

*Algonquin and Lakeshore Catholic District School Board*



# **Compassionate Response Protocol**

*A Framework for Times of Tragedy*

*Revised September 2023*

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## PURPOSE

There are many types of events which can adversely affect a school community. **The purpose of the *Compassionate Response Protocol* is to provide a common framework for responding to a tragedy that all schools will follow.** A school tragedy may include (but is not limited to) an accident, serious illness or the death of a student, staff member or other significant person. School tragedies are often unpredictable and can evoke strong emotions. As such, it is important that each compassionate response is anchored in current research and best practices as outlined in this protocol, to guide a community during a stressful time.

A local tragedy is always shared by the broader community of the Algonquin and Lakeshore Catholic District School Board and, therefore, **the school will always consult with the Response Team prior to enacting a response.** This consultation will ensure that best practices are integrated into meeting the needs of the school community. The support of the Response Team may be required as described in this guideline.

Each response to a school tragedy will be rooted in our Catholic faith, while respecting the increasing diversity of our community. Cultures can greatly differ in their responses to tragedies and it is important to have a culturally responsive approach that is guided by the practices, traditions and wishes of the family.

The goal of this protocol is to provide clear steps and resources when you are called to provide a compassionate response in times of loss or crisis, and to assist in the healing process by providing the school community with well-informed grief support.

Advance planning in reviewing this protocol is necessary to enable the school community to respond effectively.

## RATIONALE

*The Compassionate Response Protocol serves to:*

- 1) Provide a framework to administrators and the Response Team for times when there is a tragic event within the school community.
- 2) Ensure a response that is rooted in evidence-based research and best practice that will minimize placing students and staff at-risk.
- 3) Create familiarity with the framework in advance of a tragedy, which will result in a well-thought-out response that will support the entire school community during a difficult time.
- 4) Provide consolation and comfort to students, staff members and families.
- 5) Consider and respect the wishes of the family affected by the tragic event directly (as appropriate).
- 6) Provide appropriate follow-up support services for students, teachers and other staff members including those students and staff who may be at-risk or vulnerable and require additional support following a tragedy in the community.

## THE COMPASSIONATE RESPONSE TEAM

The impact of the tragic event can place extraordinary demands on school administration and can adversely affect their ability to function. The Compassionate Response Team will determine when support from the Team is required at a school or site.

Members of this team include:

- The Coordinator of Religious and Family Life Education
- The Special Assignment Teacher – Religious & Family Life Education
- The Mental Health Lead
- The Superintendent of Religious & Family Life Education
- The School Superintendent
- The School Principal

Membership may also include:

- Youth Worker Supervisor
- Youth Workers
- Chaplaincy Leaders and Guidance Counsellors
- Social Workers, School Psychologists, clergy or parish staff

**Role:** The responsibilities of the Compassionate Response Team members may include the following:

- 1) Support school administration in:
  - Gathering of information
  - Creating a support plan that is consistent with this protocol.
  - Facilitating an initial staff meeting & debrief meeting, & leading prayer at the meetings (as required)
  - Providing information to staff that will consistently be shared with all classes  
**Information about a death or a traumatic event should not be shared in a large group assembly nor over a PA system.**
  - Providing the secretary/administration with language for responding to calls from concerned family members, caregivers, community members or media.
  - Creating the letter to families using the letter template.
- 2) Support students and staff:
  - In-class discussions
  - Care stations
  - Provide resources to school and teachers.
  - Identifying students who are high-risk and be available to provide support or referral to outside agencies when needed.
  - Notify other personnel and agencies as needed.
  - Assist with planning a memorial service.

The Compassionate Response Team will be on-site to support with the death of a student or staff member. It is common for the Team to offer off-site support for the death of a parent, extended family member, or friend.

Please review the [Compassionate Response Team Checklist](#) for additional responsibilities of the Compassionate Response Team.

## WHAT TO DO WHEN A CRISIS OCCURS

1. Administrator will notify the follow people **via group email**:
  - a. School Superintendent(s)
  - b. Superintendent of Religious & Family Life Education
  - c. Mike Gundert, Coordinator of Religious & Family Life Education
  - d. Sarah Cassidy, Special Assignment Teacher, Religious & Family Life Education
  - e. Mental Health Lead
2. Administrator(s) to complete [Assessment of Impact - Death & Bereavement](#) in preparation for the consultation with the Compassionate Response Team.
3. Compassionate Response Team will organize a Microsoft Teams meeting to consult with the school team (administrators, chaplaincy leader, youth worker) to create a compassionate response plan in alignment with this protocol.
4. Administrator(s) will communicate the compassionate response plan to all staff **after** consultation with the Compassionate Response Team.
5. Support will be provided to the school community as required.

## CHECKLISTS

After initial contact with the Compassionate Response Team, the school response team will complete the following tasks in preparation for day one of the compassionate response plan:

[Principal](#)

[Youth Worker](#)

[Secretary](#)

[Caretaker](#)

[Compassionate Response Team](#)

[Superintendent of Education](#)

[Chaplaincy Leader \(Secondary\)](#)

## WHAT DAY ONE OF A COMPASSIONATE RESPONSE WILL LOOK LIKE:

- An Initial staff meeting is held prior to the start of the school day.
- Classroom teachers will notify their class of the bereavement.
- Care stations are set-up for students and staff.
- Routine is maintained as much as possible.
- Administration sends home a letter via school messenger to inform families of the death.
- The Compassionate Response Team will be on-site.
- An Occasional Teacher will be on-site to relieve staff - as needed.
- A debrief staff meeting will take place at the end of the day to gauge supports needed.

***School communities will refrain from any large school gatherings (assemblies, liturgies, etc.), as this will place students and staff at-risk.***

## INITIAL STAFF MEETING GUIDELINES

### Day One: Prior to the start of the school day

1. The Principal will share the bereavement information with staff.
2. The Compassionate Response Team will lead in prayer, if required. Refer to [Initial Staff Meeting Prayer Template](#).
3. The Compassionate Response Team will review the tip sheets:
  - a) Bereavement Care
  - b) Grief Literacy
  - c) Children's Understanding of Death
  - d) Talking with Students about Death
4. Key messaging for the day:
  - a) Self-care (staff may also step out if needed.)
  - b) Everyone grieves differently (some may react with giggles.)
  - c) Routine (as much as everyone can handle) is good.
  - d) Messaging to students & process
  - e) Care Stations & process
5. We will meet again at the end of the day to debrief.

### INITIAL STAFF MEETING RESOURCES:

1. [Prayer Template: Initial Staff Meeting](#)
2. [Tip Sheets \(Bereavement Care/Grief Literacy/Children's Understanding of Death/Talking with Students about Death\)](#)

## INFORMING THE SCHOOL COMMUNITY: GUIDELINES

1. Disclosure of any information must take into consideration the wishes of the family.
2. Certain students may need to be notified privately.
3. **Students are to be informed personally by the classroom teacher.** It is best that the news be delivered by someone familiar to students.
4. The information to students will include:
  - who died and the individual's relationship to the school
  - information about the death as per the wishes of the family
  - Care station and Response Team availability
  - a prayer and/or a quiet time of reflection as appropriate
5. Teachers will identify the location of care stations and the availability of the Response Team and support staff at this time, including the process for receiving support (e.g.: Call the office to notify the of students who will be attending the care station).
6. The school community should be informed of the bereavement prior to any public sharing.
7. **Students and staff will not be informed of a death via school-wide announcement. This is not best practice and will put members of the school community at risk.**

### Notes:

- It is important to be concerned with the vulnerability of students & staff.
- Where possible, the cause of death will be shared in simple, age-appropriate language.
  - Examples may include: "died from cancer", "died after being hit by a car", "died by suicide" (when permission has been given by the family).
- It's also important that school administration is well versed in talking to grieving families about why the recommendation is to give honest, age-appropriate information to the school community.

## INFORMING THE SCHOOL COMMUNITY RESOURCES:

1. [Prayer for Times of Loss](#)

## CARE STATION GUIDELINES

- 1) Communicate to the school community that Care Stations are available (including location and the Response Team members available).
- 2) The Care Station should be facilitated by appropriate personnel who can provide active listening and support. Suggested personnel could be drawn from, but are not exclusive to the Board Response Team, Youth Worker(s), Chaplaincy Leader(s) (secondary), and the Student Success Team. In some scenarios, outside agencies would be appropriate.
- 3) The Care Station is to be located in a designated private and quiet area. It should be inviting for students to gather in a safe and caring environment. The students should be able to share, listen and be open with each other without fear of judgment.
- 4) Recommended areas: Learning Commons, Activity Room, Youth Worker Office, Chapel, or any other quiet room that may be available for use.
- 5) Establish procedures for leaving class. (e.g.: Will a pass be required?) This provides an accurate account of the whereabouts of all students, especially students who may be in crisis and in need of immediate support.
- 6) The Response Team will maintain a [log of Care Station visits](#) so that the school team (administrators, Youth Worker, etc.) can follow-up with any students who have received support.
- 7) Ensure that physical needs are accommodated. Pay attention to seating, privacy, comfort and supply of quality tissues as well as the provision of healthy snacks and beverages.

### CARE STATION RESOURCES:

1. [LOG: Care Station Visits](#)

## **DEBRIEF MEETING GUIDELINES**

### **End of Day One**

- 1) The members of the Response Team will provide a debrief on the first day of support.
- 2) Staff will be invited to share their experiences, ensuring time to reflect on the impact on school community members and identify anyone who may require additional support and check-ins in the upcoming days/weeks/months.
- 3) This is also a time to discuss plans for the upcoming days and what support from the team may be needed.
- 4) The Principal will share any of the following information as it becomes available:
  - a) Support and guidance for students who have been identified as potentially vulnerable.
  - b) Identify the key contact person for the family.
  - c) Any updates from the family.
  - d) Plans for the upcoming days and any support required from the Response Team.
  - e) Funeral arrangements and participation.
- 5) The Response Team will make available, as necessary, resources from the Bereavement Library.
- 6) Closing Prayer: Suggested – Hail Mary for the repose of the soul of the school community member and for the family.

## **TIMELINE: COMPASSIONATE RESPONSE FOLLOW-UP**

### **End of First Week**

- 1) Identify any continuing needs within the school community.
- 2) Reflect upon all events and any vulnerable students in need of support over the past week.
- 3) Review any action items needing attention.
- 4) Follow-up with the Compassionate Response Team as required.

### **After the First Month**

- 1) Reflect upon all events and any vulnerable students in need of support over the past month.
- 2) Assess the morale of the school community. Are there any additional needs?
- 3) Assess the need for supports. e.g.: Can the Bereavement Library resources be returned?
- 4) Begin planning for any upcoming events that may trigger the school community (e.g.: birthdays, holidays, anniversaries, Masses, school events, graduation, and anniversaries) and have strategies in place.
- 5) Continue to follow-up with the Compassionate Response Team as required.

## **PERMANENT MEMORIAL GUIDELINES**

Memorializing a deceased member of a school community may prove to be a more complex enterprise than imagined. It often is difficult to honour a person's life appropriately without being perceived as doing too much or too little. **Due to the complex and sensitive nature of this process, school communities should wait for a few months prior to begin planning a memorial.**

**The Memorial Guidelines in this protocol will be reviewed annually to ensure that they are consistent with current best practices. The potential glorification in any way of a student who died can increase the risk to vulnerable students which is why some recommendations are moving away from plaques, trees/benches and even flag lowering.**

The following suggestions are life promoting ways to memorialize, which is encouraged by current literature.

- 1) Graduation Award
- 2) Fundraising events sponsored by the school (e.g.: ALCDSB Foundation, fundraisers that benefit the school, medical research or children's groups)
- 3) The purchase of materials to be used in the school by future students (e.g.: books or educational materials)
- 4) Scholarships (more practically established and maintained by the family as they will require an ongoing financial commitment.)

**The following practices run the risk of putting vulnerable students at increased risk and should be avoided:**

- 1) A General memorial for all bereaved students and staff (with the addition of the name of the bereaved) such as a memorial garden, art display, tree or bench.
- 2) Dedication in a yearbook

Consideration also should be given to the following:

- 1) **Be conscious of setting a precedent!** All memorials for students and staff that are established by the school must be consistent, regardless of the circumstances of the death.
- 2) **The memorial is consistent with the wishes of the family.**
- 3) Any activity or tribute should be sensitive to the needs of the school community and must be approved by administration.
- 4) Expressions should be simple, dignified, and appropriate.

## **SERIOUS ILLNESS**

During the serious illness of a classmate, sibling, parent, or other close family member, students may experience anticipatory grief, which is grief related to both losses currently being experienced and in anticipation of person possibly dying from the illness. Some situations will be best handled privately with an individual child or small group of children, while others will affect an entire class or school community. Please keep in mind the following important considerations:

### **Information sharing**

- 1) Work with the family to determine what information will be shared with the school community. Information should not be shared until consent is received by the family. Let the family know that children benefit from honest information while honouring the family's wishes around what information is shared.

Encourage the students to pray for the person who is ill and their family.

- 1) Be honest and sensitive in talking about the illness and give simple, accurate information to students. Call the illness by its name, as opposed to vague references to being "ill" or "sick". Keep in mind that incomplete or inaccurate information can confuse and complicate students' understanding of the illness.
- 2) Keep informed of the status of the illness and up-date the students sensitively.
- 3) Remember that every situation is unique. Some illnesses will not result in death.
- 4) Provide timely updates as they are received by the family.

### **Supporting students and staff**

- 1) Do not judge the actions and reactions of others. Remember that the way that others respond is not the same as the way you would respond.
- 2) Pay attention to changes in behaviours in students that may indicate a student is struggling (e.g.: anger, inattentiveness, withdrawing, sullenness, quietness, aggression, dysregulation, anxiety attacks).
- 3) Provide education about grief being all the thoughts and feelings we have when we experience a significant loss in life.
- 4) Listen, affirm, and validate the wide range of feelings the students may or may not have (sadness, fear, worry, anxiety, insecurity, anger, guilt, emptiness, apathy, despair, silliness, and feeling alone). Let students know that it is also okay to be happy and enjoy themselves even though they may be experiencing grief.
- 5) Allow the students to be involved in doing acts that express their compassion for the person who is seriously ill (e.g.: Draw pictures, write letters and notes, send photographs, send little homemade gifts).

- 6) Maintain a predictable and safe routine of creative, academic, and recreational activities for the students, being mindful of the need for flexibility. Academic accommodations may be necessary for those who are most closely affected.
- 7) Encourage students to take care of themselves, through attention to healthy eating, adequate sleep, and physical activities. Help students identify who they can reach out to for support if they are having a hard time and encourage them to do so.
- 8) Take care of yourself as an educator and caregiver, through attention to diet, rest, exercise and connecting with others who can support you.

## **DEATH BY SUICIDE**

***Please refer to the [ALCDSB Suicide Prevention, Intervention, & Postvention Protocol](#) for detailed information.***

Death invariably is accompanied by difficult questions, but seldom are they more difficult than in the case of a suspected or confirmed suicide. For this reason, providing support resulting from this type of death must be approached with additional considerations.

The Catechism of the Catholic Church importantly states that “we should not despair of the eternal salvation of persons who have taken their own lives.” (CCC #2283) Those who die by suicide are most often of diminished capacity due to mental illness and cannot be held fully responsible for their actions. Only God can judge what is in our hearts, and God is more compassionate and loving than we can even imagine. Our pastoral response should attempt to minimize any stigma that may be associated with this kind of death.

Suicide is the product of a complex interaction between many factors in the life of a person at risk. It is rarely the result of normal stresses nor is it the result of one single event. Individuals who died by suicide were likely struggling with substantial psychological pain due to challenges with their mental health that may not have been apparent to others (or that may have shown up in their behaviours such as or substance abuse).

We strive to treat all school community deaths in the same way. Having one approach for a student who dies of cancer (for example) and another for a student who dies by suicide reinforces the unfortunate stigma that still surrounds suicide and may be deeply and unfairly painful to the student’s family and friends of the person who died.

### **Suicide contagion**

Exposure to suicide or suicide-related behaviours can influence others to contemplate, attempt, or die by suicide. This phenomenon is called “suicide contagion”. Be aware that children and adolescents are vulnerable to the risk of suicide contagion. It is important not to inadvertently simplify, glamorize, or romanticize the person who has died or his/her death.

The suicide death of a schoolmate is a stronger predictor of suicidal thoughts and attempts than a suicide death of someone personally known to the student. Suicide contagion and cluster suicides are not myths; they are legitimate mental health concerns that require appropriate post-vention (procedures aimed at identifying those affected by a suicide to decrease negative reaction and to increase adaptive coping) to reduce the risk of occurrence. Having a well thought out and

organized response to a student suicide death can help mitigate the risks of suicide contagion among the school population.

### **Postvention**

It's important for school administrator(s) to assess the impact of the suicide death on their school community in consultation with the superintendent before establishing postvention supports. Underestimating the impact of a death by suicide can result in failure to provide needed coping assistance, while overestimating impact and providing unnecessary services may sensationalize the death. If it is judged likely that students will be aware, the next steps are to consider the probability that the death will create coping challenges, and to identify those who might be at increased risk following a suicide.

As soon as possible following a death by suicide, administrators and educators should come together to identify a list of youth and staff who may be most significantly impacted, so they can be followed up with individually. This includes individuals who have:

- 1) geographical proximity - refers to physical closeness to the incident, those who were an eyewitness or exposed immediately after the event.
- 2) psychological proximity - refers to those who can relate to the victim including through cultural connections, e.g.: individuals experiencing bullying, team members, classmates and individuals who perceive having similar characteristics.
- 3) social proximity - refers to the relationships one has with the person, including family, friends, classmates, social circle, or a previous or current romantic interest.

### **Recommended considerations and support following a suicide:**

- 1) Consult with the family prior to discussing the circumstances around the death.
  - a) A family may wish to keep the cause of death private. There is, however, evidence that there is more risk of suicide contagion when the fact that the death was by suicide is not disclosed. Administration, in consultation with the Superintendent, should consider a conversation with the family to help them understand why the current recommendations are to disclose the cause of death as suicide.
- 1) Provide students with developmentally appropriate factual information about the circumstances.
- 2) Students may display a broad range of emotions, including anger, guilt, sadness, and anxiety. Some students may show or report very limited emotional reactions.
- 3) No two students will react in the same way or follow the same path as they grieve a death by suicide. Each person has a unique response to crisis.
- 4) Students with known mental health concerns, however, such as histories of depression or anxiety or their own suicide attempts, may be at higher risk of suicide contagion having difficulties adjusting to a death by suicide.

- 5) Other groups of students who may be at increased risk following the death of a student by suicide include:
  - a) Students who are grieving a death or other difficult situation in their lives (parents divorcing etc.).
  - b) Students who may have bullied the student who died or been bullied by that student.
- 6) Staff should collaborate with parents/guardians and other agencies when appropriate to ensure that students with documented mental health problems have access to appropriate treatment.
- 7) Make support available to all students and staff and allow them the opportunity to access that support as they see fit.
- 8) Students or staff should not be forced to participate in counselling or de-briefing if they choose not to participate, as this can cause harm and undue distress.
- 9) Let students and staff know that additional resources exist now and, in the future, if the need arises.
- 10) Reassure students that thinking about suicide is not the same as dying by suicide.
- 11) Students who are concerned about their own suicidal ideation should be referred to further clinical assessment or intervention.
- 12) Students may find comfort in regular routine; however, classroom activities may need to be altered, especially in the first few days after the suicide.
- 13) As much as possible, try to maintain the structure of the school environment. If you have questions about a particular activity planned for your classes, consult with a member of the Compassionate Response Team.
- 14) Those who have died by suicide should not be glamorized or memorialized in a 'heroic' sense. Consult your superintendent before planning any events or memorials.
- 15) Additional resources:
  - i) [SMHO \(School Mental Health Ontario\)](#)
  - ii) [ALCDSB Suicide Prevention, Intervention, & Postvention Protocol](#)

## ANNUAL REVIEW

It is recommended that the Compassionate Response Protocol be reviewed each September by school administrators, the Youth Worker, the School Secretary, the Caring and Safe Catholic Schools Team members, and the Chaplaincy Leader (secondary). At this time, any school community members who have experienced -significant loss in the past should be noted for a check-in, should a tragedy occur.

## **COMMUNITY SUPPORTS**

[Bereaved Families of Ontario](#)

[Kids Help Phone](#)

[Black Youth Helpline](#)

[Hope for Wellness](#)

[LGBT Youthline](#)

[Trans Lifeline](#)

[www.compassionatefriends.org](http://www.compassionatefriends.org)

### **Kingston and Area**

[Bereaved Families of Ontario - Kingston Region](#)

[Canadian Mental Health Association Kingston](#)

[Family and Children's Services of Frontenac, Lennox and Addington](#)

[KFL&A Public Health](#)

[Kingston Military Family Resource Centre](#)

[Land O'Lakes Community Services](#)

[Addiction & Mental Health Services - KFLA](#)

[Pathways for Children and Youth](#)

[Sexual Assault Centre - Kingston](#)

[Victim Services of Kingston and Frontenac](#)

[Victim Services Hastings, Prince Edward, Lennox & Addington](#)

### **Quinte Area**

[Victim Services Hastings, Prince Edward, Lennox & Addington](#)

[Canadian Mental Health Association Hastings-Prince Edward](#)

[Children's Mental Health Services Hastings & Prince Edward](#)

[Pathways to Independence - Belleville](#)

[Hospice Quinte](#)

[Quinte Counselling Services Inc](#)

[Hospice Prince Edward](#)

[Gateway Community Health Centre \(Tweed\)](#)

## ONLINE BEREAVEMENT RESOURCES

[ALCDSB Bereavement Website \(RFLE Portal\)](#)

[Lighthouse for Grieving Children](#)

[Seasons Centre](#)

[Children and Youth Grief Network](#)

[KidsGrief.ca](#)

[Loss, Grief, and Growth](#)

[Sesame Workshop - Grief](#)

[Creighton University Resources for Grieving \(Catholic\)](#)

[Rainbows for all Children International - Bereavement Support](#)

[Rainbows for all Children Canada - Bereavement Support](#)

[Remembering a Life – National Funeral Directors Association Resources](#)

## PET LOSS

The death of a pet can be a very significant loss for a child of any age. Pets are often considered to be cherished “friends” by children. As such, children can suffer and grieve deeply. Children need to be told simply and honestly, in age-appropriate and sensitive language what happened to the pet.

Process the loss with the child. Help the child to “absorb” the death of the animal by talking with him/her and by encouraging him/her to express feelings. Support the child in his/her feelings and perhaps even use the word “grief” to describe what the child is going through. Grief can be explained to a child as all the thoughts and feelings we have when we experience a big loss in life, such as the death of a pet. Invite the child to brainstorm with you the thoughts and feelings that can be associated with grief. Ask about their pet’s name and invite them to share memories of their pet with you. Ritualize the death in some way through a formal sharing of memories of the pet, a burial, or a brief service.

Grieving pet loss is an opportune moment to teach children about death in general, the unique sense of loss, emptiness, anger, and sadness associated with it and the movement beyond death into life. Inviting children to express their feelings about the loss is particularly therapeutic. Reassuring them that their pet will always be an important part of their life, and their grief won’t always feel as big and painful as it does now are important messages that can be helpful for children.

[Resource: Prayer Service for the Loss of a Pet](#)

## PRAYERS

Several prayer options are available for use in classrooms or for meetings. Please review the following links for some options:

[Prayers for Times of Loss](#)

[Prayers for Times of Crisis](#)

[Prayer Service for the Loss of a Pet](#)

### Prayer Services:

Please note that liturgies and prayer services are not included in this protocol, because ***school communities will refrain from any large school gatherings (assemblies, liturgies, etc.) during the school day, as this will place students and staff at-risk.***

Prayer services, liturgies, or gatherings are acceptable as invitational events, where students and staff may opt in or out, depending on comfort level and familiarity with the bereaved. For example, in elementary, an invitational event would be best suited in the evening, where families can participate and provide 1:1 support to their child. In secondary, an invitational event may take place in the chapel before school, during lunch, or after school, or in the evening.

School communities wishing to host an invitational event recognizing the bereaved must consult with the Compassionate Response Team. Prayer services can be made available during this process.

## THE FUNERAL

If the funeral will take place during the course of the school day, all efforts will be made by the Superintendent of Religious and Family Life Education, the Superintendent of the school, and school administration to ensure that appropriate coverage will be in place for all staff who wish to attend the funeral.

**Please note that the school will not send students to participate in a funeral that takes place during the school day.** Students wishing to participate in a funeral must attend with a family member or caring adult, where they are receiving 1:1 support, which will minimize risk. **Schools are not to organize bussing or alternate means of transportation for students to attend the funeral as a delegation representing the school (e.g.: student council, etc.).** 1:1 adult to student support is critical in this context.

## BOOK LISTS

Access print reading resources for students, families, and staff in the [Grief & Bereavement Lending Library](#).

## APPENDIX

- A. CHECKLISTS:
  - i. [Principal](#)
  - ii. [Youth Worker](#)
  - iii. [Secretary](#)
  - iv. [Caretaker](#)
  - v. [Compassionate Response Team](#)
  - vi. [Superintendent of Education](#)
  - vii. [Chaplaincy Leader \(secondary only\)](#)
- B. [Assessment of Impact - Death & Bereavement](#)
- C. [Family Contact Guide](#)
- D. INITIAL STAFF MEETING RESOURCES:
  - i. [Prayer Template: Initial Staff Meeting](#)
  - ii. [Tip Sheets \(Bereavement Care/Grief Literacy/Children's Understanding of Death/Talking with Students about Death\)](#)
- E. [Letter to Families Template](#)
- F. [LOG: Care Station Visits](#)
- G. [Prayers for Times of Loss](#)
- H. [Prayers for Times of Crisis](#)
- I. [Prayer Service for the Loss of a Pet](#)
- J. [Grief & Bereavement Lending Library](#)

## ACKNOWLEDGEMENTS

We graciously acknowledge Andrea Warnick, Registered Psychotherapist, for her contributions to this protocol as a reviewer.

This resource is the third edition of two previous documents; therefore, we acknowledge the contributions of the 2003 and 2014 writing teams.