrangements, memorial service or tribute.

12. The Funeral

- a. Who should attend from students and staff? Confirm the wishes of the family.
- b. Contact pastor of family to discuss appropriate arrangements.
- c. Determine how to provide opportunities for community members (students and parents) to attend funeral. (School may be closed for the day to allow attendance at funeral.)
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- d. Flag at half mast? When? How long?
- e. How and when are student belongings returned to family?
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