



Police / School Board Protocol

The Thunder Bay & Region Police / School Protocol between the Lakehead District School Board, Thunder Bay Catholic District School Board, Conseil Scolaire de District Catholique des Aurores Boreales, Thunder Bay Christian School, Matawa Education & Care Centre, Dennis Franklin Cromarty High School, Ontario Provincial Police, Thunder Bay Police.

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1. Introduction

It is the policy direction of the Ministry of Education and the Ministry of the Solicitor General that schools boards and police services establish a protocol for the investigation of school-related occurrences. This document will clarify the respective partners' roles, procedures, and decision-making authority of both police and school personnel.

It is the practice of the co-terminus boards of education in Thunder Bay to co-operate with the police service signatories in maintaining safe and orderly environments in the schools. Police involvement is not restricted to investigations, but includes courtesy visits and educational visits. This mutually beneficial relationship will aid in maintaining the close liaison developed around school personnel, students, police officers and our communities. Neighborhood police in a community school(s) where available, reinforces and strengthens this beneficial relationship.

Police officers, school administrators, educators and students shall work to support a co-operative and equal partnership aimed at reducing the number of incidents of anti-social behavior among youth while creating and maintaining safe and secure school environments. This partnership should be maintained as professionally as possible and be an exemplary model of collaboration and cooperation.

2. Purpose

The purpose of this document is to outline a protocol for responding to school related incidents, as directed by the Ministry of Community Safety and Correctional Services and the Ministry of Education between participating Police Services and School Boards who are signatories to this Protocol. A shared belief that schools must be safe places for learning, teaching, working and visiting is fundamental to this Protocol. Maintaining a safe school environment in which the best possible education for students can be provided is a shared responsibility. To promote and maintain a safe environment, the commitment to collaboration, cooperation, effective communication and partnership are key components of this Police/School Protocol (the "Protocol").

This Protocol:

- Is intended to assist in providing greater safety and protection of students, teachers, principals, staff, volunteers and visitors in the schools within the jurisdictions of the signatories;
- encouraging constructive, ongoing, adaptive, and responsive partnerships between police and the school community in areas such as violence prevention;
- reinforcing the importance of a coordinated and multifaceted approach on the part of schools and police in their interactions with parents and the community, in an effort to promote the well-being of students;
- facilitating appropriate sharing and disclosure of information in accordance with privacy laws, including FIPPA and MFIPPA;
- promotes a consistent approach across the areas served by the school boards as to how police and schools respond to school related occurrences;
- encourages ongoing partnerships between police and the school community and contributes to the ongoing working relationship between police and school boards;
- promotes joint consultation and partnership between the school boards and the police services in maintaining a safe school environment;
- outlines appropriate responses to incidents where police involvement and intervention are required or requested;
- facilitates appropriate sharing and disclosure of information; and
- ensures that the obligations and requirements of both the education and police systems are met;
- ensuring an equitable and consistent approach across a school board's jurisdiction in the way police and schools respond to a school-related occurrence.

CAVEAT: While the intention of the protocol is for police and school officials to work in cooperation, they may have separate duties and responsibilities with respect to interviewing students involved in criminal activities. In these circumstances, police and school officials should review their respective policies and procedures (including this document) for guidance.

3. Statement of Principles

The guiding principles upon which the terms of this protocol are based are:

- the need to have a clear understanding of police and school responsibilities;
- the need to promote respect and civility in the school environment;
- the need to respect the fundamental rights of students, teachers, and staff pertaining to disability, race, creed, ethnic origin, and other prohibited grounds of discrimination under the Ontario Human Rights Code; and
- the need to provide a balance between rights and responsibilities.

4. Role and Mandate of Police Services

In cases of exigent circumstances, the police will assume primary responsibility as may be necessary to ensure school safety.

The primary role of the police is to prevent and solve problems related to both the safety and well being of persons and the protection of property. This includes intervening in crises or emergencies, conducting investigations relating to alleged breaches of federal and provincial statutes and performing other lawful duties as required.

In the school context, this involves sharing with the school boards and their employees the responsibility for preserving the peace and preventing crime. It involves assisting in the preservation of a safe learning and working environment for the students, staff and others lawfully on school property.

Additional roles and responsibilities of the police include:

- engaging and working proactively in partnership with school officials to ensure the effectiveness of this protocol;
- protecting public safety and preventing crime;
- enforcing the Youth Criminal Justice Act, the Criminal Code, other federal and provincial legislation and regulations, and municipal by-laws;
- upholding the duties legislated under the Police Services Act;
- assisting victims of crime;
- conducting law enforcement and criminal investigations;
- assisting in the development of young people's understanding of good citizenship;
- promoting and fostering a reduction of crime, both against and committed by young people;
- diverting young people away from crime and antisocial behavior;
- providing information on community safety issues; and,
- working in partnership with other government and community-based organizations to support positive youth development.

5. Role and Mandate of School Boards

In cases of exigent circumstances, the police will assume primary responsibility as may be necessary to ensure school safety.

Under the Education Act, the principal of a school has an obligation to maintain order and discipline in the school. Under the Criminal Code and other legislation, the police have a duty to investigate criminal and quasi-criminal offences. Where offences are committed on school property or involve students of a school, it will be necessary for the principal and the police to work cooperatively in fulfilling their overlapping obligations and responsibilities. The school boards will endeavor to support their administration and staff with the implementation of

the Student Crime Stoppers program and/or equivalent programs for students in secondary schools.

The school board has a responsibility to develop and implement effective measures to deal with violence in schools. These measures include the establishment of safe schools and violence prevention policies and procedures, the incorporation of violence prevention in the curriculum, and the development of a code of conduct as required under the Safe Schools Act, 2000.

It is the responsibility of the School Boards, including principals, teachers and school staff to:

- clearly explaining the board's code of conduct to students and their families, including details such as the definition of the term weapon* and the potential reach of school discipline with respect to behaviours taking place outside of school that have a negative impact on school climate*;
- engaging and working proactively in partnership with police officials to ensure the effectiveness of this protocol;
- ensuring that all staff, including occasional, part-time, or itinerant teachers, have the means, training, and resources to implement the provisions of this protocol that may apply to them, including the ability to lock their classroom doors during a lockdown (see Appendix B);
- complying with the requirements related to the duties of principals and teachers under the Education Act and regulations;
- complying with the requirements legislated under the Child and Family Services Act (e.g., "duty to report");
- respecting the board's code of conduct, as required by the Education Act (s. 302);
- ensuring that resources (e.g., on drug awareness, on bullying prevention) are accessible to assist school staff in promoting a positive school environment with students and parents;
- developing policies on how to respond to crises, including the development of a communications plan;
- ensuring that appropriate prevention and intervention strategies are available;
- ensuring that all staff have opportunities to acquire the skills necessary to promote safe, equitable, and inclusive school environments; and
- developing an effective mechanism for soliciting input from staff, students, parents, parent involvement committees (PICs), school councils, and Special Education Advisory Committees (SEACs) in the development of local protocols.

Should a conflict arise with respect to the Board's obligations under the Education Act and this protocol, the former will prevail.

6. Definitions/Explanations of Terms

It is recognized that principals and other school personnel are not judges, lawyers or police officers and that they cannot and should not be required to apply strict legal interpretations to incidents that occur in their schools. However, definitions are provided to serve as guidelines to assist principals and school personnel in administering local protocols.

Refer to Appendix A for Glossary of Terms

7. A Coordinated Approach to Violence Prevention

A coordinated and multifaceted approach is necessary on the part of the school board and police in order to promote positive behaviour and prevent school violence.

School boards and principals should develop, promote, and maintain strong partnerships with police and seek to benefit from their support in implementing the school's violence-prevention policies, particularly where those policies pertain to addressing risk factors associated with antisocial, gang-related, or criminal behaviour. In a closely cooperative relationship, police may also offer support in a consulting role, to assist school personnel in determining appropriate action when dealing with violent behaviour and to explain the procedures for police investigations.

Police work in partnership with schools and other community-based service providers to administer various crime-prevention programs, including programs that focus on areas such as peer mediation or conflict resolution; programs that include referrals to appropriate community resources (e.g., those providing counselling or mentoring services, drug awareness/ education programs, or support for seeking employment or housing); and programs such as Crime Stoppers.

Working from a crime-prevention perspective, police can play an important role in the school community, which presents extensive opportunities for employing the strategy of "crime prevention through social development" (CPSD). CPSD involves preventing and reducing crime by identifying and addressing the risk factors associated with crime and victimization. Police use proactive measures that focus on the factors that precipitate the onset of criminal and antisocial behaviour.

CPSD recognizes that the intersection of multiple and complex social, economic, health, and environmental factors may lead to criminality.

CPSD involves long-term, sustainable, multi-agency, integrated actions that deal with the risk factors (e.g., mental health issues, certain types of behavioural issues, involvement in the criminal justice system, victimization/ abuse) that can start a young person on the path to crime, and build protective factors (e.g., strong adult role models, enhanced self-esteem, effective personal coping skills and strategies) that may mitigate those risks.

Strategies that schools can use to help prevent violence include:

- helping students develop social skills, including conflict-resolution skills;
- promoting positive mental health and reducing the stigma associated with mental health issues;
- proactively identifying students at risk and giving them extra support;

- using progressive discipline to teach and encourage appropriate behaviour in the school;
- viewing each student as an integral and contributing member of the school community;
- demonstrating, by example and leadership, that students' human rights are to be respected; and
- encouraging students to return to the school community after involvement with the criminal justice system, and supporting them in the process.

Strategies that police can use to help prevent violence in schools include:

- developing positive partnerships with all members of the school community, including parents;
- being visible within the school community;
- being a positive adult role model for students;
- establishing positive relationships with children and youth;
- making referrals based on the best interest of the students;
- helping deliver educational sessions on crime and criminal justice issues;
- launching, leading, or being part of local planning tables that mobilize community members and agencies to participate in activities designed to address and reduce risk factors and to enhance protective factors for youth at risk of conflict with the law;
- facilitating communication and cooperation with school officials, Youth Justice Probation Services, other police officers, courts, and other social services; and
- supporting students as they return to the school community after involvement with the criminal justice system.

School boards and police services should refer to, and ensure alignment with, related ministry, board, and police policies on violence prevention.

The local police/school board protocol is one component of a broader partnership between schools and other essential community partners, including mental health providers, health care professionals, and children's aid societies, which are dedicated to violence prevention in Ontario schools.

8. Occurrences Requiring Police Involvement or Response

The Model Provincial Protocol establishes occurrences that require police involvement or police response. While the Principal has the discretion to determine the appropriate level of police involvement or police response, incidents outlined in this section that involve violence or the imminent threat to the safety and security of the school community will require police response. Incidents outlined in this section, which are considered less serious or which do not involve an imminent threat to the safety and security of the school community may not require police involvement.

Mandatory Notification of Police

Situations in a school where the police must be notified and response or involvement is required include the following:

- all deaths;
- physical assault causing bodily harm requiring treatment by a medical practitioner;
- sexual assault;
- robbery;
- criminal harassment,
- relationship-based violence;
- possessing a weapon, including possessing a firearm;
- using a weapon to cause or to threaten bodily harm to another person;
- trafficking in weapons or in illegal drugs;
- possessing an illegal drug;
- hate and/or bias-motivated occurrences;
- gang-related occurrences;
- extortion;
- non-consensual sharing of intimate images; and
- bomb threats.

All calls to police should be made in a timely manner. For emergency situations call 911. For non-emergency situations call School Resource Officer first. If the School Resource Officer is not available, call the general police number.

Discretionary Notification of Police

Police response may also be needed in connection with the following types of incidents:

- giving alcohol to a minor;
- being under the influence of alcohol or illegal drugs;
- threats of serious physical injury, including threats made on social networking sites or through instant messaging, text messaging, e-mail, and so on;
- incidents of vandalism; and
- incidents of trespassing.

Police involvement in other incidents should continue to be assessed on a case-by-case basis.

Principals should consider mitigating and other factors when deciding whether to call police in these discretionary situations. It is expected that all other school-related occurrences not specified in the protocol will be dealt with by the principal on a case-by-case basis, and that police will be notified at the principal's discretion.

For students with special education needs, school boards should identify circumstances where a police response is neither necessary nor appropriate. Refer to section 15 below for further information on dealing with students with special education needs.

9. Information Sharing and Disclosure

A number of different statutes deal with information sharing and disclosure. These include federal legislation (the Criminal Code, the Youth Criminal Justice Act) and provincial legislation (the Municipal Freedom of Information and Protection of Privacy Act, the Education Act, and the Child and Family Services Act). In situations where federal and provincial laws are in conflict with each other, the federal law takes precedence.

a) Criminal Code

The police can access a student's Ontario Student Record (OSR) by warrant or subpoena, or with the written consent of a parent or of the student, if the student is 18 years of age or older. In exigent circumstances, the police can access a student's OSR without a warrant, under section 487.11 of the Criminal Code.

b) Youth Criminal Justice Act (YCJA)

The YCJA sets out the procedural requirements for dealing with young persons charged with offences. (Refer to Part 6 (ss. 110 to 129) of the YCJA, "Publication, Records and Information".)

There may be occasions when it is necessary for police to share confidential information with school officials. Section 119 of the YCJA provides the circumstances under which confidential information may be shared.

The following subsections of Part 6 of the YCJA are of particular relevance for police/school board protocols:

- subsection 110(1), which states that no person shall publish the name of the young person or any information that would identify the young person as a young person dealt with under the YCJA;
- subsection 111(1), which states that "no person shall publish the name of a child or young person, or any other information related to a child or a young person, if it would identify the child or young person as having been a victim of, or as having appeared as a witness in connection with, an offence committed or alleged to have been committed by a young person";

- subsection 118, which states that no person shall be given access to a record, and no information in the record shall be given to any person, where to do so would identify the young person as a young person dealt with under the YCJA;
- subsection 125(1), which states that “[a] peace officer may disclose to any person any information in a record kept under section 114 (court records) or 115 (police records) that it is necessary to disclose in the conduct of the investigation of an offence”;
- subsection 125(6), which permits a provincial director, youth worker, peace officer, or any other person engaged in the provision of services to young persons to disclose to a representative of a school board or school any information kept in a record under sections 114 to 116 of the YCJA if the disclosure is necessary:
 - to ensure compliance with an order made by the youth justice court for a young person released from custody to attend school;
 - to ensure the safety of staff, students, or other persons; or
 - to facilitate the rehabilitation of the young person.

c) Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)

This legislation regulates the collection and disclosure of personal information that is not related to the YCJA. As part of the local protocol, police services and school boards should develop a policy for the disclosure of personal information in situations under subsection 32(g) of the MFIPPA (i.e., “to aid an investigation undertaken with a view to a law enforcement proceeding . . .”).

Further information regarding the release of students’ personal information can be found in the Office of the Information and Privacy Commissioner’s Guide to Ontario Legislation Covering the Release of Students’ Personal Information, at www.ipc.on.ca/english/Resources/Discussion-Papers/Discussion-Papers-Summary/?id=495.

d) Child and Family Services Act (CFSA)

The local police/school board protocol must clearly articulate the overall duty, under subsection 72(1) of the CFSA, to report to a children’s aid society those children who are suspected to be in need of protection. The duty to report of persons “who perform professional or official duties with respect to children”, including teachers and principals, should be emphasized.

This provision applies as well to information that is confidential or privileged (except under solicitor/client privilege), and there is no liability against a person who reports unless the reporting was done maliciously or without reasonable grounds.

e) Education Act

Under the Education Act and in accordance with the regulations and the guidelines issued by the Ministry of Education, a principal is responsible for collecting information for inclusion in a student’s record. The Ontario Student Record (OSR) contains information such as transcripts, report cards, and photographs. The OSR will also include, where applicable, a Violent Incident Form. This form contains:

- a description of the incident;
- a reference to the call to the police, if applicable;
- a reference to the school/board disciplinary response to the incident, if applicable; and/or
- a copy of the school board's letter(s) to the student and/or parent(s) or guardian(s) regarding the suspension or expulsion for violent behaviour.

Under the OSR statute, information in the OSR is privileged for the information and use of supervisory officers and the principal and teachers of a school for the improvement of instruction of a student. Disclosure of its contents to the police may be made in the following circumstances:

- with the written permission of the parent or guardian of the student or, where the student is an adult, with the written permission of the student;
- through a warrant requiring the surrender of an OSR to the police; or
- through a subpoena or appropriate court order requiring production of an OSR.

f) Judicial Proceedings Affecting Schools

In prosecutions of students under the Youth Criminal Justice Act and the Criminal Code, courts frequently impose obligations upon the accused students that also affect the schools themselves; for example, a bail or probation order may require the student to attend school or prohibit the student from returning to school, or require that the student not come closer than some minimal distance from the alleged victim. At the same time as the court action is proceeding, the school may be in the process of suspending or recommending the expulsion of a student pursuant to the authority in the Education Act.

Unfortunately, the court often neglects to recognize this type of conflict, and that the school may not be in a position to honor the obligation thus imposed. Even if the school had the lawful authority and the facilities to observe the condition, most often, no provision is made for advising the school of any such restriction or obligation. Accordingly, whenever charges are laid against a student, the police officers involved in the case should consult with school administrators before recommending release and/or probation conditions. Correspondingly, school administrators are encouraged to initiate discussions with the police regarding such conditions. In addition, police officers will endeavor to alert the school and seek to assist the school in its efforts to accommodate the bail or probation order while at the same time continuing to exercise its powers and fulfill its obligations under the Education Act.

g) School Personnel Notes

It is recognized that events occurring at school in which the police are or may become involved sometimes give rise to a summons to the witness to appear in court, and with the passage of time, immediate recall of details of events becomes progressively more difficult. There is wisdom, therefore, in recording these details

contemporaneously with the events themselves. Such details when maintained should be kept in a journal and available for reference when required; include dates, times, names of witnesses interviewed and any relevant observations; and, where appropriate, might also include a summary of any action taken by school administration.

10. School Procedures for Reporting to Police

Schools are to follow ministry, legal and the Board's policy and procedures relating to the reporting to police of incidents that involve students, whether as victims or as alleged perpetrators. Procedures that school officials are to develop and follow in reporting incidents to police include:

- who should call police (e.g., the principal, the principal's designate, a teacher);
Note: any employee of the board is encouraged to call police for emergency situations;
- points of contact (e.g., 911 for emergencies; the general police inquiry phone number in non-emergency situations);
- procedures for reporting an imminent threat to the safety of students and/or staff (cross-reference the school's Emergency and Crisis Response Plan); and
- the information and support that police will require, upon arrival, from school personnel.

Reporting procedures must comply with the "duty to report" provisions under the *Child and Family Services Act*.

Also note: refer to section 8 (Occurrences Requiring Police Involvement of Response) of this document.

11. Initial Police Contact

When conducting an investigation, police will make every effort to minimize disruption to school routines. In all instances of non-emergency police investigations and except in extraordinary circumstances, (e.g. fresh pursuit, such as if an officer chases a suspect into a school), details of which must be explained to the principal, police officers are expected to report to the main school office prior to commencing an investigation in the school. This will permit the principal (or appropriate vice-principal) to greet the officer, and facilitate the process.

Under exigent circumstances, or if the principal is being investigated, the officer is not required to follow the procedures set out. The school board should be informed of any investigation involving the school principal.

The police officer who responds to a report of a school-related incident is responsible for obtaining and thoroughly documenting information on the incident. The officer is

normally required to take the following steps:

- report to the principal, providing proper identification;
- explain the purpose of the visit, and plan with the principal on how to proceed;
- consider alternatives that limit the disruption to the school day;
- obtain information from the principal about the student (e.g., regarding accommodation needs or barriers to communication) before making contact with the student; and
- contact, or make arrangements with the principal to contact, parents of students under the age of 18 (see section 13 below).

12. School and Police Investigations of Incidents

When conducting investigations in schools, police must comply with all relevant legislation. Major criminal investigations shall be undertaken in accordance with the local police service's criminal investigations plan and, where required, with the Ontario Major Case Management Manual.

While it is important that the principal not do anything to prejudice the police investigation, it is also important that the police recognize and respect the principal's obligations under the Education Act. For example, under the Act, a school board's decision regarding expulsion of a student must be made within twenty school days from the date when the student was suspended. Police need to be aware of this fact and should, when possible, share with the principal information that may be relevant to that decision. Police and schools should cooperate, whenever possible, regarding their investigations.

The principal will inform police of any logistical information about the school (e.g., the hours of the school day and class rotation schedules) that may be relevant to the investigation process. Police services will endeavour to work within these logistical considerations in order to minimize the disruption to the school. Unless other options have been exhausted, police services should not use the school as a place of convenience in which to interview or arrest students for matters that do not pertain to the school.

A) Legal Rights

During a police investigation of a school incident, it is the responsibility of the police to explain to a young person his or her rights in a manner that enables him or her to understand them. The principal/designate will inform the police of any special circumstances which may impede the student in expressing or understanding written or oral communication.

In the investigations of school-related incidents committed by young persons, particular attention should be given to procedures that are consistent with the following provisions:

- parental notification upon arrest (section 26, Youth Criminal Justice Act);
- right to counsel (section 25, Youth Criminal Justice Act);

- right not to make a statement (section 146, Youth Criminal Justice Act); and
- protection of privacy (section 110, Youth Criminal Justice Act).

Consideration must also be given to the relevant provisions of the Charter of Rights and Freedoms, Child and Family Services Act, Municipal Freedom of Information and Protection of Privacy Act, Freedom of Information and Protection of Privacy Act, and Youth Criminal Justice Act.

A principal has the duty to carry out an investigation to establish the nature and extent of an offence, but when it appears that an offence has been committed, requiring mandatory police involvement or response, the police shall be contacted. Despite police involvement, response, or investigation, recognition is accepted of the Duty of the Principal under the Education Act to investigate activities relating to behaviour, discipline, and safety. However, in the case of minor offences not listed as requiring mandatory police involvement, it will be left to the discretion of the principal as to whether or not the police are contacted. Principals should take detailed notes on their actions/conversations with any individuals involved in an investigation.

B) Search and Seizure

This protocol does not deal with searches and seizures carried out by principals and authorized school personnel in pursuance of their statutory duties under the Education Act. Such searches should be conducted in accordance with school board policies. Section 8 of the Canadian Charter of Rights and Freedoms (the “Charter”) provides that “Everyone has the right to be secure against unreasonable search and seizure.” In applying this provision in a school context, Canadian courts have held that in carrying out the duty to maintain order and discipline in a school, a school authority may search a student. However, the courts have ruled that the school authority must have “reasonable grounds” to believe that there has been a breach of school regulations and that a search of a student would reveal evidence of that breach.

The courts have also held that a warrant is not essential in order to conduct a search of a student by a school authority. The courts have recognized that school authorities are in the best position to assess information given to them and relate it to the situation existing in their school.

The following may constitute reasonable grounds:

- information received from one student considered to be credible;
- information received from more than one student;
- a teacher's or principal's own observations; and
- any combination of these pieces of information which the school authority considers to be credible.

In most circumstances, police seeking to conduct any searches, including locker searches or other property searches in a school, are required to first obtain a search warrant. Upon arriving at the school, the police shall serve the principal of the school, or the principal's designate, with the search warrant. The police shall also provide the principal with a reasonable opportunity to review the search warrant

and, if necessary, obtain legal advice from the school board's lawyers.

Where a principal is served with a search warrant under the Criminal Code requiring the surrender of the OSR, the principal is obliged to comply with the search warrant.

As with arrests, the police shall, in the interest of school safety and morale, consult with the principal and consider alternatives to the extent possible, and effect any search of a student at a location other than a school. When it is necessary that a search of a student or of school property occur at school during school hours, to the extent possible, such a search will be made in such a manner that will minimize disruption of school routines.

School personnel are advised that where police are required to arrest a student, the police may be required to conduct a search of that student arising out of that arrest. In such circumstances, the police are not required to obtain a search warrant.

In exigent circumstances, the police may be required to conduct a search without notice and without a warrant. Following such a search, the police shall advise the principal or the principal's designate of the reasons for the search.

Students and staff are to be informed of the school's right to search school property (e.g., lockers and desks). This will be completed through use of the appropriate electronic media (i.e. school web site), staff handbook, student handbook and verbally at staff meetings and student assemblies. School Board policy and procedures will be adhered to as applicable.

C) Detention and Arrest

Whether or not the incident giving rise to the necessity of detention and/or arrest is school-related, the police shall, in the interest of school safety and morale, consult with the principal and consider alternatives to the extent possible, and effect the detention and/or arrest at a location other than a school.

Procedures to be followed in the detention and/or arrest of suspects, must be in accordance with the Ministry of Community Safety and Correctional Services' Guideline LE-005 on arrest and the Youth Criminal Justice Act.

1. When it is necessary that a student be arrested or detained at school during school hours, to the extent possible, such an arrest or detainment will be made in such a manner that will minimize disruption of school routines.
2. Where a student is to be arrested or detained on school premises during school hours, and so long as circumstances (when reasonably assessed) permit, police will contact the principal to arrange a suitable procedure by which police will access the student.
3. Where a student is to be arrested or detained, police shall not be denied access to the student.

4. There may be circumstances in which physical restraints will be necessary. These will be employed with full regard for the safety of those involved in accordance with this protocol, police procedure and the arresting officer's discretionary powers.

The principal will notify the parents/guardians promptly that the student has been removed by the police from the school, except,

- where the advise would compromise the safety of the student or others (i.e. When an alleged child abuser is the parent or guardian), or
- for a relatively short period of time (say a couple of hours) where the police advise that it is necessary to attend at the home to preserve physical evidence (such as stolen goods).

In any event, however, contact should be made, if possible, by the end of the school day.

Parties to this agreement recognize that on occasion exigent circumstances such as “fresh pursuit” or urgent circumstances will not permit police notification/consultation with the principal or designate prior to arrest. In such cases, the principal/designate shall be notified as soon as possible after the arrest, detention or search.

D) Supports for Victims

It is important that police and the principal be aware of the following procedures and responsibilities with respect to providing support for victims:

- procedures consistent with the Ministry of Community Safety and Correctional Services’ Guideline VA-001 on victims’ assistance;
- roles and responsibilities of police and school personnel, such as:
- the requirement that police officers remain at the scene until satisfied that there is no imminent threat to the victim and that issues related to the victim’s safety have been addressed;
- the obligation that the principal inform parents of victims who have been harmed as a result of an activity for which suspension or expulsion must be considered, unless, in the principal’s opinion, doing so would put the victim at risk of harm from the parents (Education Act, s. 300.3(1) and O. Reg. 472/07); and
- the requirement that all board employees who work directly with students are expected to support all students, including those who disclose or report such incidents, by providing them with contact information about professional supports (e.g., public health units, community-based service providers, Help Phone lines);
- notice to victims and (when applicable) their parents of the services

available to them and other considerations, such as:

- police services for victims;
- student support services of the local school board;
- services offered by other municipal, community, and social service agencies, including legal services;
- access to information; and
- confidentiality of victim and witness identity (s. 111, Youth Criminal Justice Act);
- procedures for information sharing and community referrals.

13. Police Interviews of Students

Normally, interviews of students by police for investigation purposes shall not occur at school. On occasion, police may have to interview students who may be suspects or witnesses. The following procedure will be used when students are being interviewed on school property.

If police wish to interview a student on school property, the police shall contact the principal or vice-principal to advise the nature of the visit and to request a meeting with the student. If the student who is being interviewed is under 18 years of age and is considered a suspect, it is the responsibility of the police to inform the student of his/her rights: specifically, the right to speak to a lawyer, the right to speak with his/her parents/guardians or any other adult relative or adult who may be of assistance to him/her.

General procedures, requirements, and considerations related to police interviews of students include the following:

- the need for the principal to make best efforts to contact parents as soon as possible before the interview (see also section 13(a), “Notification of Parents/Guardians”, below);
- the requirement that a parent/legal guardian, third-party adult, or the principal, if no alternative is available, be present when students under the age of 18 are being interviewed at school;
- the requirement, in cases where a student aged 12 to 17 waives the right to have an adult present at the interview, that the police and the principal consider the most appropriate location for conducting the interview and take steps to ensure that the student’s rights are respected during the interview;
- factors to consider in determining the most appropriate time and place to conduct a student interview;
- the responsibility of police to conduct interviews related to criminal investigations of incidents that involve students as alleged perpetrators, victims, or witnesses;
- procedures for police to follow in requesting permission to conduct interviews on school premises;
- procedures for including the local children’s aid society (CAS) in a joint interview if the child is suspected to be in need of protection;
- roles and responsibilities of police in interviewing students, as set out in the local police service’s procedures for interviewing witnesses, victims, and suspects;
- the need for school personnel to assist police in making the required preparations (e.g., securing a quiet room and establishing a time for the interview);
- the need for police to consult with the principal to consider alternatives for conducting interviews at a location other than the school; and

- the need for police to act in a manner that respects the dignity of the student and minimizes disruption to the school when it is necessary to interview, search, or arrest a student at school during school hours.

(a) Notification of Parents/Guardians

Except in exigent circumstances, it is the principal's responsibility to contact parents:

- of victims who have been harmed as the result of an activity for which suspension or expulsion must be considered, and of the student(s) who the principal believes engaged in the activity that resulted in the harm, unless, in the principal's opinion, notification of the parents would put the student at risk of being harmed by the parents. If that is the case, the parents must not be contacted (Education Act, s. 300.3(3));
- of students receiving a suspension (Education Act, s. 311);
- of all other students being interviewed by police during an investigation, except:
 - if the principal is otherwise directed by police because of exigent circumstances or where the police believe the parent may be implicated;
 - if the student is 18 years of age or older (unless the student consents to or requests such contact or is incapable of providing consent); or
 - if the student is 16 or 17 years of age and has withdrawn from parental control (unless the student consents to or requests such contact or is incapable of providing consent).

If a CAS is involved, school and police officials should discuss and come to agreement with the CAS regarding the timing and procedure for notifying the parents.

In consultation with the police, the principal or designate will attempt to contact the student's parents/guardians to inform them that their child is being interviewed by the police as a suspect, witness or charged person.

The parents/guardian have the right to attend and be present during the interview, provided the student agrees to their attendance (as per the Youth Criminal Justice Act). If the school is unable to contact the parents/guardians, within a reasonable amount of time, the principal or vice-principal or another adult that the student chooses, must be present during any interview held at the school provided the student agrees to that adult's attendance. If the student expresses his/her right not to have the principal or vice-principal present, the school administrator will request that the police conduct their investigation off school property. The principal and vice-principal and the police will document the details.

The police may elect to take the student to the police station to obtain a statement. If the student is removed from school, the principal or vice-principal will notify the parents/guardians as soon as possible.

If a student is a Crown ward or a ward of the Children's Aid Society or Dilico, the legal guardian is considered to be the Children's Aid Society or Dilico.

There may be times of exceptional circumstances when the parents/guardians of a student being interviewed should not be contacted; for example, the parents/guardians are party to the offence and to contact them immediately may interfere with the police investigation. In such cases, it is the responsibility of the police to determine the proper course of action. In situations where the student is a child in need of protection and the Children's Aid Society or Dilico is involved, school and police officials should discuss and come to agreement with the Children's Aid Society on the timing and procedure for notifying the parent/legal guardian (e.g., cases of suspected abuse or neglect at the student's home). In child protection cases, it is often appropriate to conduct a joint interview involving the Children's Aid Society or Dilico and the police.

If a student is detained or arrested, the police will notify his or her parents unless the student is 18 years of age or older. The parents should not be contacted if the police determine that doing so may endanger the safety of the student or another person or compromise the integrity of an investigation. In such cases, the student will be advised that he or she may contact another adult person.

If the student, who is being interviewed by the police is 18 years of age or older, and therefore an adult, the school shall not contact the parents/guardians without the permission of the student, or if the student is 16 or 17 years of age and has withdrawn from parental control (unless the student consents to or requests such contact or is incapable of providing consent). If the adult student expresses the desire that he/she does not wish his/her parents/guardians be contacted, the principal or vice principal shall be present during any interview of the student held at the school, provided the student agrees to his/her attendance.

Preparation for Interviews

It is the responsibility of the school to communicate to the police where a student is known to have a behavioural, cognitive, physical or a learning disability that may impede the student from expressing or understanding written/oral communication. This may include any language barriers requiring the services of an interpreter. The principal or vice principal shall remain with the student during any interview held at the school, involving a student with any of the above-described disabilities/conditions.

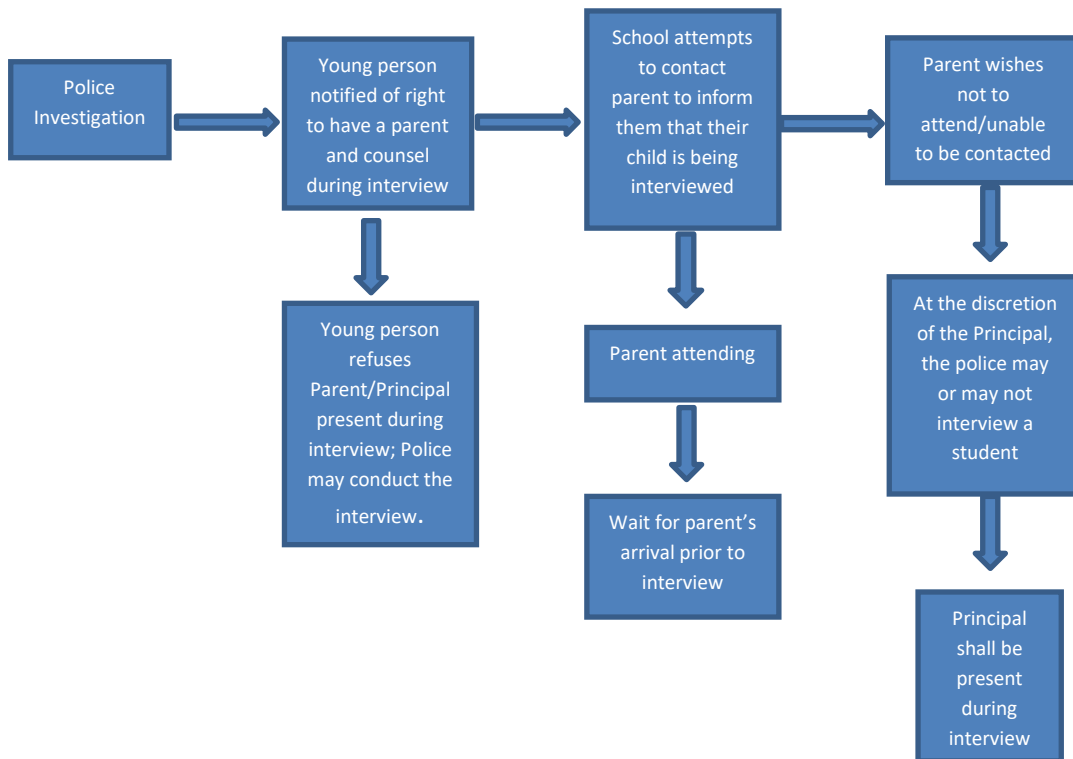
School administrators should make every effort to assist the police by providing a private room for such interviews, to ensure confidentiality for police, students and/or parents/guardians.

Procedures and considerations related to preparing for interviews include the following:

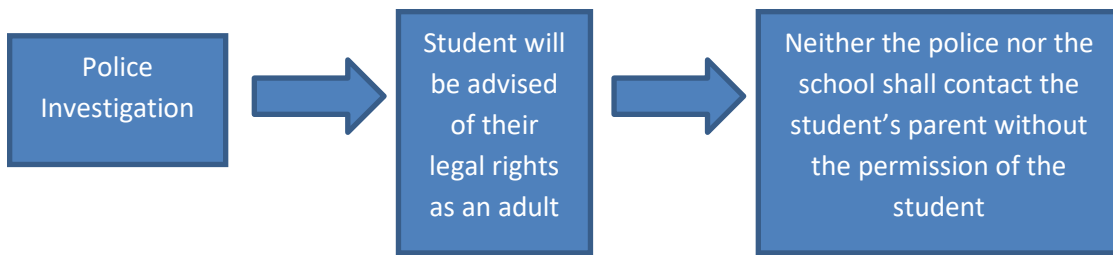
- determining whether circumstances allow for the interview to be conducted at the student's home or another location rather than at school, in view of the stigma and the potential impact on the student;
- evaluating the need for specialized resources where a student is known to have mental health needs or special education needs (see section 15 below);

- determining the methodology of the interview;
- deciding which officer will take the lead in conducting the interview, if more than one officer is interviewing;
- arranging for the audio/videotaping of interviews and statements, and meeting the requirement for police to inform the interviewee that the conversation is being recorded; and
- determining the need for an interpreter (e.g., a language interpreter, an interpreter for a student who is deaf or hard of hearing) and/or for information to be provided in an alternative format (e.g., Braille for a student who is blind or has low vision).

Students 12 – 17 years of age



Students 18 years of age and older



Conduct of Interviews

If the principal or vice principal is to be in attendance during an interview, the police shall explain in advance interview methodology, including a brief overview of the format of the interview.

Where interviews with students are to be recorded in audio or video, the principal or vice principal along with the interviewee is to be informed in advance.

Police, principal or vice-principal must take into account legal considerations respecting the admissibility of statements made to persons in authority (s. 146(2) of the Youth Criminal Justice Act);

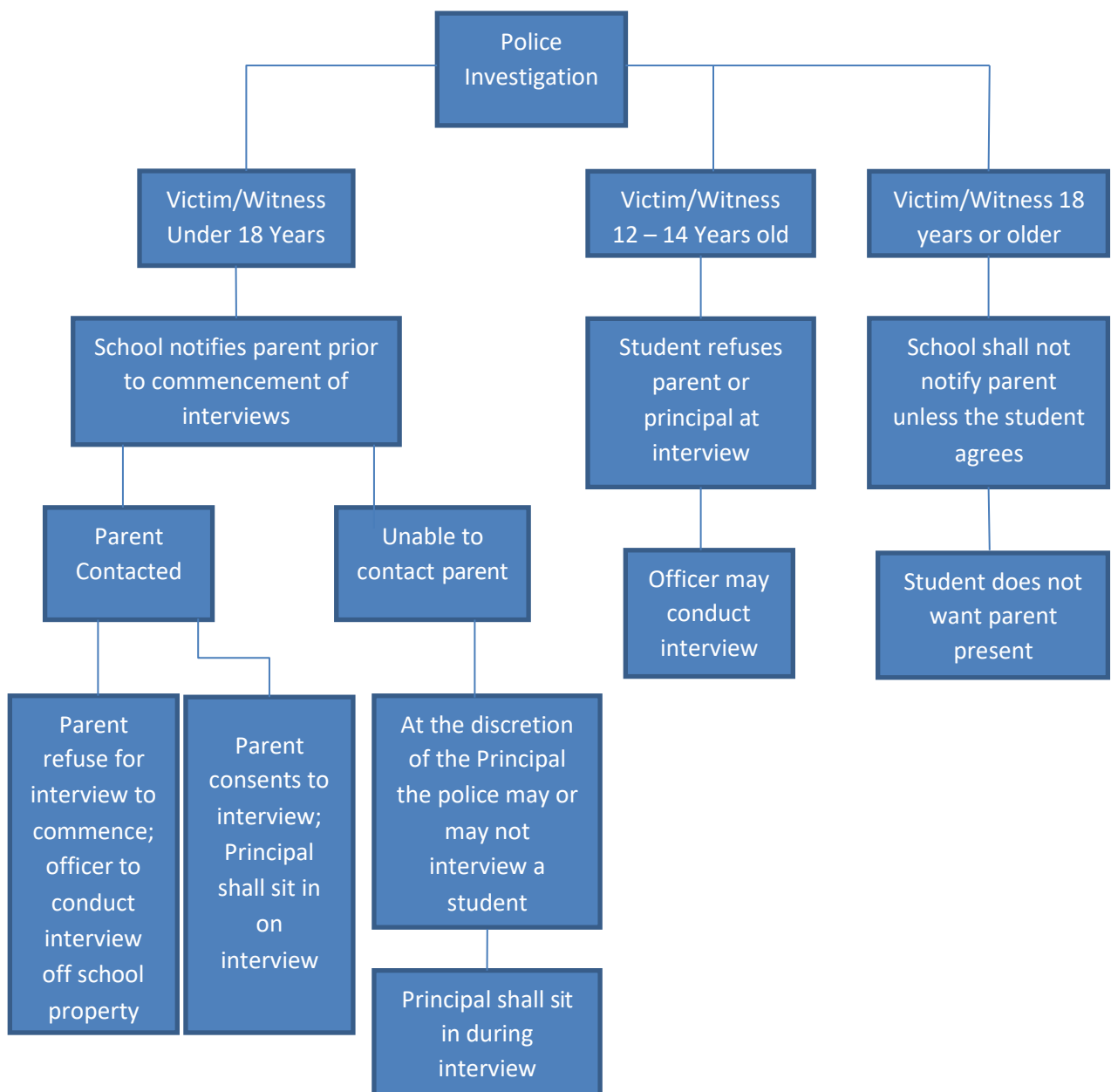
If the student is not in attendance at school, where the police require information to aid in an investigation undertaken with a view to a law enforcement proceeding, the school shall inform the police of the student's proper date of birth, address, phone number and the parents'/guardians' home and business phone numbers, in accordance with section 32(g) of the Municipal Freedom of Information and Protection of Privacy Act.

Procedures and considerations related to conducting interviews include the following:

- the need for police officers to employ appropriate techniques when interviewing children and young persons;
- the requirement that police follow the Guide to Officers for Section 146 Youth Criminal Justice Act Statements (see Appendix D);
- the requirement that police provide, upon arrest or detention, a legal caution and

notification of the right to counsel where there are reasonable grounds to believe that the student being interviewed has been involved in the commission of a criminal offence;

- taking into account legal considerations respecting the admissibility of statements made to persons in authority (s. 146(2) of the Youth Criminal Justice Act);
- involving the local children's aid society in the interview process, which is recommended when an interview involves a child who may be in need of protection; and
- the requirement that an adult be present throughout the interview, except when the student can waive and has waived the right to have an adult present. Best efforts must be made to have the student's parent(s) or another adult of the student's choice present. In circumstances when this cannot be done, the principal must attend the interview.



14. Reporting of Children Suspected to be in Need of Protection

Where child abuse and/or neglect is suspected, school personnel are required to follow the reporting procedures contained in the Board Policy on Reporting of Children in Need of Protection.

Also, refer to the applicable sections from the Protocol for the Investigation of Child Abuse and Neglect.

15. Investigations Involving Students with Special Needs

School officials and police have a duty to ensure that all members of a school community are able to work and learn in a safe environment. It is the responsibility of the school to communicate to the police that a student is known to have special education needs or communication difficulties.

Under the provincial Code of Conduct, police involvement or response is required for all incidents included under sections 8 of this Protocol. Where the alleged offender is an identified exceptional student, the student's parent/guardian will be contacted as soon as possible. Every attempt will be made to provide specialized supports/resources, if needed, for the student during an investigation (i.e., a hard-of-hearing student may require a signer during a school or police investigation). Where a student's disability is deemed to have prompted the prohibited behaviour (i.e., student with pervasive developmental disorder who damages school property) modified consequences may be determined following consultation with the Superintendent of Schools.

In cases involving students with special education needs, the principal should review the student's Individual Education Plan (IEP) and other relevant student records in order to identify whether further intervention strategies and/or resources are required for the student. These may include the development of and/or revisions to a behaviour management plan or a safety plan.

In all cases where modified consequences are applied, a review of the Individual Education Plan will occur in order to ensure that an appropriate behaviour management plan, which addresses the need to provide a safe environment for all members of the school community, is in place. The revised plan would include additional parental, board and community resources in order to prevent a recurrence of the behaviour.

School authorities need to ensure that the student's parent is contacted as soon as possible, except in exigent circumstances or where the police believe the parent may be implicated in the incident.

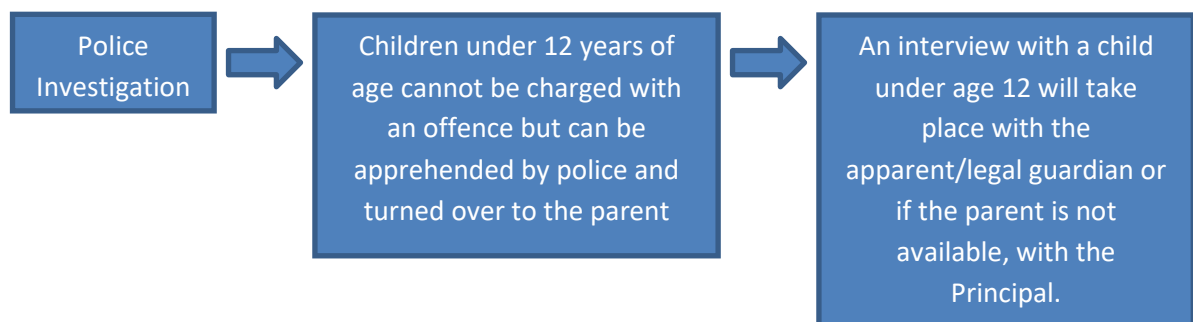
16. Occurrences Involving Children Under Age 12

Where children under the age of 12 are involved, school boards are expected to use their discretion in applying the rules outlined in section 8 above for reporting incidents to the police. Children under 12 cannot be charged with an offence under the Criminal Code, the Youth Criminal Justice Act, or the Provincial Offences Act, but police may take reports of incidents allegedly committed by students in this age group and may respond in an appropriate manner. Early intervention for children involved in such incidents is essential and involving police and parents as early as possible may facilitate the provision of appropriate intervention and support.

The principal is required to conduct an investigation of an incident for the purpose of school discipline – for example, where a recommendation for suspension or expulsion may be required – regardless of the age of the students involved.

Procedures and considerations for responding to occurrences involving students under the age of 12, include:

- the requirement to notify the child’s parent as soon as possible, except in exigent circumstances or where the police believe the parent may be implicated in the incident;
- the authority police have to take reports, make referrals to additional services (e.g., health/counselling), and conduct interviews;
- the circumstances under which there is a duty to report children suspected to be in need of protection to the local children’s aid society, under subsection 72(1) of the Child and Family Services Act (e.g., when there is evidence of abuse or neglect, or the risk thereof, or when the child has committed serious acts and the child’s parents are not accessing appropriate treatment); and
- the requirement to provide accommodations and/or modifications for students with special education needs, as outlined in their IEPs.



Although there is no legal authority to charge a child under the age of 12 with an offence, police will be called for any incidents listed in Sections 8 of this protocol (mandatory reporting to police). Police may apprehend a child under the age of 12 in certain circumstances, pursuant to the Child and Family Services Act.

It is also recognized that the police may be involved in situations involving children under the age of 12 and may be required to interview children under the age of 12 in certain circumstances. Early intervention for children involved in such incidents is essential, and involving police and parents as early as possible may facilitate the provision of appropriate intervention and support. The procedures for interviewing students under the age of 18 apply to interviews with students under the age of 12. However, any police contact with children under the age of 12 must be conducted with sensitivity to the age of the child. Where children under the age of 12 are involved, school boards are expected to use their discretion in applying the rules outlined in section 8 for reporting incidents to the police. While it is not mandatory to call police in these situations, it is recommended as best practice that police be informed of offenses listed under section 8, Mandatory Notification of Police.

Also, refer to the document Reporting Child Abuse and Neglect, developed by the Ministry of Children and Youth Services, which is available at www.children.gov.on.ca/htdocs/English/topics/childrensaid/reportingabuse/index.aspx

17. School Board Communication Strategy

Violence in our schools today is recognized as more than a school problem; it is a larger societal issue that necessitates a broader, holistic approach from all community partners. The design and development of successful safe schools protocols, policies and practices, which are acceptable to the broader school community, require a collaborative effort and input from all key constituents: educators, police, parents/guardians, students and other members of the community.

Similarly, the successful implementation of this Protocol will depend on a strong and comprehensive communication plan that ensures ongoing input is received from our school council members, parents/guardians, staff, students and other members of the broader school community.

This Protocol supports and reinforces other safe school programs and curriculum currently offered throughout our schools. The communication strategy is designed to promote its content and principles will become part of the ongoing high profile provided to other safe school initiatives.

Several measures will be taken to promote knowledge and understanding of the contents of the protocol, as well as consistency in its application, along with regular and meaningful input obtained from the community. These include:

- promoting the Protocol with local media and through internal communication vehicles within the Board and Police Services;
- encouraging parent/guardian support in prevention, intervention and follow-up programs for students;
- identifying the school principals as the primary contact for the Protocol;
- sharing of press releases and/or general communication between Police Services, School Boards and specific schools that relate to school

- occurrences;
- ongoing support for the collaborative and effective school community policing initiatives currently underway in the schools;
- liaising with other School Boards and Police Services to learn from other experiences and to promote best practices; and
- utilizing newsletters and other board and police service publications as vehicles for promoting safe school initiatives and the Protocol.
- See Appendix D School Board Communication Strategy Protocol

As new provincial regulations related to safe schools are released, or as other changes are required to this document, the Protocol will be revised. Any revisions to the Protocol will be also announced and shared with community partners as part of the ongoing commitment to communication.

18. Protocol Evaluation Process

Every two years, or sooner if required, school board staff and police will conduct a review of this Protocol and assess the effectiveness of the Protocol. Input will be sought from school staff, students, and parents.

The review is conducted by the police service and school board, which should develop an effective mechanism for soliciting input from local police governance, school staff, students, and parents.

19. Physical Safety Issues

When requested, Police Services should work in cooperation with local schools to assess and advise with respect to physical safety of buildings and/or school premises. The police will make such support available to schools. In all cases, final decisions about alterations rest with the school board, as does the responsibility to carry out any desired work.

20. School/Police Role in Violence Prevention

Police provide a visible and positive image of law enforcement. They serve as a confidential source of counselling to students concerning problems they face. They bring expertise into schools that will help young people make more positive choices in their lives. They also work to protect the school environment and to maintain an atmosphere where teachers feel safe to teach and students feel safe to learn.

The following programs/initiatives enrich school / police partnerships:

- school walk-throughs by Police Officers;
- School Resource Officers;
- anti-bullying education/programs;
- anti-gang education;
- career information programs; and
- other programs as identified. (e.g. related curricula).

Strategies that schools can use to help prevent violence include:

- helping students develop social skills, including conflict resolution skills;
- proactively identifying students at risk and giving them extra support;
- using progressive discipline to teach and encourage appropriate behaviour in school;
- viewing each student as an integral and contributing member of the school community;
- demonstrating, by example and leadership, that students' human rights are to be respected; and
- encouraging students to return to the school community after involvement with the criminal justice system, and supporting them in the process.

Strategies that police can use to help prevent violence in school include:

- developing positive partnerships with all members of the school community, including parents;
- being visible within the school community;

- being a positive adult role model for students;
- establishing positive relationships with children and youth;
- making referrals based on the best interest of the students;
- helping deliver educational sessions on crime and criminal justice issues;
- being part of an integrated, multi-agency team that can respond to children and youth at risk of conflict with the law;
- facilitating communication and cooperation with school officials, Youth Justice Probation Services, other police officers, courts, and other social services; and
- supporting students as they return to the school community after involvement with the criminal justice system.

This Protocol is one component of a broader partnership among schools, police and other community partners.

A co-ordinated and multifaceted approach is required to prevent school violence.

Police

work in partnership with schools and other agencies to deliver programs relating to topics such as:

- substance abuse education;
- conflict resolution;
- mentoring;
- anti-violence; and
- student crime stoppers.

21. Threat Management/Awareness Services

The Police Services recognize the need to assist schools in assessing students who may provide a threat to the school community.

Incidents of violence in schools are often preventable through early intervention in response to threatening behaviour, or non-threatening but worrisome behaviour that may pose a risk of violence. Taking steps to identify at-risk students through early and ongoing assessment and intervention strategies may reduce the need for disciplinary action and police interventions.

A multi-disciplinary/multi-agency approach to threat management can be a highly effective means of preventing and managing situations that could otherwise negatively affect the safety of students and/or school staff. Multi-disciplinary teams can be formed by school boards in collaboration with police and other community-based service providers, such as mental health agencies, Youth Justice Probation Services, and other youth-focused agencies. Teams should develop procedures and protocols to facilitate timely intervention in situations where a threat has been made or an individual is engaging in worrisome behaviour that may pose a risk of violence. Having a multi-disciplinary team and a protocol in place provides for the sharing of information and makes a collective and timely response possible.

It should be noted that multi-disciplinary threat management teams are not a substitute for police Threat Assessment Units. Such units exist within some of the larger police services, including the Ontario Provincial Police. The police/school board protocol should specify that, in situations where a multi-disciplinary team has determined that a student may pose a risk of violence, the team should contact police for assistance. (Similarly, where no multi-disciplinary threat management team exists and a student is thought to be a potential threat, the school board should contact its local police service for assistance.) If the local police service does not have a Threat Assessment Unit, it will assist in obtaining the required services from another police service.

Where a threat management protocol is in place, it should be reviewed when the biennial review of the local police/school board protocol is being conducted (see section 18 above).

Risk and/or threat management/assessment services are available through the Ontario Provincial Police Behavioral Sciences Unit. Requests should be made through and in consultation with the local detachment/police service.

22. Emergency Planning and Threats to School Safety

Every school is expected to develop an Emergency and Crisis Response Plan, in keeping with school board and ministry policies. The response plan must include, but is not limited to, (1) a *lockdown** plan and procedures to be followed after a lockdown or similar emergency, and (2) a plan and procedures for dealing with bomb threats. Teachers, staff, parents, and students should be involved in the development and monitoring of the Emergency and Crisis Response Plan, and the plan should be fully communicated to members of the school community, police services, and the fire department. Mechanisms for sharing the Emergency and Crisis Response Plan with police services and the fire department should be specified in the protocol. The plan must be appended to the protocol.

Lockdown Plan and Procedures

Two mandatory requirements:

1. All publicly funded school boards in Ontario must establish a lockdown policy to ensure the development and implementation of individual school plans.
2. A minimum of two lockdown drills must occur each school year.

See Appendix B: LPS Lockdown Practice

Bomb Threat Plan and Procedures

Two mandatory requirements:

1. All publicly funded school boards in Ontario must establish a bomb threat response policy to ensure the development and implementation of individual school plans.
2. Each board must ensure that its staff, students, and other stakeholders are aware of their obligations/responsibilities within the individual school plans.

See Appendix C Bomb Threat Procedures for Elementary and Secondary Schools

23. Training

School boards and police services provide joint training on the local police/school board protocol to their respective staff on an annual basis. Best efforts should be made to include all staff, including part-time, itinerant, and occasional staff, in this training. Resources such as DVDs and other methods may be used for training.

To improve collaboration between local police services and schools:

- training should be based upon effective/leading practices; and
- where possible, the training should be delivered jointly by police and school board personnel.

24. Summary

It is the goal of this protocol to support the promotion and maintenance of a safe school environment. By this enactment the needs and the rights of the total school community which includes, but is not limited to victims, witnesses and accused are recognized.

Beliefs, procedures and expectations recognized and accepted through the partnership of the Boards and Police Services promote the following objectives:

- enhanced safety of students, staff, other members of the school community, police and emergency services personnel;
- enhanced staff morale; and
- enhanced public confidence.

Appendix A

Threats to School Safety Response Procedures

Threats to School Safety Response Procedures

Shelter in Place

a potential threat exists outside of the building – Low Level Response

Hold & Secure

a potential threat exists inside or outside of the building – Moderate Level Response

Lockdown

a response to a major incident or threat of school violence within the school, or the immediate area of the school – Highest Level Response

Concealed Weapons

Presence of Weapons

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1. Introduction

School Boards of Thunder Bay have a primary responsibility to ensure the safety of students and staff inside Board buildings and on Board property.

Central administrative policies and procedures provide direct support to school principals and vice-principals in the management of a crisis situation. These supports have been developed through community consultation and through collaboration with the Thunder Bay Police Service and the Ontario Provincial Police.

This reference is intended to assist you in the first hours when a threat to school safety occurs in or near your school.

Shelter in Place

- Response to an indirect threat which may or may not be related to the school
- Used for an environmental, weather, & wildlife related situation, or where it is necessary to keep all occupants within school to protect them

Hold & Secure

- Response to a direct threat to an ongoing situation inside or outside the school when it is desirable to secure the school
- Also used when the school is secured due to an ongoing situation outside & not related to the school that requires all persons to remain in the building

Lockdown

- Response to a major incident or threat of school violence within the school or the immediate area of the school

Concealed Weapons

Presence of Weapons

Important Considerations When Responding to a Threat to School Safety

1. Your response may be influenced by your proximity to the event.

For example:
 - whether you are personally involved in the incident
 - whether you are near the incident scene, but not directly involved
 - whether you are away from your school at another location
2. Your ability to gauge the reliability of the information you receive about a threat can have a significant impact on the outcome.
 - the initial information you receive about a crisis often contains erroneous assumptions and misinformation
 - the process by which you investigate, interpret and respond to a crisis is critical to the outcome
 - speculation and rumours will travel quickly and may obscure the facts
 - your firsthand observations may be strongly affected by the nature of the incident
 - your personal emotional and physical reactions may affect your decision making abilities
 - it is often difficult to obtain accurate information from someone who has experienced a traumatic event
3. Be aware that a fire alarm may sound during a threat response. Ensure that an evacuation is actually necessary due to a fire. Active attackers may set a fire or activate the fire alarm as a ruse to access possible victims. Discretion must be used in each situation.

A true and accurate fact pattern takes time to emerge.

It will be necessary to continually evaluate the situation and to revise your responses.

Initiating, Lifting and Follow-up to Threat Responses

Initiating a Threat Response

Once the Principal has determined the nature of the threat, it is important to initiate the appropriate threat response procedure in accordance with the guidelines outlined herein.

Due to the rapid progression of events, it is necessary to delegate responsibilities to all members of the community. This highlights the need for proactive planning and practice.

It will be necessary for the Principal to delegate procedures outlined on the Administrator Checklists for an efficient and effective response.

It is essential to document unfolding events once a threat response has been initiated.

Lifting the Threat Response

Once school officials receive word from Police or Emergency Services that the danger has passed, the threat response will be lifted. Staff must be aware that direction to lift a threat response will only be issued by school administration or emergency personnel.

Follow-up to a Threat Response

The Principal must communicate to Board officials and the school community both the details of the threat and the effectiveness of the school response. Specific recommendations are included in the outline of each procedure.

The Crisis Response Team is available to assist the school community.

Preparing your Response

When confronted with a threat to school safety, there are some broad questions to consider that will inform the actions you will take. These will enable you to clarify needs and priorities, prepare a strategy and implement a response:

1. What is the nature of the threat?
 2. What is the potential for escalation and/or heightened risk?
 - Your first priority is to minimize the ongoing danger and to ensure the health and safety of everyone in the school.
 - Maintaining a state of 'deliberate calm' within the school is paramount at this time.
 3. Are emergency services required?
 4. Is there need to ensure access/direction for emergency vehicles?
 5. Is there information about the crisis that requires further verification and assessment?
 - Your ability to listen carefully as information comes in is critical
 - Your response will require decisiveness, flexibility and effective communication
- 4
- Ensure that all of those directly involved have been interviewed

Appendix A Threats to School Safety Response Procedures

6. Is the area secured for purposes of safety and evidence-gathering?
 - Take measures to de-escalate the situation if possible
 - Assign personnel to supervise the secured area as needed
7. What immediate legal or regulatory compliance issues should be addressed?
Contact your Superintendent and Communications Department for information and assistance
8. What personnel need to be contacted immediately?
 - Follow notification protocol See Appendix B
9. Has an alternate evacuation site been determined and communicate to the Board and the school community?
10. Have parents been informed that a staging area may be established by Police in order to provide updates and direction?

Communication Plan

During a threat to school safety, it is the Principal's responsibility to inform all relevant groups according to the Board's notification process. This task may need to be delegated.

1. Superintendent or Designate
 - a) This is the first contact after emergency services have been notified.
 - b) The Superintendent/Designate will then inform:
 - Director of Education
 - Communications Department
 - Transportation Department
 - Local trustee
 - Chair of the Board
 - Others as applicable
2. Parents
 - a) Post signs on doors and windows. This will not apply in a lockdown response.
 - b) Prepare a message for the school answering system. The Communications Dept. will assist in developing this message. This assistance may not apply in a lockdown response.
 - c) The Communications Dept. will endeavour to notify parents; however, certain situations may preclude this possibility.
 - d) Remind parents that access to the school/students is not permitted during periods of threat to school safety.
 - e) Suggest that parents keep informed through media reports. In certain situations, a parent staging area will be established in order to provide information updates and direction.
3. Communications Department
 - a) Provide the details of the threat to school safety.
 - b) Include school name and address, number of staff and students, Principal's contact information.

When the media request information:

1. Call Board Communication Department for direction.
2. Remind staff that only authorized personnel should speak to the media. Direct all calls from the media to Board Communications Dept. Do not allow the media to film or speak with students without parental permission.

Coordinating School Threat Responses Among the Thunder Bay Police Service, Ontario Provincial Police and Thunder Bay Schools

SITUATION A

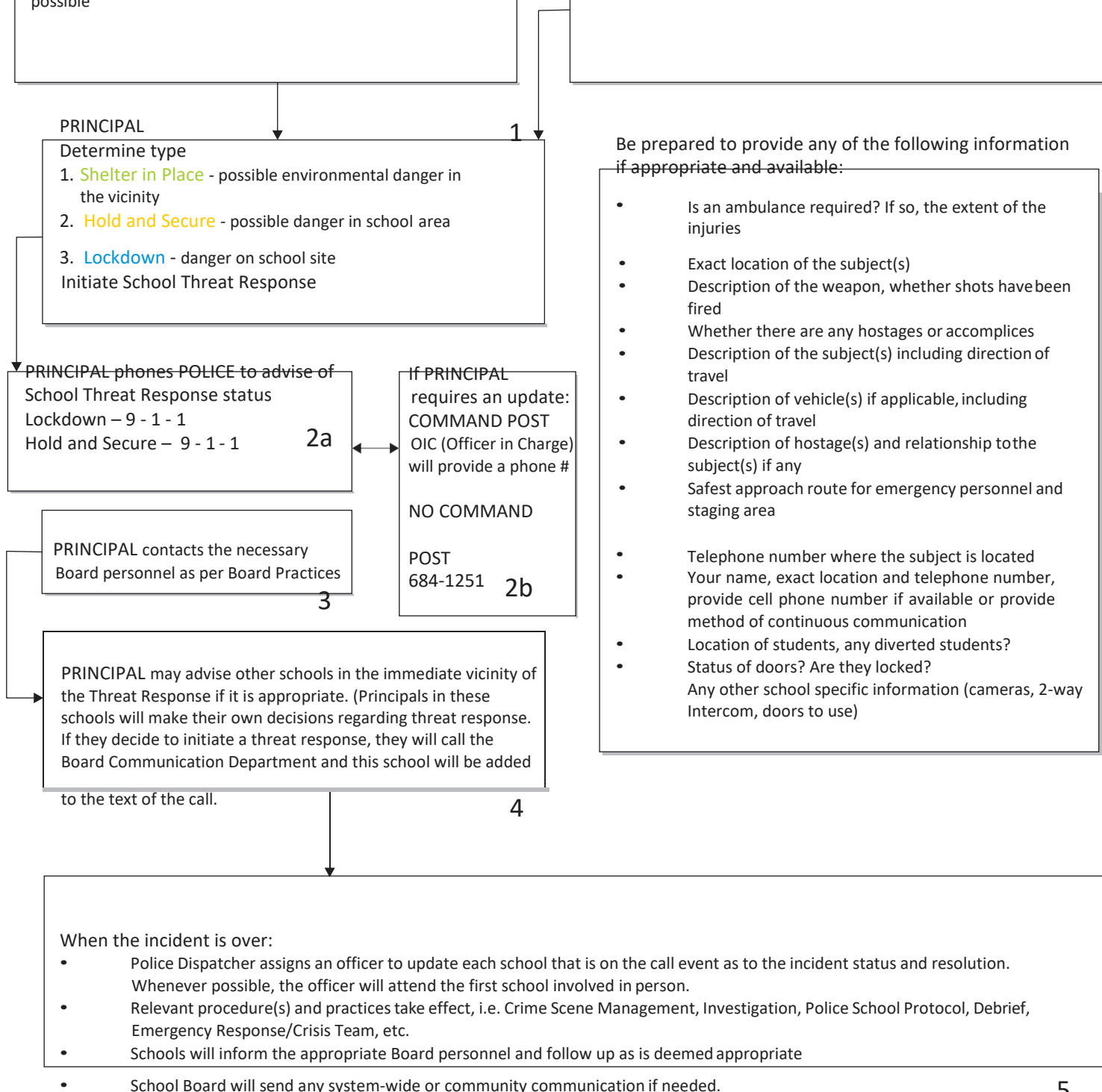
When POLICE initiate the Threat Response

Police attend a school and advise the Principal of incident. Police will give suspect description(s) and updates wherever possible

SITUATION B

When a PRINCIPAL initiates the Threat Response

School staff aware of a situation occurring in the school or neighbourhood



Shelter in Place

a potential threat exists outside of the building – Low Level Response

Explanation

This will be initiated when a potential threat exists outside of the building. Staff and students must remain inside the locked school for safety reasons. Can be used where it is necessary to keep all occupants within the school to protect them; can be used for an environmental or weather related situation. Students who are outside will be brought inside immediately.

A Shelter in Place response is initiated when there is an indirect threat or hazard outside near a school. This means it is safer for people to stay inside than to be outside the school.

Usually initiated on the advice of Police Services, sometimes by the Principal or school personnel & may be recommended by Police, Fire Dept. Emergency Medical Service (EMS), etc.

Possible Causes

- extreme weather (hailstorm, severe lightning)
- environmental issues (wildlife near the school, forest fire, gas leak)
- incident involving emergency response close to the school (traffic accident with serious injuries)
- possible threatening situation which has not yet been investigated or confirmed
- any other circumstance where the school principal needs to ensure student safety

Actions

- people enter and remain in a building – return indoors
- teachers reassure students that there is no imminent threat and that they are safe while they remain inside the school
- close windows and exterior doors
- the external doors are monitored.
- Signs are placed on external door windows with school phone number and website
- lights stay on and the classroom door is kept open
- regular classroom instruction continues
- students follow the normal daily rotation of classes
- staff and students move freely within the school.
- students may access washrooms, with teacher permission
- normal operations may continue within the building
- if appropriate, fans, including heating and air conditioning units, should be turned off to prevent outside air from entering the building
- People may be allowed to enter or exit the building on the direction of the principal and/or police.
- A call is placed to the Director's office by the principal or designate.

In most instances, the school will be contacted by the Thunder Bay Police, Ontario Provincial Police or other agencies, such as, Thunder Bay Fire Rescue Services, having jurisdiction over the incident. They are responsible for managing the crisis and will recommend that the school initiate a Shelter in Place response.

In the event the school receives information of a serious nature from other sources, the Principal should call 684-1251 to determine whether the school falls within the parameters of the Shelter in Place response.

Shelter in Place Procedures

When the Principal or designate determines that a Shelter in Place response is necessary, these procedures should be followed:

Communication

1. Ring school bell 3 sets of 3 rings.
2. Make a P.A. announcement stating:
Our school is initiating a Shelter in Place response. Staff and students are to respond accordingly.
3. Inform all occupants, tenants and visitors (permit holders, daycare centres, etc.) that a Shelter in Place response has been initiated.
4. Call 911 if necessary. Typically, this will not be necessary, as the Shelter in Place response has been initiated by Police/Emergency Services.
5. Ensure that both a telephone line and a cell phone connection are kept open for incoming communication from Police, Board personnel, etc.
6. Contact your Superintendent and Board Communications Dept.
7. Contact Board Transportation Dept. to advise of the Shelter in Place response
8. Prepare a message for the school answering system indicating that a Shelter in Place response is in effect at the school.

Securing the School Buildings

1. Ensure that air exchange systems (fans, exhausts and air conditioners, etc.) are turned off when applicable.
2. Students / staff outside school buildings and portables should proceed indoors promptly.
3. Exterior doors should be secured and monitored by staff to permit entry of persons and to prohibit anyone from leaving.
4. Shelter in Place signs are posted on exterior doors.
5. Windows and window coverings are closed.

Securing Persons

1. Attendance should be taken in each room, noting those who are absent.
This includes all classrooms, cafeterias, gyms, hallways, libraries, offices, etc.
2. Non-teaching staff should report to a previously designated location (Main Office, library, etc.).
3. Adults should remain calm and reassure students that the emergency is under control.
Students should be aware that the Shelter in Place response may be in effect for an extensive period of time.
4. Cell phones and electronic devices should be turned off.
5. No calls for information should be made to the office. Updates will be provided.
6. Normal operations may continue inside the school; however, all outdoor activities are cancelled.

Lifting the Shelter in Place Response

When the Principal receives information from Police or other Emergency Services that the Shelter in Place response may be lifted (i.e., the danger has passed), these procedures should be followed:

1. Ring the school bell - 3 sets of 3 rings.
2. Make a P.A. announcement stating:

The Shelter in Place response has been lifted.
3. Communicate specific instructions as required, e. g., revised bus schedules, dismissal procedures, etc.

Please note:

If the Principal has invoked the Shelter in Place response independent of Police or other Emergency Services, it is the responsibility of the Principal to confirm with the applicable Police Service that the Shelter in Place response may be lifted.

Follow-Up

1. In consultation with the Board Communications Department:
 - Update the school answering system message.
 - Prepare a scripted response to be given to callers.
 - Amend auto-attendant message if needed.
 - Prepare a letter for the school community to communicate the details of the incident and response.
2. Schedule a meeting with staff to debrief the incident and response.

Shelter in Place Response School Bus Considerations

Notify the Board Transportation Dept. that a Shelter in Place response has been initiated at your school. The Transportation Dept. will provide direction.

School Bus Arrivals

1. If buses are arriving at the school:
 - designate the safest access to the building, i.e., entry furthest from the danger, as the drop off point
 - have staff escort students from the bus to the school / portables
2. If buses are redirected to an alternate drop-off site:
 - use Bus Lists to record the names of students who have been relocated
 - notify parents/caregivers to collect students at the alternate site

School Bus Departures

1. If students can be safely dismissed from the school:
 - have staff escort students to buses using the exit furthest from danger
 - use Bus Lists to record the names of students who are placed on buses
 - have staff remain on site until all students have departed by bus or have been collected by parents
2. If students cannot be safely dismissed from the school:
 - retain students pending instructions from Police and Emergency Services, Superintendent or Designate, Communications Dept. and Transportation Dept.

School Buses in Transit

If a school bus approaches a designated drop-off site where:

- a) Emergency Services are restricting access or
- b) Transportation Dispatcher has advised of an emergency situation, the driver will Follow established Board Transportation protocols.

Hold & Secure

a potential threat exists inside or outside of the building – Moderate Level Response

Explanation

This will be initiated when a potential threat exists inside or outside of the building. All exterior school doors and windows will be locked. Students who are outside the building or their classroom will be directed to the closest safe area of the building.

Hold & Secure is a response to a direct threat to an ongoing situation inside or outside the school when it is desirable to secure the school; & it is also used when the school is secured due to an ongoing situation outside and not related to the school that requires all persons to remain in the building.

As a precautionary measure, outer doors are locked and no one enters or leaves the building; classroom activities continue; continue regular school routines within the building.

In this situation, staff and students will remain in the building...no one exits or enters the building without permission of the principal or designate.

Hold & Secure is usually initiated on the advice of Police Services, sometimes by the Principal or school personnel.

Possible Causes

- emergency situation inside the school where people moving around might prevent authorities from doing their job (police, fire, medical)
- incident involving emergency response close to the school (traffic accident with serious injuries)
- investigation of a bomb threat, but immediate evacuation is not required
- an intruder is suspected to be a possible threat to staff or student safety
- possible life-threatening situation which has not yet been investigated or confirmed
- any other circumstance where the school principal needs to ensure student safety

Actions

- have staff and students who are outside of the school return to the school building – return indoors
 - teachers reassure students that there is no imminent threat inside the school and that they are safe while they remain inside the classroom
 - close and lock exterior doors; close windows and any window coverings
 - external doors are monitored
 - regular classroom instruction and regular school routines and activity within the building continues
 - medical or washroom emergencies are addressed individually by teachers
 - a staff member posted near each entrance to ensure no one leaves the building
 - Signs are placed on external door windows with school phone number and website. (See Form #6010-A-1).
 - All movement in and out of the school is restricted – no one exits or enters the building without permission of the principal or designate or on the direction of the police.
 - A call is placed to the Director's Office by the principal or designate.
 - on the advice of police, Director or designate, the school will be notified when it can come out of 'Hold and Secure'
-

In most instances, the Board (See Appendix B) will be contacted by the Thunder Bay Police Service or Ontario Provincial Police. They are responsible for managing the crisis and will recommend that the school initiate a Hold and Secure response.

In the event the school receives information of a serious nature from other reliable sources, the Principal will consider whether a Hold and Secure response is necessary and will:

- Call 911 if the information received indicates the potential for immediate impact on the school
- Call the Board/Police Service 684-1251 to determine whether the school falls within the parameters of the Hold and Secure response.

Hold and Secure Procedures

When the Principal / designate determines that a Hold and Secure response is necessary, these procedures should be followed:

Communication

1. Ring school bell - 3 sets of 3 rings.
2. Make a P.A. announcement stating:
Our school is initiating a Hold and Secure response.
Staff and students are to respond accordingly.
3. Inform all occupants, tenants, visitors and crossing guards (permit holders, daycares, etc.) that a Hold and Secure response has been initiated.
4. Ensure that both a telephone line and a cell phone connection are kept open for incoming communication from Police, Board personnel, etc.
5. Contact your Superintendent or Designate and Board Communications Dept.
6. Contact Board Transportation Dept. to advise of the Hold and Secure response.
7. Prepare a message for the school answering system indicating that a Hold and Secure response is in effect at the school.

Securing the School Buildings

8. Persons outside school buildings and portables must proceed indoors promptly. Students and staff who are some distance from school buildings may assemble at the school's emergency evacuation location (as identified in the school's Crisis Response Plan), pending further instruction.
9. Exterior doors should be locked and monitored by staff to permit entry of staff / students and to prohibit anyone from leaving.
10. Hold and Secure signs are posted on exterior doors.
11. Windows and window coverings should be closed.
12. Lights may be left on unless otherwise advised.

Securing Persons

13. Students / staff should move as far as possible from doors and windows.
14. Attendance should be taken in each room (including all classrooms, cafeterias, gyms, hallways, libraries, offices, etc.), noting those who are absent or unaccounted for. This information should be reported when requested.
15. Unless otherwise advised, most school activities can continue during a Hold and Secure response. There should not, however, be any movement outside school buildings and portables.
16. Adults should remain calm and reassure students that the emergency is under control. Students should be aware that the Hold and Secure response may be in effect for an extensive period of time.
17. Cell phones and electronic devices should be turned off.
18. No calls for information should be made to the office. Updates will be provided.

Lifting the Hold and Secure Response

When the Principal receives information from Police or Emergency Services that the Hold and Secure response may be lifted (i.e., the danger has passed), these procedures should be followed:

1. Ring school bell - 3 sets of 3 rings.
2. Make a P.A. announcement stating:
The Hold and Secure response has been lifted.
3. Unlock doors / windows and resume normal routines.
4. Communicate specific instructions as required, e.g., revised bus schedules, dismissal procedures, etc.

Please note:

If the Principal has invoked the Hold and Secure response independent of Police or Emergency Services, it is the responsibility of the Principal to consult with the applicable Police Service to ensure that the danger has passed.

Follow-Up

1. In consultation with the Board Communications Department:
 - a. Update the school answering system message.
 - b. Prepare a scripted response to be given to callers.
 - c. Amend auto-attendant message if needed.
 - d. Prepare a letter for the school community to communicate the details of the incident and response.
2. Schedule a meeting with staff to debrief the incident and response.

Hold and Secure Response School Bus Considerations

Notify the Board Transportation Dept. that a Hold and Secure response has been initiated at your school. The Transportation Dept. will provide direction.

School Bus Arrivals

1. If buses are arriving at the school:
 - redirect to an alternate drop-off site
 - use Bus Lists to record the names of students who have been relocated
 - if necessary, notify parents/caregivers to collect students at the alternate site

School Bus Departures

1. If students can be safely dismissed from the school:
 - have staff escort students to buses using the most secure exit
 - use Bus Lists to record the names of students who are placed on buses
 - have staff remain on site until all students have departed by bus or have been collected by parents
2. If students cannot be safely dismissed from the school:
 - retain students pending instructions from Police and Emergency Services, Superintendent or Designate Communications Dept. and Transportation Dept.

School Buses in Transit

If a school bus approaches a designated drop-off site where:

- a) Emergency Services are restricting access, or
- b) Transportation Dispatch has advised of an emergency situation, the driver will follow established Board Transportation protocols.

Lockdown

a response to a major incident or threat of school violence within the school, or the immediate area of the school – Highest Level Response

Explanation

This is the highest level of response to a threat. It is a response to a major incident or threat of school violence within the school, or the immediate area of the school. A lockdown is defined as the restriction of movement during the time of a potentially serious violent threat or violent incident that would endanger the lives of students and staff.

Staff call 911, and everyone must remain silent, out of sight, with the lights off, and behind locked doors. Once police arrive, they take command of the school and direct the response.

Lockdown is used in a serious emergency situation where the threat is inside a school, on, or very near to school property. A Lockdown minimizes access and visibility in an effort to shelter students, staff and visitors in secure locations. All outer doors are locked.

A Lockdown requires that all students be kept in classrooms or other designated locations and that inner doors also be locked where possible. Entry to, and exit from, the building is restricted to emergency services personnel only.

During a Lockdown, lights are turned off in the classroom/office, curtains/blinds are closed where possible, cell phone use is restricted and all people inside the building should remain quiet. During a Lockdown, school phones will not be answered as the administration is tending to the ongoing situation.

Cellphones – As cell phone use is restricted (volume off; no light from screens; no use that will draw attention to themselves), students and staff are instructed not to use phones until cleared to do so. It is important for students and staff to understand the dangers that the use of cell phones may pose. A cell phone can pinpoint a student or staff location due to the sound or light being emitted. It should be stressed to students and staff that when there is any contact with police, there should be nothing in their hands and that their hands should be clearly visible. Students and staff should refrain from displaying the phone to take pictures or record law enforcement activities as this creates problems as law enforcement is moving through an environment where they have to assess whether someone is a threat or not. There could be an issue with weapon confusion.

A lockdown is usually initiated on the advice of Police Services, sometimes by the Principal or school personnel.

Possible Causes

- an intruder is suspected to be a possible threat to staff and student life or safety
- imminent danger is present on the school site and safety of all is threatened
- any other circumstance where the school principal needs to ensure student safety

Actions

- A Lockdown isolates students, the staff and others from danger by requiring everyone to remain inside the building in secure locations.
- Staff and students take immediate precautions to ensure safety, taking cover in the closest secure location – enter nearest room & lock doors
- exterior school doors and windows are locked; cover inner glass panes where possible
- lights are turned off
- close window blinds
- the classroom door is closed and locked
- staff and students stay silent and hidden away in the safest area of the room
- move away from doors and windows
- be aware of sight lines
- if there is a window in the classroom door, consider a cover for the window if safe to do so
- take cover if available (get behind something solid)
- remain absolutely quiet
- if possible, teachers take attendance
- no cell phone use unless necessary to communicate regarding the incident; cell phones should be shut off; lights from cell phones may draw unwanted attention and must be off

Appendix A Threats to School Safety Response Procedures

- all movement within the school and into and out of the school is restricted
 - All staff members within the school are responsible for ensuring that no one leaves the secure locations until the Lockdown is removed by the principal or police.
 - No one will enter or exit the building except on the direction of the police.
 - The principal or designate will call 911 and will notify the Director's Office.
-

When the school receives reliable information that danger is present at the school site, the Principal will determine whether a Lockdown response is necessary.

If so, the following should occur as quickly as possible:

1. Initiate Lockdown response.
2. Call 911 to communicate:
 - Stay on the line to keep the line open
 - the nature of the incident that has made a Lockdown response necessary
 - school cell phone number for police use, if requested

Initiating a Lockdown Response

Communication

1. Ring school bell - 3 sets of 3 rings.
2. Make a P.A. announcement stating:
Our school is initiating a Lockdown response.
Staff and students are to respond accordingly.
3. Inform all occupants, tenants, visitors and crossing guards (permit holders, daycare centres, etc.) that a Lockdown response has been initiated.
4. If the situation permits and it is safe to do so:
 - Contact Area Superintendent or Designate and Board Communications Dept.
 - Ensure that at least one telephone line and one cell phone connection are kept open for incoming communication from Police, Board office, etc.
 - Prepare a message for the school answering system indicating that a Lockdown response is in effect at the school.
5. Once a Lockdown has been initiated, the school becomes an emergency site under the authority of the applicable Police Service.
6. Once Emergency Services arrive, Police personnel will create a Parent Staging Area Where communication will be provided to the school community.

Securing Occupants

8. Students and staff outside school buildings and portables should move away from the buildings as quickly as possible, assemble at the school's emergency evacuation location and remain there until further instructions are received.
9. Students / staff in classrooms, offices, portables, cafeteria, library, gym, etc., should close doors and lock if possible.
10. Students / staff in transition should enter the closest room, close the door and lock if possible.
11. Windows and window coverings should be closed.
12. Interior glass panes should be covered wherever possible.
13. Lights must be turned off.
14. Students / staff must move as far as possible from doors and windows. It may be necessary to use school furnishings to secure a room or to provide shelter.
15. All cell phones, electronic devices, televisions, radios and computers must be turned off.
16. Students / staff must remain silent.
17. Students / staff should lie on the floor if gunshots are heard.
18. Adults should remain calm and reassuring. Students should be aware that the Lockdown response may be in effect for an extensive period of time.
19. Students / staff are to remain in secured rooms until further instructions are received. Under no circumstances should anyone leave a secured area to access washrooms, lockers, etc.
20. Given the unique, and possibly rapid changing dynamic of a Lockdown situation, consideration must always be given to evacuating the site or to relocating to another area in the building if a space becomes unsafe. Individual discretion must be used to determine the best course of action.
21. Under no circumstances should anyone be allowed access once a space has been secured.
22. No calls should be made to the office. Be aware that active attackers may use the P.A. system to access potential victims.
23. In the event that an individual has information that may aid the Police response, e.g., the location of an active attacker, a direct call to 911 should be made using a cell phone. This must be done as quietly as possible.
24. If the fire alarm is activated during a Lockdown response, individual discretion must be used to determine the actuality of a fire and the degree of risk associated with leaving a secured area.
25. Attendance should be taken in each room, noting those who are absent or unaccounted for, once the Lockdown has been lifted. This information should only be reported to the office when requested.

Lifting the Lockdown Response

Only applicable Police personnel determine when the incident is controlled and the danger has passed. No individuals or groups can be released from a secured area until authorized by an applicable Police officer, who will provide visual/badge identification.

The principal and applicable Police personnel will determine any necessary instructions as required, e.g., revised bus schedules, dismissal procedures, etc.

Please note:

- Only authorized Board personnel should speak to the media.
- Board students should not be interviewed or photographed without parental permission.

Follow-Up

1. In consultation with the Board Communications Department: (See Appendix B)
 - Update the school answering system message
 - Prepare a scripted response to be given to callers
 - Amend auto-attendant message if needed
 - Prepare a letter for the school community to communicate the details of the incident and response
 - Prepare a media information release
2. Schedule a meeting with staff to debrief the incident and response.
3. Arrange for the Board Crisis Response Team to provide support as needed.

Lockdown Response School Bus Considerations

Board Communications Dept. will inform the Transportation Dept. that a Lockdown response has been initiated at the school.

The Transportation Dept. will provide direction to their drivers.

If a school bus approaches a designated drop-off site where:

- a) Emergency Services are restricting access or
- b) Transportation has advised the driver of an emergency situation, the driver will follow established Board Transportation protocols.

School Bus Departures

1. When students can be safely dismissed from the school after a Lockdown response:
 - follow instructions from Police and Emergency Services, Superintendent or Designate, Communications Dept. and Transportation Dept.
 - have staff remain on site until all students have departed by bus or have been collected by parents

Concealed Weapons

Presence of Weapons

The following guidelines refer to situations where school staff and police receive information about a student carrying a concealed weapon. The responses outlined would not be appropriate if a student is threatening or assaulting a person with a weapon.

Situations involving a weapon are always dynamic and the safety of students and staff should be the first consideration.

Following these steps may assist school staff and police with determining the best response to a report of a person carrying a concealed weapon in a school.

1. Gather Information

Determine the likelihood that the information is valid.

- Was the weapon displayed by the suspect or is the claim verbal?
- Is the information second/third hand?
- Is the source reliable?

Obtain as much detail about the suspect and weapon as possible.

- What type of weapon was seen? Obtain a detailed description.
- Where is the weapon being concealed (locker, knapsack, jacket pocket, waistband etc.)?
- Did the suspect make any threats? What is the specific nature of the threat(s) and who/what was the target(s) of the threat(s)?
- What is the suspect's emotional state?
- What does the suspect look like?
- What is the suspect wearing?
- Exactly where is the suspect right now and where will he/she be when the police arrive?
- How many staff and students are near the suspect?
- What is the best location for police to confront the student?

2. Contact Police

When the Principal or designate is satisfied (based on the balance of probabilities and the reliability of the source) that the information is valid, the police should be contacted.

Depending on the situation, the Principal will call the police emergency number (911), the Thunder Bay Police Service non-emergency number (807-684-1200), OPP non-emergency number (888-310-1122) the School Resource Officer, or other officer(s) assigned to the school.

3. Determine Appropriate Response

Police and the Principal should discuss the most appropriate method of dealing with a student carrying a concealed weapon.

Depending on the situation, it is recommended that a staff member:

- approach the student
- ask the student to follow them to a hallway
- lead the student away from staff and students to a location where the police are waiting.

Appendix A Threats to School Safety Response Procedures

Police will quickly take control of the student and their property and conduct a search for the weapon. The search will be a “pat down” search rather than a strip search, so a totally private area is not required. For safety reasons, it is recommended that the location used be relatively empty of staff and students.

Regardless of the outcome of the search of the student, a search of the student's locker should also be conducted.

Factors to Consider:

- type of weapon
- past conduct of the suspect
- emotional/developmental/behavioural issues related to the suspect
- location of the suspect
- location of the weapon

If possible, have a staff member who is familiar with and has a relationship with the student available when the police arrive.

Determine if the staff member is comfortable assisting the police and approaching the student.

Decide if the staff member or the Principal should approach the student.

If a police officer, rather than a staff member, makes the initial approach the student may react by immediately attempting to flee or react violently (fight or flight response).

It is vital that police confront the student in as controlled a situation as possible.

It is always better to be prepared for the worst case scenario than to be taken off guard. It is always more difficult to respond when not properly prepared.

Non-Students

If the suspect is not a student and is on school property, the suspect should be approached by the police.

Police may discuss their response with the Principal, however, non-students often pose a significant threat to school safety and a fast and effective response will be the priority.

Shelter in Place

Administrator

CHECKLIST

When a Shelter in Place response is necessary, the Principal or designate will ensure that the following procedures are implemented:

Communication

1. Ring the school bell - 3 sets of 3 rings.
2. Announce:
Our school is going into a Shelter in Place response.
Staff and students are to respond accordingly.
3. Inform all occupants, tenants and visitors (permit holders, daycare centres, etc.)
That a Shelter in Place response has been initiated.
4. Call 911, if necessary. Typically, this will not be necessary, as the Shelter in Place
recommendation is usually initiated by Police/Emergency Services.
5. Contact Superintendent or Designate and Board Communications Dept.
6. Advise Transportation Dept. of the Shelter in Place response.
7. Ensure that at least one telephone line and one cell phone (Blackberry) connection are
kept open for incoming communication from Police/Emergency Services, Board
personnel, etc.
8. Prepare a message for the school answering system indicating that a Shelter in Place
Response is in effect at the school.

Securing the School Buildings

9. Turn off air exchange systems (fans, exhausts and air conditioners, etc.) as required.
10. Students / staff outside the building enter school buildings and portables promptly.
11. Windows and window coverings are closed.
12. Staff members are assigned to secure and monitor exterior doors to allow for entry of
students / staff.
13. Shelter in Place signs are posted on exterior doors.
14. Normal operations inside school buildings continue, however, all outdoor activities are
cancelled.

Securing Persons

15. Attendance is taken in each room, noting those who are absent.
16. Non-teaching staff report to a previously designated location (Main Office, Library, etc.).
17. Adults remain calm and reassure students that the emergency is under control.
Students are aware that the Shelter in Place response may be in effect for an extensive
period of time.
18. Cell phones and electronic devices are turned off.
19. No calls are made to the office for information. Updates are provided as required.

When the Principal or designate receives information from Police or Emergency Services that the Shelter in Place response may be lifted (i.e., the danger has passed), these procedures should be followed:

1. Ring the school bell to signify end of Shelter in Place response 3 sets of 3 rings.
2. Announce:
The Shelter in Place response has been lifted.

Hold and Secure Administrator CHECKLIST When a Hold and Secure response is necessary, the Principal or designate will ensure that the following procedures are implemented:

Communication

1. Ring the school bell - 3 sets of 3 rings.
2. Announce:
Our school is initiating a Hold and Secure response.
Staff and students are to respond accordingly.
3. Inform all occupants, tenants, visitors and crossing guards (permit holders, daycare centres, etc.) that a Hold and Secure response has been initiated.
4. Call 911 to communicate the nature of the incident that has made a Hold and Secure response necessary.
5. Contact Area Superintendent or Designate and Board Communications Dept.
6. Advise Transportation Dept. of the Hold and Secure response.
7. Ensure that at least one telephone line and one cell phone connection are kept open for incoming communication from Police, Board personnel, etc.
8. Prepare a message for the school answering system indicating that a Hold and Secure response is in effect at the school.

Securing the School Buildings

9. Students and staff outside the building return to the school / portables promptly. Students and staff who are far away from the building may assemble at the school's emergency evacuation location pending further instruction.
10. Hold and Secure signs are posted on exterior doors.
11. External doors are locked and monitored by staff members to allow for entry of staff / students.

Securing Persons

12. Windows and window coverings are closed.
13. Students / staff remain in secured rooms until further instructions are received. Most school activities can continue during a Hold and Secure response, however, there should be no movement to locations outside the school buildings.
14. Attendance is taken in each room, noting those who are absent or unaccounted for. This information should be reported when requested.
15. Adults remain calm and reassure students that the emergency is under control. Students are aware that the Hold and Secure response may be in effect for an extensive period of time.
16. Cell phones and electronic devices are turned off.
17. No calls for information are made to the office. Updates are provided as required.

When the Principal or designate receives information from Police or Emergency Services that the Shelter in Place response may be lifted (i.e., the danger has passed), these procedures should be followed:

1. Ring the school bell to signify end of Shelter in Place response 3 sets of 3 rings.
2. Announce:
The Hold and Secure response has been lifted.
3. Communicate specific instructions as required.

Lockdown When a Lockdown response is necessary, the Principal or designate will ensure the following procedures are implemented:

Administrator

CHECKLIST

Communication

1. Ring the school bell - 3 sets of 3 rings.
2. Announce:
Our school is initiating a Lockdown response.
Staff and students are to respond accordingly.
3. Inform all occupants, tenants and visitors (permit holders, daycare centres, etc.) that a Lockdown response has been initiated.
4. Call 911 to provide the following information:
 - a) the nature of the incident that has made a Lockdown response necessary
 - b) a school cell phone (Blackberry) number for police use
5. If the situation permits and it is safe to do so:
 - Contact Superintendent or Designate and Board Communications Dept.
 - Ensure that at least one telephone line and one cell phone (Blackberry) connection are kept open for incoming communication from Police, Board personnel, etc.
 - Prepare a message for the school answering system indicating that a Lockdown response is in effect at the school.

Once a lockdown has been initiated, the school becomes an emergency site under the authority of the applicable Police Service .

Note:

- Only applicable Police personnel determine when the incident is controlled and the danger has passed.
- No individuals or groups can be released from a secured area until authorized by an applicable Police officer, who will provide visual/badge identification.
- Only authorized Board personnel should speak to the media. (Appendix B)
- No Board students should be interviewed or photographed without parental permission.

Securing Persons and School Buildings

1. Students / staff (crossing guards) outside the building move away from the building as quickly as possible, assemble at the school's emergency evacuation site or another safe location and remain there until further instructions are received.
2. Close and lock doors to classrooms, offices, portables, cafeteria, library, gym, etc.
3. Students / staff in transition enter the nearest room, close the door and lock if possible.
4. Close windows and window coverings.
5. Cover interior glass panes wherever possible.
6. Turn off lights.
7. Move all persons as far as possible from doors and windows.
8. Use school furnishings to further secure a room or to provide protection.
9. Turn off all cell phones, electronic devices, televisions, radios and computers.
10. Maintain silence.
11. Direct everyone to lie on the floor if gunshots are heard.
12. Remain calm and reassuring.
13. Remind others that the Lockdown response may be in effect for an extensive period of time.
14. Remain in secured rooms. Under no circumstances should anyone leave a secured area To access washrooms, lockers, etc.
15. Consider evacuating the site or relocating to another area if a space becomes unsafe.
16. Prohibit anyone access once a space has been secured.
17. Follow directions of the applicable Police Service.
18. Take attendance in your area, noting those who are absent or unaccounted for, once the Lockdown has been lifted.
19. If the fire alarm is activated during a Lockdown response, individual discretion must be used to determine the actuality of a fire and the degree of risk associated with leaving a secured area.

**Shelter in Place
Staff
CHECKLIST**

1. Students / staff (crossing guards) outside school buildings must return indoors promptly.
2. Monitor exterior doors to allow for entry of students / staff (crossing guards), if assigned.
3. Close windows and window coverings.
4. Post Shelter in Place signs on exterior doors.
5. Turn off all cell phones and electronic devices.
6. Take attendance, noting those who are absent or unaccounted for.
7. Remain calm and reassure students that the emergency is under control.
8. Remind students that the Shelter in Place response may be in effect for an extensive period of time.
9. Continue with normal operations inside the school, however, all outdoor activities are Cancelled.
10. Do not call the office for information - updates will be provided.

The end of the Shelter in Place response is signified by the ringing of the school bell - 3 sets of 3 rings.

1. The Principal will make a P.A. announcement stating:
The Shelter in Place response has been lifted.
2. Follow any specific instructions that are issued.

**Hold and Secure
Staff
CHECKLIST**

When a Hold and Secure response is necessary, the Principal or designate will ensure that the following

1. Students / staff (crossing guards) outside school buildings must return indoors promptly.
2. Students / staff (crossing guards) who are far away from the building should assemble at the school's emergency evacuation location pending further instruction.
3. Lock exterior doors of the school / portables.
4. Post Hold and Secure signs on exterior doors.
5. Monitor exterior doors to allow for entry of staff (crossing guards)/ students, if assigned.
6. Close windows and window coverings.
7. Move everyone as far as possible from doors and windows.
8. Turn off all cell phones and electronic devices.
9. Take attendance, noting those who are absent or unaccounted for. Report this information when requested.
10. Remain calm and reassure students that the emergency is under control.
11. Remind students that the Hold and Secure response may be in effect for an extensive period of time.
12. Continue with normal operations inside the school. No movement to locations outside the school buildings is permitted.
13. Do not call the office for information - updates will be provided.

The end of the Hold and Secure response is signified by the ringing of the school bell - 3 sets of 3 rings.

1. The Principal will make a P.A. announcement stating:
The Hold and Secure response has been lifted.
2. Follow specific instructions that are issued.

Lockdown When a Lockdown response is necessary, the Principal or designate will ensure the following procedures are implemented:
Staff

CHECKLIST

1. Students / staff (crossing guards) outside school buildings should move away as quickly as possible, assemble at the school's emergency evacuation site or another safe location and remain there until further instructions are received.
2. Direct students / staff in transition to enter the nearest room, close the door and lock if possible.
3. Close and lock doors to classrooms, offices, portables, cafeteria, library, gym, etc.
4. Close windows and window coverings.
5. Cover interior glass panes wherever possible.
6. Turn off lights.
7. Move everyone as far as possible from doors and windows.
8. Use school furnishings to further secure a space or to provide protection.
9. Turn off all cell phones, electronic devices, televisions, radios and computers.
10. Ensure silence is maintained.
11. Direct students / staff to lie on the floor if gunshots are heard.
12. Remain calm and reassuring.
13. Remind students that the Lockdown response may be in effect for an extensive period of time.
14. Remain in secured rooms. Under no circumstances should anyone leave a secured area to access washrooms, lockers, etc.
15. Do not allow anyone access once a space has been secured.
16. Do not call the office for information - updates will be provided.
17. Using a cell phone (Blackberry), call 911 directly if an individual has information that may aid the Police response, e.g., the location of an active attacker. This must be done as quietly as possible.
18. Consider evacuating the school site or relocating to another area should a space become unsafe. Discretion must be used.
19. If the fire alarm is activated during a Lockdown, individual discretion must be used to evaluate the actuality of a fire and the degree of risk associated with leaving a secured area.
20. Take attendance in each room, noting those who are absent or unaccounted for, once the Lockdown has been lifted. Report this information to the office when requested.

Note:

- Only applicable Police personnel determine when the incident is controlled and the danger has passed.
- No individuals or groups can be released from a secured area until authorized by an applicable Police officer, who will provide visual / badge identification.
- Only authorized Board personnel should speak to the media.
No Board students should be interviewed or photographed without parental permission.



Shelter in Place

1. Return indoors.
2. Close windows and exterior doors.
3. Continue regular school routines within the building.
4. People may exit or enter the school on direction of the principal or designate.
5. Field trips – determined by the principal or designate.
6. Remain in place until the **Shelter in Place** is lifted.



Hold and Secure

1. Return indoors.
2. Close and lock exterior doors.
3. Close windows and any window coverings.
4. Continue regular school routines within the building.
5. No one exits or enters the building without permission of the principal or designate.
6. Field trips – determined by the principal or designate.
7. Remain in place until the **HOLD AND SECURE** is lifted.



Lockdown

1. Enter nearest room.
2. Lock doors.
3. Close windows and any window coverings.
4. Cover inner glass panes (where possible).
5. Turn off the lights.
6. Move away from doors and windows.
7. Maintain silence (silence cell phones).
8. Do not contact the office.
9. Lie on floor if gunshots are heard.
10. Prepare to evacuate building or relocate to another space if your security is compromised.
11. Remain in place until released by police services.

Message to Parents/Guardians

Re: Threat Response Procedures

Keeping our Students and Staff Safe

Dear Parents/Guardians:

The _____ has a primary responsibility to ensure the safety of students and staff inside Board buildings and on Board property. In partnership with the _____ Police Service and the _____, a city-wide Threats to School Safety Procedures plan has been developed.

Threats to School Safety Procedures are initiated when a high risk incident involving weapons, hazardous chemical spill, severe weather warning, student/stranger intrusion, etc., occur in the school or on school property, or there are circumstances in the vicinity of the school that could endanger the lives and/or the safety of students and/or staff.

In order for all students and staff to become familiar with expectations during a threat to school safety, our school will be practising threat response procedures as we have normally done with fire drills. During these drills, signs will be posted on the entrance doors indicating that the school is in Shelter in Place, Hold and Secure or Lockdown. The doors may be locked and no one will be allowed into the school. This is the same procedure that will be followed in a real situation.

Two lockdown practice drills will be held during the school year.

The practice drills are scheduled for the following dates:

_____ in the Fall and on _____ in the Spring.
Insert date and time Insert date and time

We invite you to attend the meeting scheduled for (Insert date and time) to receive full details on the lockdown procedures. This will also provide you with the opportunity to ask any questions you may have.

Please call me at the school should you have questions at this time.

Sincerely,

Threat Response School Safety Event and Drill Log

School Year _____

MONTH	DATE	TIME	OBSERVATIONS	STAFF BRIEFING NOTES	INITIALS
SEPTEMBER					
OCTOBER					
NOVEMBER					
DECEMBER					

MONTH	DATE	TIME	OBSERVATIONS	STAFF BRIEFING NOTES	INITIALS
JANUARY					
FEBRUARY					
MARCH					
APRIL					

MONTH	DATE	TIME	OBSERVATIONS	STAFF BRIEFING NOTES	INITIALS
MAY					
JUNE					

Appendix B

Bomb Threat Procedures for Elementary & Secondary Schools

Policy for Developing and Maintaining Bomb Threat Procedures for Elementary and Secondary Schools in Ontario

Introduction

Staff, students, and visitors in Ontario's schools have the right to learn, work, and be present in a safe and secure environment. To enhance safety and security, it is important that schools have plans for responding to bomb threats. According to the RCMP, the overwhelming majority of reported bomb threats are unfounded, but some are not.¹ Care must be taken, therefore, to deal with each incident calmly and consistently. Anyone who spends time in an Ontario school on a regular basis needs to know how to protect themselves, and how to protect students, in the event of a bomb threat.

The Ministry of Education, school boards, and police services from across the province continue to work in partnership to create safe school environments. This work includes planning and preparation in the event that a bomb threat is received, an explosive device is discovered, or an explosives incident takes place.

Plans and procedures reflecting the following policy must now be included in the school's Emergency and Crisis Response Plan, which must be appended to the protocols already developed by school boards and police services.

Given the dynamic, complex, and fluid nature of such incidents, continuous communication, assessment, and coordination by first responders and school administrators are of paramount importance in ensuring an effective response.

Purpose

The following policy is being provided to help elementary and secondary schools ensure that their bomb threat plans meet basic requirements, and to ensure an acceptable level of consistency across the province. Using these guidelines can help school staff and emergency services personnel work together to deal with bomb threat situations quickly and cautiously.

¹. Canadian Bomb Data Centre, "Developing a Response Plan", www.rcmp-grc.gc.ca/tops-opst/cbdc-ccdb/resp-interv-plan-eng.htm.

Mandatory Requirements

While much of what is provided below is termed “Effective Practices”, the Ministry of Education, on the recommendation of the Ontario Association of Chiefs of Police, specifies two mandatory requirements, as follows:

1. All publicly funded school boards in Ontario must establish a bomb threat response policy to ensure the development and implementation of individual school plans.
2. Each board must ensure that its staff, students, and other partners are aware of their obligations/responsibilities within the individual school plans.

In developing bomb threat response plans, each elementary and secondary school should be guided by the following policy.

Roles and Responsibilities

Clearly defined roles and responsibilities are critical in emergency situations. At a minimum, plans should include expectations with respect to staff, students, parents, and police.

Effective Practices

Principal – The principal is responsible for the overall development and final content of the individual school plan. The principal is also responsible for inviting police, fire, and emergency medical services (EMS) to participate in plan development and for making them aware of planning and drills; for the training of staff and students; and for the overall safety of staff and students. The principal (and, it is understood, his or her designate) must be completely familiar with the school’s bomb threat plan and with the scope of the authority vested in, and the responsibilities associated with, the principal’s position as defined in the plan.

During the initial stages of a bomb threat, the principal will be the authority responsible for the initial assessment and related decisions, including those regarding visual scans and evacuations. For ongoing incidents, the police are responsible for management of the threat and any subsequent criminal investigation. However, the principal will cooperate fully with police and strive to ensure that all staff and students do the same. During an incident, after the principal has been relocated to a place of safety, he or she should continue to exercise his or her duties, to the extent possible, in support of the emergency responders’ management of the situation.

Staff – School staff, and in particular administrators, have the overall responsibility for the training, safety, and well-being of students. During a bomb threat incident, administrators also have the responsibility of working closely with police.

Students – Students have a responsibility to be familiar with the plan and to respond quickly to the direction of staff during a bomb threat or explosives incident. Any student with information on or prior knowledge of anyone or anything that may be associated with or result in a bomb threat, the placement of a suspicious package/device, or an explosives incident must come forward with that information as soon as possible.

Parents/Guardians – Parents and guardians must be informed of the existence of this plan. Parents can be encouraged to reinforce with their children the responsibilities students have with respect to following directions during an incident and disclosing any information they may have prior to or during an incident.

Police – Police are responsible for responding to and investigating bomb threats and explosives incidents. During any such incident, police will assume command and control of the response and investigation but will liaise and work closely with the principal and other emergency services throughout the process. The police must be notified of all bomb threat incidents, regardless of other actions taken by the schools. The criminal investigation of bomb threats by the police may lead to the apprehension of persons responsible. The investigation itself may also serve as a deterrent for future “copycat” incidents.

Emergency Medical Services (EMS) – EMS personnel will provide urgent medical care in the event of an explosives incident.

Fire Department – The fire department can be present during bomb threat incidents in the event that fire suppression operations are needed, and will provide fire suppression and rescue operations in explosives incidents. Further, the fire department (Assistants to the Fire Marshal) must report all explosions to the Office of the Fire Marshal and Emergency Management (OFMEM).² The OFMEM provides a 24-hour response for all explosions. The OFMEM is notified immediately of all fatal fires, explosions, and incidents causing injuries so that an OFMEM investigator can be assigned.

Floor Plans

Accurate, up-to-date floor plans are a key component of bomb threat and explosives incident response plans.

Effective Practices

Floor plans should be posted throughout the school at every entry point to the school. In multi-level buildings, it is suggested that only the floor plans relevant to a specific level be posted on that level.

Floor plans should clearly identify entrances and exits as well as routes that staff and students are to take during an evacuation. Command post locations and off-site evacuation locations should *not* be identified on posted or publicly circulated copies of the floor plans.

Floor plans should be available to all emergency service responders who may be involved in a search of the premises when they arrive on the scene.

Police should be provided with both hard copies and electronic copies of floor plans *when requested*.

Rationale

It is vitally important that police have current, accurate information about the school layout and evacuation locations and that this information be available in electronic format as well as in hard copies that can be used in the event of computer malfunctions.

². See “Fire Marshal’s Directive: 2015-002 – Reporting of Fires and Explosions Requiring Investigation”, at www.mcscs.jus.gov.on.ca/english/FireMarshal/Legislation/FireMarshalsDirectives/FM_directives.html.

Identification of Rooms and Buildings, and Facilitation of Access

To assist police in responding to an incident, it is important to identify buildings, entrances, and all rooms within buildings and to ensure that facility master keys are up to date.

Effective Practices

In situations where more than one building exists on school grounds, each building should be clearly identified, on all sides, with a building identifier, such as a number. All portables should be clearly identified as well. All exterior doors should be clearly identified – for example, as Doors A, B, C, and so on. All rooms within the building should be clearly marked with room numbers. This site plan should be consistent with the fire safety plan that school boards are required to provide to the fire department for emergency fire response.

In addition, it is important to ensure that facility master keys are current and available for emergency service responders who may be involved in a search of the premises. It is particularly important that those elementary schools that have opted to lock their doors during the school day have a plan for making keys available to emergency services personnel.

Rationale

This preparation is vital for responding emergency personnel, as it allows them to identify the location of rooms and buildings that have been reported as potentially unsafe, and to identify safe access and/or evacuation routes. Ensuring that responders have access to all rooms and buildings for searches or other purposes is also critical.

Command Post

Each plan should designate primary, secondary, and off-site command post locations.

Effective Practices

Normally, the main office will be the primary command post location, with another area within the school identified as an alternate (secondary) command post location. The individual school plan should identify a third off-site command post location, to be used in the event that neither on-site command post location is available.

Information regarding command post locations should *not* be publicly circulated. This will help to ensure that the command posts do not become locations for the placement of explosive packages/devices or for secondary incidents.

Rationale

Having a dedicated command post provides a central location from which officials and emergency services can evaluate incidents and control the emergency response.

Facility Assessment and Physical Security

The careful assessment of a school facility and the development and implementation of sound security and planning measures may reduce the potential for bomb threats and explosives incidents. Local police services can be a useful resource when such assessments are conducted.

Effective Practices

Each school's bomb threat plan should detail proactive measures in a number of areas. In developing their plans, schools should:

- determine likely locations in and around the school for the placement of suspicious packages/devices;
- provide for controlled access to critical areas of all facilities (e.g., the main office, electrical rooms, mechanical rooms);
- consider the use of electronic surveillance or closed-circuit television (CCTV), and, if such surveillance is adopted, post signage regarding its use;
- address ways to ensure that emergency exits are kept clear from obstructions;
- provide for the regular inspection of first aid and firefighting equipment;
- include, and provide for the regular review of, document-safeguarding procedures;
- assess whether interior/exterior and auxiliary lighting is adequate; • develop an inspection procedure for all incoming packages; and
- consider other potential threats.

Rationale

The development and implementation of proactive strategies may deter bomb threat incidents and enhance/expedite agency response to actual incidents.

Bomb Threat Intake Procedures

According to the RCMP, most bomb threats are made over the telephone by anonymous callers.³ Some threats are received in the mail or by other means i.e. electronic. In each case, the communication should be taken seriously. School staff in positions that make them most likely to receive bomb threats should be identified in school plans and should receive training in proper procedures.

Effective Practices

The person receiving a bomb threat by telephone should try to keep the caller on the line as long as possible and should record precise details of the call, especially the exact wording of the threat. However, the person should end the call if staying on the line puts them in harm's way or prevents them from initiating response procedures.

³. Canadian Bomb Data Centre, "Developing a Response Plan", www.rcmp-grc.gc.ca/topsopst/cbdc-ccdb/resp-interv-plan-eng.htm.

It is recommended that a checklist be made available to staff members who are most likely to receive a bomb threat. A sample “Bomb Threat Telephone Procedures” list is available through the RCMP Canadian Bomb Data Centre, at www.rcmp-grc.gc.ca/tops-opst/cbdc-ccdb/telephone-procedure.pdf.

Staff should be trained to record precise information during a bomb threat call, including the following:

- the exact wording of the threat;
- the time and date of the call;
- the phone number or line on which the call was received;
- the caller’s number, if shown on call display;
- whether the caller is male or female and the caller’s approximate age;
- the exact location of the explosive device and the time of detonation, if that information is revealed by the caller;
- the type of explosive device and what it looks like (e.g., pipe bomb, truck bomb), if that information is revealed by the caller;
- any unique speech characteristics of the caller;
- any background noises (e.g., traffic, music, laughter);
- the condition or emotional state of the caller (e.g., whether the caller seems to be intoxicated, excited, angry);
- the caller’s name, if that information is revealed by the caller; • whether the call taker recognizes the voice of the caller; and
- the time when the caller hangs up.

If possible, the call taker should attempt to notify the school principal during the telephone call. If not, the principal should be notified immediately after the call. All pertinent details of the call should immediately be relayed to the principal and documented.

Following the call, the call taker should immediately “lock-in” the phone number of the received call, if this feature is available through the local telephone provider. It is suggested that the “lock-in” process be posted at all phones that can receive incoming calls.

School plans should address who will contact the local police service and fire department and provide details about the bomb threat. It is recommended that, unless there are exigent circumstances, this should be done after the school principal has been provided with available information and after both the initial assessment (see the next section) and the decision whether or not to evacuate have been made.

With the proliferation of social networking and school use of Internet sites for external communication, plans should also address bomb threats that are received through electronic means. These procedures should address bomb threats received via external email, posted on electronic bulletin boards, or received by a staff member or student via text or other means. Procedures should include how to immediately isolate the received message, remove it from any external posting, and communicate the information to the school principal during and after school hours, including on weekends and holidays.

Rationale

The overall safety of all staff and students can be maximized – and the disruption of activities and atmosphere of anxiety minimized – if the employee who receives the bomb threat knows what procedures to follow.

Initial Assessment

One of the most challenging aspects of a bomb threat incident is the initial assessment of the threat and the accompanying decisions about whether to authorize a visual scan and/or an evacuation. Many bomb threats are hoaxes intended to disrupt school exams or daily classes. Hasty decisions to evacuate or to initiate a high-profile emergency response may encourage further incidents. However, the safety of students and staff is paramount during a bomb threat and therefore every threat must be assessed individually, based on known information.

These guidelines cannot prescribe when to conduct a safe, visual scan and/or when to evacuate during a bomb threat. Rather, presented below are areas of concern that should be assessed during an incident. Individual school plans should address these areas and expand on them as necessary, if other concerns are identified based on local circumstances.

Decisions regarding scans and evacuation are made after a thorough assessment of known information and are continually re-evaluated throughout a bomb threat incident.

Effective Practices

Plans should identify in detail the information that needs to be immediately assessed by the principal during the initial stages of a bomb threat. The initial assessment should be based on the following:

- the information recorded on the bomb threat checklist (see “Bomb Threat Intake Procedures”, above);
- any other notes made by the call taker;
- activities taking place in the school at the time of the threat (e.g., examinations);
- whether a specific location for a bomb was stated or the entire school was threatened;
- whether the threat was specific to the current time or a future time/ date;
- any recent negative incidents involving a student, staff member, or anyone else connected with the school;
- whether there have been any other recent bomb threats or hoaxes;
- the likelihood of anyone having the opportunity to place a bomb in the stated location; and
- whether a suspicious device/package has been located.

Once the initial assessment has taken place and decisions have been made regarding a visual scan and/or evacuation, the police must be notified. Initial contact with the police may be made *while* the principal is conducting the assessment and making decisions. Although it is important to provide police with information beyond simply that a bomb threat has been received, initial contact should not be delayed.

The fire department should also be notified of the bomb threat. A predesignated phone number should be used, rather than 911, which is restricted to emergency calls to the police. When notifying the fire

department, it is important to clarify that no explosion has occurred and that the police have been informed.

School plans should specify who will contact the police and fire department when a bomb threat is received. Police should be contacted in every incident of a “bomb threat”, regardless of whether a decision has been made to conduct a partial or full evacuation, or not to evacuate.

Plans should include a list of information to be provided to the police, including the following:

- the information recorded on the bomb threat checklist (see “Bomb Threat Intake Procedures”, above);
- activities taking place in the school at the time of the threat (e.g., examinations);
- the status of any evacuation that may be underway;
- the status of any safe, visual scan that may be underway; and
- the in-school contact person for the police, once they are on the scene.

Plans should include procedures for ongoing assessment during an incident. Regardless of whether a partial or full evacuation is ongoing or no evacuation has been directed, whether a scan is underway, or whether police and fire department are responding to the incident, plans should include procedures for the continual assessment of the situation and for relaying further information to update the principal. Specifically, the principal needs to be informed:

- if a suspicious package/device is located;
- of any interference with any type of evacuation that is underway; and
- if an explosives incident occurs.

Rationale

Having a comprehensive list of items to be assessed when a bomb threat is received provides decision makers with the best opportunity to evaluate and respond to the bomb threat, and to continually assess any additional information and take appropriate action.

Visual Scans

Every school’s plan must detail procedures for safe, visual scans conducted by staff. When a threat has been made, a safe, visual scan can provide critical information to support decision making during the initial assessment. Responsibilities related to safe, visual scans are to be addressed as part of the planning process and not at the time of an actual incident.

Effective Practices

Persons to Conduct Visual Scans

As part of the initial assessment, the principal may decide that a safe, visual scan of the school and/or classroom for suspicious devices or packages should be conducted. Every school plan should identify who will conduct this visual inspection. It is imperative that scans be conducted by individuals who have detailed knowledge of the facilities and are familiar with students and fellow staff. Such individuals know what does and does not belong within the school and therefore are best suited to recognize suspicious devices/packages.

Procedures

Principals should receive training to enable them to make sound decisions as to whether, and when, a safe, visual scan is appropriate. Local police services may be of assistance. The staff member(s) designated to conduct scans should be given basic information about conducting safe, visual scans.

Under no circumstances should a staff member conducting a visual scan touch a suspicious device or package. If a suspicious package or device is detected, the area must immediately be evacuated of staff and students and the package or device reported to the principal.

For threats to the entire facility, plans should identify and prioritize areas to be visually inspected. These areas include:

- the building exterior and parking lots;
- entrances;
- large gathering areas within the school (e.g., cafeterias, auditoriums);
- hallways, stairways, and elevators;
- washrooms;
- classrooms, the main office, and staff rooms; and
- service and mechanical rooms and spaces.

When prioritizing areas to be searched, consideration should be given to accessibility by a potential suspect, evacuation routes, evacuation locations, command posts, and staging areas for emergency services personnel. Local police services will be able to provide assistance with prioritizing the areas to be visually inspected.

School plans should identify a process for documenting areas that have been inspected.

Rationale

Having established plans for inspection and designated staff to conduct safe, visual scans helps ensure that scans are conducted in a timely, systematic, and thorough manner.

Procedures Following the Location of a Suspicious Device/ Package

Every school plan must include procedures regarding actions to be taken if an explosive device or a suspicious device/package is located any time before emergency service responders arrive on the scene.

Effective Practices

When a suspicious package/device is located, appropriate procedures include the following:

- isolation/containment of the device/package, ensuring that it is not touched;
- immediate communication of the discovery to the principal and to police and the fire department; and
- immediate re-evaluation of any evacuation decisions in light of the discovery.

Regardless of whether the package/device has been delivered to the school or located during a visual scan or under other circumstances, it is imperative that the object is not touched or moved and that it is immediately contained. This direction applies even if the package had already been moved prior to being deemed suspicious.

The school principal should be notified immediately of the discovery of a suspicious package/device and of any action taken to that point.

Police should be notified or updated when confirmation is received regarding the precise location of the package/device. Once the police have been notified, fire department and EMS personnel should be contacted so that they will be nearby or on the scene in stand-by mode.

The school principal will work with emergency services personnel, which may include first responders, investigators, and bomb technicians, to evaluate the need to relocate evacuees and/or command posts.

Legitimate property may have been left behind in an evacuated area, so attempts should be made to establish ownership of any suspicious device/ package. This should be done by making inquiries, not by handling the package/device.

Rationale

Ensuring that staff and students are acutely aware that suspicious devices/ packages must not be moved limits the possibility of an explosives incident. Containing and reporting a suspicious package/device, and immediately re-evaluating evacuation, notification, and search decisions, depending on the information received, reduces the risk of harm to staff and students.

Evacuation Procedures

Every school plan must detail procedures to facilitate a safe and effective partial or full evacuation of the facility. Plans should also detail the process to end any partial or full evacuation.

Although bomb threat drills and fire drills will involve evacuation plans that are similar in many ways, the two plans should be treated and practised separately.

The decision to direct an evacuation should be made only after careful consideration of the risks. Because the most likely location for a bomb is in a common area, evacuation through common areas can increase risk.

Effective Practices

The notification process for both a partial and a full evacuation of each facility is to be included in each school plan. Staff should be aware of who is authorized to order evacuation of and re-entry to the facility. The notice to evacuate must be unambiguous, and the evacuation location(s) must be clearly understood. Fire alarms should not be used to signal an evacuation in response to a bomb threat, as this may cause confusion regarding the nature of the emergency. When announcing an evacuation, it is advisable to use clear, concise language rather than codes. Evacuations should be conducted in a quiet and systematic way, giving consideration to the threat location and students and staff most at risk.

Staff and students should be directed to quietly leave the location, proceed in a calm and orderly manner, and assemble in the designated evacuation location(s). Evacuees should be directed not to return to their lockers but to bring with them any personal belongings (e.g., bags, lunches, laptops) that are in the immediate area, if it is safe to do so. Removing these articles will assist the police with any subsequent search of the area, by decreasing the number of suspicious packages/devices.

Plans should address practices for ensuring that evacuation routes and alternate routes are clear from obstructions. Designated stairwells that are identified in the school plan should be used. Provisions should be in place to assist with the evacuation of physically challenged staff and students. Because of the risk of power failure, elevators should never be used for evacuation. If, however, stand-by power is provided to an elevator, consideration should be given to using that elevator for the evacuation of physically challenged staff and students.

Evacuation routes and locations should be inspected prior to, or immediately upon, the arrival of evacuees to ensure that a secondary explosive device has not been placed in these areas. At the evacuation location, attendance should be taken and all students and staff accounted for. The command post is to be notified when the evacuation is complete. Students and staff should be directed to remain in the evacuation location and to refrain from the use of electronic communication devices.

Plans should include provisions for the care, control, and well-being of evacuated persons. The use of school buses should be considered to shelter staff and students during inclement weather.

Rationale

Clear and concise evacuation plans that are understood by staff and students help to ensure the safety of those being evacuated. Lack of planning may lead to panic and increase the potential risk to personal safety during an unorganized evacuation.

Re-entry Procedures

Each school plan must include procedures for ending evacuations and ensuring safe re-entry into the school. Plans should clearly indicate that the decision to end a partial or full evacuation shall be made by the school principal in consultation with the on-scene police incident commander.

Effective Practices

Plans should include procedures for announcing the end of a partial or full evacuation. Such procedures may vary by facility and depending on whether evacuees are at off-site locations. Plans may include a general announcement via the public address (PA) system by a designated authority, or may include a room-to-room visit from police and/or the principal, with some sort of identification process, so that evacuees know that whoever is giving them the all-clear is authorized to do so.

Rationale

There is a need to bring the same level of authority to ending a partial or full evacuation as to initiating one.

Procedures Following an Explosives Incident

Every plan must include procedures for dealing with an explosives incident that occurs within a school building or in the school yard. Explosives incidents may occur without warning or after a bomb threat has been received. Explosives incidents do not always require a full evacuation of the school. Under certain circumstances, and if it is determined that there is no fire, a partial evacuation of the building may be appropriate.

Plans for responding to an explosives incident should address the following:

- criteria for full or partial evacuation;
- considerations related to the provision of emergency care; • considerations related to the notification of emergency services; and
- containment of the explosion scene.

Effective Practices

When an explosives incident occurs, the school principal should be notified immediately and informed of any action taken. Personnel designated in the plan should report to the command post location in order to carry out their duties, many of which will be taking place simultaneously.

The following items are considerations to be addressed as part of the response to an explosives incident and in plan development.

Evacuation Considerations

The area around the explosion scene should be immediately evacuated, and evacuees should be directed to a designated evacuation location.

Emergency first aid should be provided to any persons injured in the explosives incident.

Information regarding injuries should be communicated to the command post. Attendance should be taken and a list of any missing staff or students should be communicated to the command post.

As the situation dictates, it should be determined whether an evacuation of the entire site is necessary, or whether a partial evacuation of the area around the explosives incident will suffice. A fire resulting from the incident can make staying in the building unsafe, so partial evacuation should be considered only if it is certain that no fire has started. The school principal shall work with emergency services personnel to evaluate the need to relocate evacuees and/or command posts.

As staff and students are evacuating, they should continue to follow proper evacuation procedures. They should be asked to keep their eyes open for unusual packages, and, where possible, staff who are designated to conduct visual scans should visually inspect the areas that are being evacuated and areas along the evacuation route. If a suspicious package/device is noticed, it should be reported to emergency responders immediately on arrival at the evacuation location.

Emergency Services Notification

The fire department, emergency medical services (EMS), and police should be called immediately. An explosives incident can often result in the spread of fire and smoke.

Containment of the Explosion Scene

Once the area has been evacuated, staff and students should not re-enter an explosion scene. Not only may additional packages/devices be present, but the area will be subject to a substantial crime scene investigation and therefore should not be disturbed.

Communications

Having primary and secondary communication systems allows for accurate transmission of information between officials, staff, students, and emergency services personnel.

Effective Practices

Plans should specify designated primary and secondary communication systems, with provisions for internal communication with staff and students and external communication with emergency services personnel. The external communication plan should have provisions for communication with parents/other stakeholders during extended incidents and after incidents.

In most cases, intercoms and telephones will be used as primary communication systems. Radios and walkie-talkies are *not* recommended as secondary systems, given that radio signals may detonate sensitive explosive devices. Runners, loud hailer, or other methods should be used for secondary communication systems. Local police services should be consulted regarding the use of cell phones, and staff and students should be educated about how such devices can be used in the event of an incident.

The protocol should emphasize the importance of reminding all responders of the danger of using radio communication in a bomb threat situation.

Rationale

Accurate and timely transmission of pertinent information is imperative for making informed decisions during an incident and for ensuring the safety of all persons during evacuations or an emergency response.

Child Care and Other Facility Occupants

Many schools have licensed child care centres and/or other tenants and community groups using school premises, sometimes outside regular school hours. These organizations or individuals must be taken into consideration when planning and when conducting training and drills, and they must be informed of the need to follow school board procedures.

Effective Practices

It is important that principals make best efforts to ensure that the appropriate staff from organizations who share school facilities are included in the development and implementation of procedures, and that these organizations participate, whenever possible, in relevant aspects of planning, training, and drills.

Rationale

Due to proximity issues, the need to be prepared is as important for other occupants as it is for staff and students of schools. During planning, consideration should be given to after-school programs, night school, sports programs, and so on.

Outside of School Buildings

Procedures must address the notification of, and the actions to be taken by, staff and students who are outside the school building(s) when a bomb threat is received, a suspicious device/package is located, or an explosives incident occurs. Staff and students need to be aware of where they should go in the event of such an incident.

Effective Practices

Staff and students who are outside the school buildings should never re-enter the school unless they are in close proximity to an identified threat location and have been directed to do so.

Although notification of those who are outside the school building(s) is important, the use of an exterior PA system may not be the best option, as it may cause panic and/or bring unnecessary attention from members of the community. The use of a personal messenger to identify the off-site evacuation location(s) is recommended. Once at the location, staff and students shall remain at that location, or be directed away from the threat, until further advised by the principal or police. Plans should include the taking of attendance at the off-site evacuation location(s).

Training

Plans should address initial and ongoing training of all staff as well as students and, where possible, visitors to the school.

Mandatory Requirement (Ministry of Education)

Each board must ensure that its staff, students, and other stakeholders are aware of their obligations/responsibilities within the individual school plans.

Effective Practices

Orientation for new staff should include mandatory training in bomb threat responses. Schools should establish a method to conduct bomb threat review training for all staff during each school year. Such training should be conducted as early in the school year as possible.

Schools should consider holding assemblies to train secondary students on bomb threat procedures as well as explosives incident procedures, and related evacuation plans. Due to the young age of some elementary students, it is suggested that classroom teachers be responsible for training students at the elementary level. Any training provided to students with special education needs should be consistent with the expectations and accommodations outlined in their Individual Education Plans.

In many situations, it may be impractical to try to provide training to school visitors. In other cases, however, when the visitor is in the school over an extended period, as in the case of a service provider, it

is necessary to inform the visitor of the school's bomb threat procedures and explosives incident evacuation procedures.

Where possible, it is advantageous to have police partners present to assist with the training of staff and students. Fire department and EMS personnel should also be invited to training sessions.

Rationale

People can be expected to respond properly under stressful and emergent circumstances when properly trained.

Drills

Fire drills have long been accepted as an important and effective tool in preparing staff and students for procedures to be followed in the event a fire breaks out in a school. As with fire drills, drills and education related to evacuation following a bomb threat or explosives incident can help maintain order in the event of an incident. Such drills can be held as part of a school's emergency evacuation drills.

Effective Practices

School personnel should work cooperatively with police partners on drills. The principal is responsible for setting the date of drills and overseeing the drill, with police support/assistance. Schools should consider including fire department and EMS personnel during drills, so they become familiar with the school's bomb threat procedures. Staff, students, child care workers, and community partners or other visitors who may be in the school should be given some warning of an impending drill. When developing plans, consideration should be given as to whether or not to notify parents in advance. Plans should include procedures for alerting neighbouring schools of drills, especially if fire and EMS personnel have been invited to participate.

A short debriefing should be held after all drills to identify areas for improvement. Many boards have established a tracking system to record drill dates.

Rationale

When emergency plans are practised regularly through drills, staff and students are aware of how to respond properly in a potential emergency, and their safety is enhanced.

Media

Plans shall include provisions for dealing with media in the event of an incident.

Effective Practices

Police are responsible for addressing media with respect to any criminal incident and the police response to the incident. Principals/board personnel are responsible for dealing with media on issues pertaining to staff and student safety. It is strongly advised that media personnel from the police department, school boards, the fire department, and EMS share press releases prior to their release to the media, so that all officials are aware of what the other agencies are saying. A spirit of cooperation is highly recommended, and school officials, police, and other services are encouraged to work closely with each other on media issues.

Rationale

Coordinated and consistent messaging from all partners is essential in maintaining public confidence.

Communication with Parents/Guardians and the Community

Communication with parents, guardians, and the community in general is important so as to ensure a good understanding of bomb threat and explosives incident procedures, without instilling fear.

Effective Practices

Consider sending a newsletter to each home at the beginning of the school year to inform parents of bomb threat and explosives incident procedures and to encourage parents to reinforce with their children the importance of understanding the procedures and following staff direction.

Parents need to be informed of where they should proceed in the event of an actual incident. Given the dynamic, complex, and fluid nature of these incidents, communication with parents around the importance of procedures is vital. Information for parents may be presented in newsletters, on school or board websites, or at an evening session on bomb threat plans. Parents should be informed of what is expected should they arrive at school during a drill, or if they are present within the school when an evacuation is called.

In all incidents resulting in an evacuation that was not a drill, it is recommended that a communication to parents be sent home with each student at the conclusion of the school day or as soon as possible thereafter.

Parents should be encouraged to ensure that their contact information is kept up to date so they can easily be reached by staff in the event of an emergency.

Rationale

Parents need to know that plans are in place to respond to bomb threats and explosives incidents. Good communication is required to eliminate fears and concerns. Parents play a key role in ensuring students' cooperation and participation in drills.

School Recovery Following an Incident

Plans should include provisions related to recovery after an incident involving a bomb threat, a suspicious package/device, and an explosion.

Effective Practices

Recovery procedures will differ significantly, depending on the nature of the incident. A debriefing should occur in some situations following the receipt of a bomb threat or following the location of a suspicious device/ package. A debriefing should always take place following an explosives incident. The nature and severity of the incident will dictate who should be included in the debriefing.

When a bomb threat or a suspicious package/device is found to be a hoax, controlled communication, including communication relating to any debriefing conducted to evaluate actions, is important so that further incidents are not encouraged.

In serious situations following the location of a suspicious package/device or an explosives incident, the board's trauma response plan will normally be initiated. In all cases, communication with students and parents is vital.

Plan Review

Each school plan, as well as the board plan, shall be thoroughly reviewed annually.

Effective Practices

A page should be included within the plan that allows for documentation of when the plan was reviewed and who reviewed it, along with a signature area. Where boards develop a web-based application to record when drills have been completed, a separate page could be created to allow for the recording on the website of the date each year when the plan was reviewed.

Appendix C

Major Incident

School Notification Procedures

Communication & Notification

Major Incident Communication - Notification



THUNDER BAY POLICE SERVICE

Thunder Bay Area Schools

The Thunder Bay Police Service responds to significant threats that effect public safety within the City of Thunder Bay and the Municipality of Oliver Paipooonge. These threats to safety can occur on or near school property.

Threats:

A threat to safety can take the form of, but is not limited to:

- Act of violence
- Dangerous person
- Threat to property

Emergencies:

The City of Thunder Bay has an Emergency Plan in place to deal with disasters. The City of Thunder Bay's Emergency Plan addresses the chain of command and the flow of critical information.

The Major Incident Communications Policy is separate from what is deemed to be an Emergency as referred to in the City of Thunder Bay Emergency Plan.

Threat to safety involving schools:

The Thunder Bay Police Service is responsible for determining the immediate public safety assessment regarding incidents which occur outside of school property.

Notification & Communications

School Initiated Response to a Threat:

When a school principal initiates a threat response regarding a immediate internal incident as defined in the Joint School Safety Policy, the Principal (or their designate) of the school is responsible for the notification of all relevant groups according to the Board's notification process.

Police Initiated Response to a Threat:

If the Thunder Bay Police Service determines that an external threat could affect the safety of a nearby school(s), the Principal(s) of the school(s) will be contacted by the Officer in Charge (OIC) of the Thunder Bay Police Service. The Principal will be given information as to the potential threat that may exist to students and staff.

The Officer in Charge (OIC) of the Thunder Bay Police Service will contact the following School Board Communication Officers or designates to advise them of the nature and scope of the known threat.

Thunder Bay Area Schools - CONTACT INFORMATION



Lakehead District School Board

Communication Officer
625-5214 (office)

Office of the Director of Education
625-5131 (office)

Thunder Bay Catholic District School Board

Communication Officer
625-1587 (office)

Office of the Director of Education
625-1567 (office)

French Catholic School Board

Conseil Scolaire de District Catholique des Aurores Boreales

Communication Officer
344-2266 (office)

Office of the Director of Education
343-4050 (office)

Thunder Bay Christian School

School
939-1209 (office)

Northern Nishnawbe Education Council

Dennis Franklin Cromarty High School
623-8914 (office)

Matawa First Nations

Matawa Education & Care Centre
768-3300 (office)



ONTARIO PROVINCIAL POLICE

Thunder Bay Area Schools

The Ontario Provincial Police responds to significant threats that effect public safety at Mackenzie public School, Gorham and Ware Public School and Whitefish Valley Public School. These threats to safety can occur on or near school property.

Threats:

A threat to safety can take the form of, but is not limited to:

- Act of violence
- Dangerous person
- Threat to property

Emergencies:

Mackenzie Public School is located within the Municipality of Shuniah. The Municipality of Shuniah has an Emergency Plan in place to deal with disasters. The Municipality of Shuniah Emergency Plan addresses the chain of command and the flow of critical information.

Whitefish Valley School is located within the Organized Township of Gillies. The Township of Gillies has an Emergency Plan in place to deal with disasters. The Township of Gillies Emergency Plan addresses the Chain of Command and the flow of critical information

Gorham and Ware Public School is located in the Unorganized Township of Gorham. The Lakehead Public School Board will ensure they Communicate with the lead Agency involved in the disaster to address chain of command and the flow of critical information

Threat to safety involving schools:

The Ontario Provincial Police is responsible for determining the immediate public safety assessment regarding incidents which occur outside of school property.

Notification & Communications

School Initiated Response to a Threat:

When a school principal initiates a threat response regarding a immediate internal incident as defined in the Joint School Safety Policy, the Principal (or their designate) of the school is responsible for the notification of all relevant groups according to the Board's notification process.

Police Initiated Response to a Threat:

If the Ontario Provincial Police determines that an external threat could affect the safety of a nearby school(s), the Principal(s) of the school(s) will be contacted by the Ontario Provincial Police. The Principle will be given information as to the potential threat that may exist to students and staff.

The Detachment Commander or Officer in charge, Thunder Bay OPP detachment or the Sgt in Charge of the Provincial Communications Center, Thunder Bay will contact the following School Board Communication Officers or designates to advise them of the nature and scope of the known threat.

Thunder Bay Area Schools - CONTACT INFORMATION

Lakehead District School Board

Communication Officer
625-5214(office)

Office of the Director of Education
625-5131 (office)



Appendix D

Glossary of Terms

Glossary of Terms

The purpose of this glossary is to explain some of the terms that are used in the present document or that may be used in local protocols. The definitions provided here relate only to usages in the context of this document and cannot be attributed to usages in any other document. Although some of the definitions are based on language used in the Criminal Code of Canada, they are not to be taken as the official legal definitions set out in the Code. For the actual legal definitions, please refer to the Code itself. These definitions have been developed with input from the Ministry of Education and the Ministry of Community Safety and Correctional Services, along with their partners.

barricading. Creating a further barrier to a classroom or office that would obstruct the entry of an intruder, should the locked door be compromised. Barricading can be done by a number of means, including but not limited to adding a secondary locking mechanism or blocking the doorway with a large moveable object or with multiple smaller moveable objects. The barricade should be capable of being removed to allow exit from the room once the lockdown incident has been resolved.

bullying. Typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

child. A child means a person who is, or in the absence of evidence to the contrary, appears to be less than 12 years old. YCJA

criminal harassment. Criminal harassment occurs when: (1) a person repeatedly follows an individual from place to place or repeatedly communicates, directly or indirectly, by any means (including electronic means), with an individual, or watches the home or place of work of an individual, or engages in threatening conduct directed at a person or a member of that person's family; and (2) the victim of the criminal harassment is caused to reasonably, in the circumstances, fear for his or her safety.

exigent circumstances. Urgent, pressing, and/or emergency circumstances. Exigent circumstances usually exist when immediate action is required for the safety of the police or others. Such circumstances may include a bomb threat, a person possessing or using a weapon, or a fire on school property.

expulsion. The removal of a student from his or her school or from all schools of the board. Students expelled only from their school are assigned to another school of the board. Students expelled from all schools of the board must be offered a program for expelled students. Activities for which expulsion must be considered are found in section 310(1) of the Education Act. An example is using a weapon to cause or to threaten bodily harm.

extortion. The use of threats, intimidation, or violence towards a person to obtain something of value from that person or someone else, or to cause that person or someone else to do something.

extra-judicial measures. Measures used by police to hold a young person accountable for his or her alleged criminal behaviour, in a timely manner, outside the formal youth justice system. The formal system would include charging the individual and going through the court process. Extra-judicial measures hold a youth accountable for his or her actions and provide sanctions outside of judicial proceedings. Some examples of sanctions include substance abuse counselling, volunteer work, repair of or compensation for damaged or stolen property, and a letter of apology.

gang-related occurrences. Incidents involving a group, consisting of three or more persons, however organized, having as one of its main purposes the commission or facilitation of a criminal offence in which any or all of the members engage.

hate- and/or bias-motivated occurrences. Incidents (e.g., involving statements, words, gestures) motivated by hatred or bias towards an identifiable group (i.e., a group distinguished by colour, race, religion, gender, sexual orientation, or ethnic origin) that are publicly communicated and that are willfully intended to promote or incite bias or hatred against such a group.

lockdown. A procedure used in response to a major incident or threat of violence within the school, or in relation to the school.

mitigating and other factors. Circumstances that must be considered by the board and school administrators in situations involving suspension and/or expulsion of a student, as required by the Education Act and as set out in Ontario Regulation 472/07 (quoted below):

2. For the purposes of subsections 306 (2), 306 (4), 310 (3), 311.1 (4) and clauses 311.3 (7) (b) and 311.4 (2) (b) of the Act, the following mitigating factors shall be taken into account:

1. The pupil does not have the ability to control his or her behaviour.
2. The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.
3. The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person ...

Other factors

3. For the purposes of subsections 306 (2), 306 (4), 310 (3), 311.1 (4) and clauses 311.3 (7) (b) and 311.4 (2) (b) of the Act, the following other factors shall be taken into account if they would mitigate the seriousness of the activity for which the pupil may be or is being suspended or expelled:

1. The pupil's history.
2. Whether a progressive discipline approach has been used with the pupil.
3. Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
4. How the suspension or expulsion would affect the pupil's ongoing education.
5. The age of the pupil.
6. In the case of a pupil for whom an individual education plan has been developed,
 - i. whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,
 - ii. whether appropriate individualized accommodation has been provided, and
 - iii. whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

negative impact on school climate. A possible result of inappropriate activities or behaviours, whether those activities/behaviours occur inside or outside the school. Actions or behaviours that occur outside school may still have a negative impact on school climate. For example, cyber bullying often occurs outside school, but if it targets individual students and causes them to be afraid to come to school, it is having a negative impact on school climate.

non-consensual sharing of intimate images. Knowingly publishing, distributing, transmitting, selling, making available, or advertising an intimate image of another person while knowing that the person depicted in the image did not give their consent, or being reckless as to whether the person gave their consent. The term "intimate image" refers to a visual recording such as a photograph, film, or video recording of a person in which the person is nude or engaged in explicit sexual activity and which was created in circumstances that gave rise to a reasonable expectation of privacy.

parent/legal guardian. A person legally entrusted with the care of, and managing the property and rights of, another person, usually a child/youth who is under the age of 18. For the purposes of Part XIII of the Education Act, students who are 18 years of age or older, and students who are 16 or 17 years of age but have withdrawn from parental control, are considered to be adults.

police. For the purpose of this protocol, means the Ontario Provincial Police and/or the Thunder Bay Police Services.

possession of drugs. Having a controlled substance (e.g., a drug or narcotic, as set out in the Controlled Drugs and Substances Act) in one's personal possession or possessing it jointly with others, including knowingly possessing an illegal drug elsewhere.

principal. Means a teacher appointed by a board to perform in respect of a school the duties of a principal under the Education Act and its regulations. For the purpose of this protocol also includes a person designated by the principal.

relationship-based violence. Any behaviour or action that is used to scare, harm, threaten, control, intimidate, or injure another person within a past or present intimate relationship. The behaviour or action can be physical, sexual, or emotional, and it may comprise a single act of violence, regardless of the level of physical injury, or a number of acts forming a pattern of abuse through the use of assaultive and controlling behaviour.

robbery. The use of violence or threats of violence to steal money or other property from a victim.

school board. Means a district school board or a school authority, and for the purpose of this protocol means the Conseil Scolaire de District Catholique des Aurora Boréales, Thunder Bay Christian School, Dennis Franklin Cromarty High School, Thunder Bay Catholic District School Board, Lakehead District School Board and/or Matawa Education & Care Centre.

sexual assault. Any type of unwanted sexual act done by one person to another that violates the sexual integrity of the victim. The term refers to a range of behaviours that involve the use of force or control over the victim. In some cases, no overt physical force is used instead, the victim may be threatened with words or pressured into doing something he or she doesn't want to do.

S.P.E.A.R. Is an acronym for the School Police Emergency Action Response plan, a program designed to assist with crucial decision making during a major incident at a school. Refer to Lockdown Procedures for Elementary and Secondary Schools.

suspension. The removal of a student from his or her school and all school-related activities for a minimum of one school day to a maximum of twenty school days. Activities for which suspension must be considered are found in subsection 306(1) of the Education Act. An example is possessing alcohol or illegal drugs.

Suspicious Incident. an incident in which any student, staff or parent/caregiver feels he/she has observed a person or group of people or vehicle that is deemed to be acting in a suspicious manner, while at school or on the way to and from school. For example, motioning to, watching, following or calling to the observer.

threats. Any statement, act, or communication, by any means, including electronic means, of an intent to cause harm, whether physical or emotional, to any person or thing, in circumstances where the person threatened believes or has grounds to believe the threat may be carried out.

trafficking. Assisting in any manner with the distributing of a controlled drug or substance, as set out in the Controlled Drugs and Substances Act, or with the distributing of weapons.

weapon. Any article designed as a weapon or used or intended to be used for the purpose of threatening, intimidating, or injuring a person. All firearms, including replica firearms and imitation firearms, are always considered weapons.

Young person. Means a person who is or, in the absence of evidence to the contrary, appears to be 12 years old or older, but less than 18 years old. YCJA

Appendix E

Resources & References

Referenced Legislation

The Canadian Charter of Rights and Freedoms – <http://laws-lois.justice.gc.ca/eng/charter/>

The Criminal Code of Canada – section 487.1.1 of the *Criminal Code*

The Youth Criminal Justice Act (YCJA) – Refer to Part 6 (ss.110 to 129) of the YCJA, “Publication, Records and Information”)

The Education Act – *Education Act*, R.S.O. 1990

The Police Services Act

The Ontario Human Rights Code – http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90h19_e.htm

Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) – (Office of the Information and Privacy Commissioner’s Guide to Ontario Legislation Covering the Release of Students’ Personal Information or MFIPPA Subsection 32)

Freedom of Information and protection of Privacy Act-RSO. 1990

Controlled Drug and Substances Act-S.C. 1996

Accessibility for Ontarians with Disabilities Act-SO.2005

The Child and Family Services Act (CFSA) – CFSA subsection 72