



PROCEDURE

Administered By: **Learning Support Services**

Amendment Date(s): _____

Most Recent EIE Review Date:

~~Title:~~ **RESPONSE
PLAN – INCIDENTS
REQUIRING HOLD AND
SECURE OR
LOCKDOWN**
Procedure
Number:

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Learning Support Services – Safe Schools

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~~Reference(s):~~

• ~~Resources:~~ **Safe
Schools Policy**

- *The Education Act, RSO 1990, c E.2*
- Provincial Model for a Local Police/School Board Protocol 2015
- Ministry of Education: Guidelines for Developing and Maintaining Lockdown Procedures
- Occupational Health and Safety Act (Section 32) Violence in the Workplace
- Occupational Health and Safety Act (Section 52) Timeline for Reporting Injury

~~Administered By:~~ **Learning Support Services**

~~Amendment Date(s):~~

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- TVDSB Emergency Procedures Procedure (4001)
- TVDSB Creating Safe and Caring Schools Policy (4008)
- TVDSB Communications Procedures for Handling Situations/Incidents of Crisis/Controversy Independent Procedure (9008)

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1.0 Preamble

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Section 1: Intent, Definitions, Objectives and Roles and Responsibilities

1. Intent

This procedure ~~has been established in consultation with police services to assist school and building administrators within the TVDSB~~ fulfills the policy objectives of TVDSB Creating Safe and Caring Schools Policy (4008) by assisting School Administrators with the development of their ~~response to serious threats of violence to the personal safety of students and/or staff.~~

~~2.0~~ **Definitions**

~~The following terminology will be used when responding to incidents requiring hold and secure or lockdown:~~

~~1.~~ **Hold and Secure**

~~Hold and secure is a response to a threat in the general vicinity of a school, but not on school property. This could be a police pursuit, a crime in progress, or an active search by local police for a known dangerous offender. Staff, students and visitors are considered to be safe inside the school.~~

~~2.~~ **Lockdown**

~~2.1.1.1. A lockdown is a response to an emergency situation which requires students and staff members to be isolated from danger by having everyone remain inside the building. A lockdown is used in a serious emergency situation where the threat is inside, on school property or very near school property. A lockdown requires that all students be kept in classrooms, or other designated locations that are away from the threat. A lockdown minimizes access and visibility in an effort to shelter students, teachers, staff, and visitors in secure locations. Staff members within the school (includes custodians, teachers, administrative team and other support staff) are responsible for students and endeavour~~ Emergency and Crisis Response Plan ~~to ensure that no one leaves the designated area~~ the safety of all persons within TVDSB School Buildings or on TVDSB Property.

**** Shelter in Place**

~~1.2. Note: Shelter in place is governed~~ This procedure conforms with and was written using the Provincial Model for a Local Police/School Board Protocol 2015 issued by a separate set the Ministry ~~of protocols as part~~ Education.

2. Definitions

1. Due to the number of key terms throughout this procedure, all definitions are in Appendix C.
- 2.1. Throughout this document, all defined terms will be capitalized to indicate they have a procedure-specific definition.

3. Objective of the Procedure

- 3.1. This procedure outlines the minimum expectations of TVDSB School Administrators when a building cannot be evacuated safely, and the Emergency and Crisis Response ~~Procedure and is used~~ Plan must be activated.

The Emergency and Crisis Response Plan will have four unique responses, and generally, only one will be activated during ~~hazardous environmental situations when it is safer to remain inside (e.g. a gas leak in the neighbourhood).~~

~~3.0~~ **Roles and Responsibilities**

- 3.2. ~~All staff has a duty to report any~~ an incident:

3.2.1. Clear the Halls;

3.2.2. Hold and Secure;

3.2.3. Lockdown or

3.2.4. Shelter in Place.

- 3.3. TVDSB's Bomb Threat Emergency and Crisis Response Plan Procedure is attached as Appendix A to this procedure and included in the TVDSB Emergency Procedures Procedure (4001a) to ensure compliance with the Provincial Model for a Local Police/School Board Protocol.

4. Roles and Responsibilities

- ~~2.2.4.1.~~ All TVDSB staff, volunteers, students, parents, and caregivers, and other building occupants are responsible for reporting any information ~~which~~ or incident that may ~~pose a serious threat to the personal~~ seriously threaten the safety of ~~staff and/or students~~ building occupants to School Administration.

~~3.1 — Principal / Building Manager~~

4.2. The Local Police Services are responsible for:

4.2.1. Assuming the primary responsibility of this individual is the necessary to ensure school safety during the activation of a Lockdown or Bomb Threat Emergency and Crisis Response Plan.

4.2.2. Speaking with the media regarding any question related to bomb threats or locked-down schools.

~~2.3.~~4.3. The School Administrator is responsible for the safety of all building occupants, including visitors. ~~In order~~ To achieve this primary responsibility, this individual shall ensure that the following actions are carried out:

4.3.1. The principal / building administrator is responsible for overall development, final content and ongoing review of the response plans. In developing response plans, this individual shall establish Emergency and Crisis Response Plan;

~~2.3.1.~~4.3.2. Establishing an Emergency Response Team (ERT) consisting of the ~~principal / building~~ School Administrator, clerical support staff and custodian. ~~The principal / building administrator will ensure that the response plans are reviewed and updated annually.~~

- ~~• The principal / building administrator shall communicate the response plan and provide training to all staff and students on their role and responsibility within the plan. The principal / building administrator shall establish a method for communicating the response plan to all casual, temporary and occasional staff as well as volunteers. In addition, the essential elements of the plan must be communicated to parents/guardians.~~

~~2.4.—~~

4.3.3. The principal/building administrator shall ensure that two lockdown- Communicating the Emergency and Crisis Response Plan and training all staff, students, parents and caregivers on their roles and responsibilities within the plan;

~~2.4.1.~~4.3.4. Ensuring training drills, including debriefings, are held each school year. ~~These drills must be followed by debriefings.~~ with all Building

Occupants:

~~2.5.~~
~~4.3.5.~~ ~~The principal/building administrator is to provide full cooperation to~~ Ensuring
that all Building Occupants can collaborate in developing the Emergency
and ~~take~~ Crisis Response Plan;

~~2.5.1.~~ ~~4.3.6.~~ Cooperating with and taking direction from the Police. ~~In an actual~~
~~event (not a drill), the police are responsible for management of the threat.~~
or Fire Services during a Hold and Secure, Lockdown, or Bomb Threat
Building Response;

~~2.6.~~
~~2.6.1.~~ ~~4.3.7.~~ ~~The principal/building administrator will review~~ Reviewing the
response plan with the building Superintendent annually, during school
~~superintendent on an annual basis.~~ visits and

~~2.6.2.~~ ~~4.3.8.~~ The ~~principal/building~~ School Administrator is responsible for
ensuring that all necessary reports ~~/~~ and forms related to the incident
requiring activation of an Emergency and Crisis Response Plan are
completed and submitted.

~~3.2~~ **Vice Principal**

~~2.7.4.4.~~ ~~The vice principal will~~ principals or the Teacher-in-Charge can carry out the
duties of the principal when delegated to do so.

~~4.4.1.~~ ~~3.3~~ ~~—~~ If the principal is unreachable, a school vice principal or Teacher-in-
Charge will automatically assume the responsibilities of the School
Administrator.

4.4.1.1. If a school has multiple vice principals, the Emergency and Crisis
Response Plan will specify the order in which the vice principals will
assume the role of School Administrator.

Clerical Support Staff

~~2.8.4.5.~~ As who are part of the Emergency Response Team, ~~clerical support staff is~~
~~primarily~~ may be responsible for ~~the set~~ setting up and ~~operation of the school~~

~~communication centre~~ operating the Command Post, as outlined in the Emergency and Crisis Response Plan or when directed by the School Administrator.

~~3.4~~ **Custodial Staff**

~~2.9.4.6. As~~ who are part of the Emergency Response Team, ~~custodial staff is~~ primarily ~~may be~~ responsible ~~to contact~~ for contacting the ~~communication-~~ centre Command Post and requesting direction, as outlined in the Emergency and Crisis Response Plan. If requested, custodial staff ~~is required to~~ will provide expertise and knowledge of the building, conduct visual scans, and lock doors.

~~3.5~~ — School Staff

~~2.10.4.7.~~ ~~School staff is~~ are responsible ~~to assist~~for assisting in ~~the student~~ training ~~of students~~ and ~~participate~~participating in drills to help ensure the safety and well-being of students. ~~an event~~ a Building Response occur.

~~2.10.1.4.7.1.~~ During an event, school staff ~~remains~~remain with students and, when directed, assist in ~~relocation~~relocating them to safe areas of the building or school grounds. Once in these areas, school staff will continue to provide supervision and take direction from the ~~principal~~School Administrator or Police Services. In a Hold and Secure, if it is safe to do so, school staff shall provide relevant information to the ~~communications centre~~Command Post.

~~2.11.4.8.~~ ~~3.6~~ — **Students** are responsible for:

~~4.8.1.~~ ~~Students have a responsibility to participate~~Participating in ~~the~~ training, ~~be~~

~~4.8.2.~~ Being familiar with the plan and ~~respond~~

~~2.11.1.4.8.3.~~ Responding quickly to the direction of TVDSB staff, Police or Fire Services during a ~~crisis situation. Any student with information or prior knowledge of an individual or a potential situation which may result in a violent incident must come forward with that information as soon as possible~~Building Response.

~~3.7~~ — Parents/Guardians

~~4.9.~~ ~~Parents/guardians have a responsibility to~~ and caregivers must be familiar with the plan. ~~They should~~ and reinforce the roles and responsibilities of students ~~concerning what to do in a crisis~~ with their children.

~~4.9.1.~~ Additionally, parents and caregivers should ensure the area directly around the school is free of obstruction by not attempting to pick up their child from school during a Building Response. When it is safe to pick up your child, TVDSB staff will contact parents and caregivers directly.

4.10. **TVDSB Communications & Public Relations** is responsible for coordinating the release of official information and speaking with the media when a Building Response has occurred, in accordance with the TVDSB Communications Procedures for Handling Situations/Incidents of Crisis/Controversy Procedure (9008).

4.10.1. School Administrators are only permitted to communicate directly with their school communities to support and improve the current situation.

Section 2: Making an Emergency and Crisis Response Plan

1. Guidance on Determining the Type of Emergency and Crisis Response Plan to

Activate

- 1.1. When an ongoing incident occurs at a TVDSB school and a Building Response is required to ensure the safety of the building occupants, a specific response may be required.
- 1.2. Each incident will be unique, and the decision to activate a specific response within the Emergency and Crisis Response Plan will depend on the type of threat.
- 1.3. Generally speaking, all incidents will require one of the following responses:
 - 1.3.1. “Lockdown” should only be used when there is a major incident or threat of school violence within or in relation to the school;
 - ~~2.11.2.~~ 1.3.2. “Hold and Secure” should only be used to secure the school due to an ongoing situation outside that is not related to the school. In this situation,~~Any parent with information or prior knowledge of an individual or a potential,~~ the school continues to function normally, with the exterior doors locked until the situation ~~which may result in a violent incident should come forward with that information as soon as possible.~~ near the school is resolved;

~~4.0—Elements of the Response Plan~~

- ~~1.3.3.~~ Below is the set of procedures for school use regarding “Shelter in Place” should be used for an environmental or weather-related situation where it is necessary to keep all occupants within the school to protect from an external situation at or near the school;
- 1.3.4. “Clear the Halls” should be used to ensure a specific space within the building is clear of all Building Occupants so that the School Administrator, or other designated TVDSB staff can respond to an incident and
- 1.3.5. “Bomb Threat” refers to the threat or discovery of an explosive object within or near a TVDSB school.

2. Overview Information for the Emergency and Crisis Response Plan

2.12.2.1. When developing their Emergency and Crisis Response Plans for incidents requiring “Clear the Halls,” “Hold and Secure” ~~and,~~ “Lockdown” ~~Each school will,~~ and “Shelter in Place,” School Administrators must develop and implement ~~these~~the procedures ~~in light~~below, considering the layout of their ~~school’s unique structure and/or needs~~building and any other conditions that would impact an incident response.

2.13.2.2. As many TVDSB schools have ~~licensed child care centres or~~ other tenants ~~using school premises,~~ it is ~~important~~essential that ~~principals~~School Administrators ensure ~~the~~that appropriate staff members from those organizations are included in ~~the development~~developing, training and ~~implementation~~of implementing these procedures at each ~~school~~Building Site.

~~General elements of the plan:~~

~~4.1 Command Post or Communication Centre~~

2.14.2.3. Each plan will designate a primary Command Post ~~/communications centre.~~ In most locations, this will be the main office area.

~~2.14.1.2.3.1.~~ When the primary command post is inaccessible, an alternate ~~area~~Command Post within the ~~school shall~~building must be identified and used ~~when the primary area is inaccessible.~~

2.3.2. These locations shall be indicated in blue and with a square on the ~~floor~~confidential Floor Plans.

2.3.3. At minimum, one offsite Command Post must be identified in the Emergency and Crisis Response Plan.

2.4. A location outside of the building but still on TVDSB property must be identified as the Rally Point for all individuals not within the building during a Lockdown or evacuation.

2.4.1. Emergency and Crisis Response Plans must include how Building Responses can be activated during a recess, with a specific focus on how building occupants quickly and safely re-enter the building, when needed.

2.5. Offsite evacuation locations must also be determined and included in the

Emergency and Crisis Response Plan.

2.5.1. A backup offsite evacuation location in a non-school building must also be identified.

2.6. School Administrators should not speak with the media regarding a Lockdown without prior approval from TVDSB Communications and Public Relations or their Superintendent.

2.6.1. If a School Administrator believes that communicating with their Building Occupants would benefit the Building Response, they are permitted to do so.

2.7. A process is required to determine which Building Response should be activated (Bomb Threat, Clear the Halls, Lockdown, Hold and Secure, or Shelter-in-Place).

2.8. Section Two Paragraph Six through Section Four of this procedure outline the minimum requirements for an Emergency and Crisis Response Plan. All content throughout these sections must be in the Emergency and Crisis Response Plans that School Administrators develop for their building(s).

~~2.14.2.~~ 2.8.1. School Administrators are encouraged to develop their plans further in accordance with this procedure and TVDSB Creating Safe and Caring Schools Policy (4008).

3. ~~4.2~~ Room /Area Risk Assessments

~~In establishing the facility response plan, each room and area shall be assessed to determine whether it can be locked (with a mechanical locking device) or secured (object in front of door). External areas (e.g. sports fields, parking facilities, playground, portables, storage sheds) of the facility must also be assessed.~~

3.1. The Building Site shall be assessed to determine Safe and High-Risk Areas when establishing the Emergency and Crisis Response Plan.

~~3.1.3.2. Every Building Site is different, and there must be plans must be in place for students Building Occupants in areas that are considered high-risk. Safe areas outside of the facility must also be indicated on the site plans.~~

Based on ~~this~~the assessment, ~~floor/site plans are to be colour coded using:~~

3.3. ~~RED: to~~ Building Floor Plans and External Site Plans must be created and indicate High-Risk and Safe Areas by using the following identifiers:

~~3.1.1.3.3.1. High-risk areas of the school which cannot be locked down or secured safely~~Building Site must be identified by an "X" and red on the Building Floor Plans and

AND

~~GREEN: to indicate safe lockdown areas for staff and students~~

3.3.2. ~~4.3~~ Safe Areas within the building must be identified by a checkmark "✓" and green on the Building Floor Plans.

4. Identification of ~~Facilities, Exterior Doors and Classrooms~~Buildings, Entrances and Exits.

4.1. ~~Facilities,~~All buildings, building entrances, building exits and all rooms within ~~facilities need to be clearly identified the Building Site must have a unique identifier to assist police~~Fire and Police Services in responding to ~~a major incident or threats of violence~~incidents.

~~It is vitally important that police have current, accurate information about the school layout and this information be available in both electronic and hard copy in the event of computer malfunctions.~~

~~4.2. Each building should~~ All buildings on the External Site must be clearly marked on all sides with a building identifier, ~~such as a number. All portables~~ which must be included in the External Site Plan.

~~4.2.1. To identify a building use B#:~~ for example, the 3rd building on a site would be B3.

~~4.2.4.3. All exterior doors of the Building Site~~ shall be clearly marked ~~as well~~ with an identifier, which must be included in the External Site Plan.

~~4.2.1.4.3.1. All~~ To identify a building use ED#: ~~for example, the 10th exterior doors shall~~ door on a site would be ~~clearly marked as per the floor plan~~ ED10.

~~4.4. Key(s) for all internal and external building locks must be maintained in the Building Lockbox.~~

~~4.3.4.5. All rooms within the Building should~~ Site must be clearly marked ~~as per~~ using the room number, which must be included on the Floor Plan.

~~4.4 — Floor Plans and Site Maps~~

~~Accurate floor plans / site maps are key components of lockdown protocols and are important from both a planning and response standpoint.~~

~~4.4.4.6. Floor Plans should be posted throughout the school, in every classroom and 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 each level.~~ and include the following information:

~~Hard copies of floor plans / site maps, and electronic copies, if possible, should be provided to police.~~

~~4.5~~ Initiating a Response

~~4.6.1. The facility response plan must emphasize the importance of taking action~~
~~(hold~~ Room identifiers;

4.6.2. Door identifiers and

4.6.3. Evacuation Routes.

4.7. A digital and ~~secure or lockdown~~) as quickly as possible. physical set of confidential
External Site and Building Floor Plans will be created for each TVDSB location, to
which only the Emergency Response Team, Fire and Police Services, the building
Superintendent and TVDSB Facilities will have access.

4.7.1. These confidential External Site and Building Floor Plans should include the
following information:

4.7.1.1. Safe and High-Risk Areas as identified in Section 6 of this
Procedure,

4.7.1.2. All unique identifiers listed in Section 8 of this procedure and

4.7.1.3. All Command Post, Rally Point(s), evacuation routes, evacuation
Location(s).

4.8. In multi-level buildings, it is suggested that only the floor plans relevant to a specific
level be posted on that level.

5. Initial Actions during a Response Plan Activation

5.1. At the first indication of a serious threat of violence to the ~~personal~~ safety of ~~staff~~
and/or students, Building Occupants the Command Post must be notified.

~~4.5.5.2. Upon~~ notification ~~must go to the communication centre and the appropriate~~
~~response initiated immediately~~ of a serious threat of violence, the School
Administrator or Designate will initiate the Emergency and Crisis Response Plan.

~~4.5.1.5.2.1.~~ The initial steps in the Emergency and Crisis Response Plan
shall must include the following:

- ~~• ensure that all staff is aware and trained on the protocols in initiating the~~
~~response. These protocols will take into account the absence of school~~
~~administration so as not to delay the initiation of the response.~~

5.2.1.1. Determine if the Emergency and Crisis Response Plan needs to be activated and whether the response is a Clear the Halls, Lockdown, Hold and Secure, or Shelter in Place;

5.2.1.2. Determine those areas and individuals that may not hear the Building Response initiation~~-of the response-;~~

5.2.1.2.1. Once these areas or individuals are identified, ~~response procedures / methods will be identified and a method must be~~ implemented~~- to notify them of a Building Response activation;~~

~~4.5.1.1.1.~~5.2.1.2.2. For those with a hearing impairment, this method of communication must be in a format compliant with the Accessible Information and Communication Standard as prescribed by the Ministry of Community and Social Services;

~~4.5.1.2.~~5.2.1.3. Ensure that a ~~procedure~~process is in place to notify those individuals on school property but not in the main facility;

5.2.1.4. Ensure initiation protocols are in writing and posted at the Main Communication Panel.~~Included in the instructions are to be the;~~

~~4.5.1.3.~~5.2.1.5. Directions to contact (9) 911 with clear communication as to~~regarding~~the specific threat;

~~4.6—Securing Classrooms and Other Areas During a Lockdown~~

5.2.1.6. ~~In establishing~~Directions are given to notify the School Superintendent that the Emergency and Crisis Response Plan has been activated;

5.2.1.7. The Superintendent must notify the following individuals that an Emergency and Crisis Response Plan has been activated:

5.2.1.7.1. Student Transportation Services (STS) must be notified to delay all buses to the school until STS is notified the students are ready to be evacuated and

5.2.1.7.2. The Superintendent of Facilities Services (or Facilities Services) must be notified to advise their employees to avoid the building.

6. Requirements of Building Occupants when Securing Safe Areas during an Emergency and Crisis Response Plan

6.1. Response plans ~~for a facility,~~must include direction on securing classrooms and other areas during an Emergency and Crisis Response Plan, including details and

steps to be taken ~~for securing~~to secure each ~~identified~~Safe Area.

~~4.6.6.2.~~ A copy of the steps listed in 6.3 must be readily available in each area ~~shall be established by the Principal / Building Manager/room~~.

~~4.6.1~~ ~~Staff Responsibilities in a Secure Area~~

~~4.7.6.3.~~ Building ~~staff~~Occupants in a Safe Area are responsible ~~to carry~~for carrying out these steps, which include ~~(, but are not limited to);~~, the list below:

6.3.1. Lock or secure the door;

6.3.2. Turn off the lights;

6.3.3. Close blinds or draw curtains;

6.3.4. If the classroom door has a window, consider covering the window;

6.3.5. Keep away from doors and windows;

6.3.6. Take cover if available (get behind something solid);

6.3.7. Be aware of and remain out of sight lines;

6.3.8. Remain quiet;

6.3.9. One individual within the secure space who can contact the Emergency Response Team should notify them of the secure location and the names of the Building Occupants currently there;

6.3.10. All cell phones are to be shut off or put on vibrate;

6.3.11. Cell phones are only to be used to relay critical information to 911 regarding the threat;

6.3.12. There is to be no use of radio, television or computers;

6.3.13. Only use the intercom system to call for assistance, relay critical information regarding the event, or report critical attendance issues and

6.3.14. Remain in the secure area until instructed by a member of the Emergency Response Team, Fire or Police Services.

7. Requirements of Building Occupants Responsible for Student Care when Securing Safe Areas during an Emergency and Crisis Response Plan

7.1. Response plans must include direction on securing student spaces like classrooms and other areas during an Emergency and Crisis Response Plan, including details and steps to be taken to secure each Safe Area.

7.2. A copy of the steps listed in 7.3 must be readily available in each area or room students may be in.

7.3. Building Occupants responsible for students in a Safe Area must carry out the following steps:

~~4.7.1.~~7.3.1. ____ If safe to do so, assemble everyone from the immediate vicinity into the classroom or other secure area;

~~4.7.2.~~7.3.2. ____ Lock or secure the door;

~~4.7.3.~~7.3.3. ____ Turn off the lights;

~~4.7.4.~~7.3.4. ____ Close blinds or draw curtains;

~~4.7.5.~~7.3.5. ____ If there is a window in the door, cover the glass if possible;

~~4.7.6.~~7.3.6. ____ Keep everyone away from doors and windows;

~~4.7.7.~~7.3.7. ____ Take cover if available (get behind something solid);

~~4.7.8.~~7.3.8. ____ Be aware of and remain out of sight lines;

~~4.7.9.~~7.3.9. ____ Remain ~~absolutely~~ quiet;

~~4.7.10.~~7.3.10. ~~teachers to~~ Take attendance;

~~4.7.11.~~7.3.11. ____ All cell phones are to be shut off or put on vibrate;

~~4.7.12.~~7.3.12. ____ Cell phones are only to be used to relay critical information to 911 regarding the threat ;

~~4.7.13.~~7.3.13. ____ There is to be no use of radio, television or computers;

~~4.7.14.~~7.3.14. ~~do not use the intercom for general information—only use~~ Only using the intercom system to call for ~~medical / fire~~ assistance, relay critical information regarding the event, or ~~to report critical attendance issues-~~ (See 4.6.2);

- ~~Remain in the secure area until instructed to do otherwise by those in authority.~~

~~4.7.15.~~7.3.15. ~~A copy~~ a member of ~~these steps is to be readily available in each~~
~~area/room.~~the Emergency Response Team, Fire or Police Services and

~~4.6.2~~ ~~Student Attendance~~

7.3.16. Other duties as assigned by School Administrators.

8. Securing Students in Higher-Risk Areas

8.1. The Emergency and Crisis Response Plan assumes that students are always with their assigned classes and supervising teaching staff ~~at all times.~~ However, it is recognized that there are moments in a day ~~where~~when students may not be with their assigned class ~~(washroom break, receiving individual support, running a teacher's errand to~~
~~teacher's errand to~~.

When developing the ~~office, etc.).~~

8.1.1. ~~Initiation Procedures shall take into account~~ response plan the ~~ability to~~
~~provide safety to~~School Administrator must determine how students ~~that~~
~~may not be with~~in their ~~assigned class.~~ classroom will be provided safety.

~~4.7.15.1.~~8.1.1.1. ~~Where the student is in a public area~~ such as a
corridor, or on his/her way back to class, and it is safe to do so,
any staff within that area shall provide a safe place for that student
and report to the ~~Main Office/Communication Centre~~Command
Post that the student is accounted for. ~~This will occur only if safe to~~
~~do so. This practice will be explained to students so they are~~
~~aware of the procedure and will not feel as though they are doing~~
~~something wrong.~~ and their current location.

~~4.7.16.~~8.1.2. The Emergency and Crisis Response Plan shall include
instructions for situations where students are in unsupervised areas, ~~such~~
~~as washrooms, change rooms, or health rooms. These instructions will be~~
~~communicated to students.~~

~~4.6.3~~ ~~Safety in Open Areas (cafeterias, libraries, hallways)~~

~~4.7.17.~~8.1.3. The Emergency and Crisis Response Plan shall address specific
higher-risk areas that are difficult to secure quickly and effectively ~~secure.~~
These areas may include, but are not limited to, cafeterias, libraries,
hallways, washrooms, and gymnasiums.

8.1.4. When evaluating potential higher-risk areas the following criteria may indicate a higher-risk space:

8.1.4.1. No doors to restrict access to the space;

8.1.4.2. Multiple uncontrolled entrance and exit points;

8.1.4.3. Large open space;

8.1.4.4. There is no self-contained space easily accessible that has a locking mechanism for people to hide within or

8.1.4.5. A common gathering area within the building that members of the public can access.

~~4.7.18.~~8.1.5. Once a response for these higher-risk areas has been established, all staff and students must be informed and instructed on the response protocols.

5.9. ~~4.7~~ Lease, Rental and Other Facility Occupants during ~~School Hours~~ the Instructional Day.

~~5.1.9.1.~~ In many ~~Thames Valley District School Board Facilities~~ TVDSB schools, other agencies and groups occupy portions of the facility during school hours ~~(such as child care centres, community agencies, etc).~~.

9.2. School Administrator shall ensure that all non-TVDSB occupants of the building are:

9.2.1. Included in the development of the Emergency and Crisis Response Plan;

9.2.2. Aware of the initiation of an Incident Response;

9.2.3. Aware of any communication requirements of this procedure;

9.2.4. Ensure that Emergency Responders are aware that non-TVDSB occupants are in the building;

9.2.4.1. Any individual or organization renting TVDSB Space must submit a list of daily occupants of the building and

9.2.4.2. If a Response Plan is activated, any individual or organization renting TVDSB Space must notify the Command Post of any visitors currently in the building and absent daily occupants.

10. Evacuations

~~The Principal / Building Manager of the facility shall share the procedures for responding to serious threats to the personal safety of staff and/or students. This shall include drills, initiation of response, and communication issues. These groups shall participate as part of the facility plan. The response will be established in conjunction with an individual appointed by the group. In the event of an incident, the plan will call upon the principal /building manager (or designate) to be the primary liaison between the Thames Valley District School Board and Emergency Responders.~~

~~6.1.~~ **4.8 Controlled Evacuations**

~~Under certain circumstances, it may be necessary to evacuate specific areas of the building. During these events, a room-by-room evacuation will be most likely. Police Services will establish the pattern and route where this will occur. Once determined, notification will be made from the Communications Centre to the individual classroom on how an Officer will approach the room and identify him/herself. Once properly identified, the room shall be opened to the Officer so further instruction can be provided.~~

10.1. ~~4.9~~ For evacuations resulting from a slow-progressing situation that permits time to plan the evacuation (e.g. a building or weather-related issue) the School Administrator must follow the process outlined in TVDSB Emergency Procedures Procedure (4001a).

10.2. Evacuations will be administered in one of two ways: Police or School Administrator Administered Evacuations.

10.3. For Police Services Administered Evacuations, follow and comply with the directions of Police Services.

10.4. Evacuation protocols for School Administrator Administered Evacuations.

10.4.1. The Emergency and Crisis Response Plan must include evacuation routes and processes to evacuate the building.

10.4.2. If it is safe to activate an evacuation, the School Administrator should contact and receive approval from the School Superintendent, who will consult with the Associate Director responsible for the building.

10.4.2.1. If a School Administrator believes to ensure the safety of Building Occupants they must act without approval they are permitted to do so.

10.4.3. The Emergency and Crisis Response Plan must indicate the following;

10.4.3.1. Two communications methods: one technology-based solution and one non-technology based solution, to initiate an evacuation order, and

10.4.3.2. How an evacuation will occur.

10.4.4. The Emergency and Crisis Response Plan must also have procedures to re-enter the building once safe to do so.

7.11. Fire Alarms during an Emergency and Crisis Response Plan

11.1. In the event of a fire alarm ~~is activated~~ during a Lockdown, ~~staff and students~~ Building Occupants shall remain in Lockdown if it is safe to do so. ~~The requirement is to~~

11.2. All Building Occupants must remain vigilant and alert to the smell or presence of smoke, increased heat, ~~the presence of~~ flames, or other indications of a fire. ~~The Communication Centre~~

~~7.1.1.~~ 11.2.1. If safe to do so, the Command Post shall be notified should there be a potential fire risk.

11.3. At all times, ~~staff~~ Building Occupants should be considering a secondary means of escape. ~~if the primary evacuation route is unsafe.~~

~~7.1.2.~~ 11.3.1. Should ~~it~~ a secondary means of escape be required, the ~~Communication Centre~~ Command Post shall be notified before Building Occupants leave a Safe Area.

11.3.1.1. If staff are unable to contact the Command Post within two minutes the Staff member should evacuate all occupants of the room to the on-site Rally Point.

~~7.2.~~ 11.4. Police and Fire Services shall formulate a plan to address the ~~issue in a manner so as~~ Fire to minimize the risk ~~or of~~ injury to all.

8.12. 4.10 Incidents Involving Weapons or Suspected Weapons

12.1. All threats involving weapons are to be taken seriously and require an immediate ~~response. The safety~~ activation of ~~students~~ the Emergency and ~~or staff is paramount. Do~~ Crisis Response Plan.

~~8.1.~~ 12.2. The Emergency and Crisis Response Plan should include instructions not

to attempt to disarm the suspect.

~~8.2.12.3.~~ Where a weapon is suspected, but cannot be confirmed, the Emergency and Crisis Response Plan will require the Emergency Response Team to:

12.3.1. Assess life-threatening and safety issues immediately;

~~8.2.1.1.1.1. Assess life threatening and safety issues immediately;~~

~~8.2.2.12.3.2.~~ Call (9) 911 and notify ~~police~~ the Police Services and provide as much detail as possible;

12.3.3. Follow instructions provided by Police Services;

~~8.2.3.1.1.1. Follow instructions provided by Police Services;~~

12.3.4. ~~contact~~ Ensure that the ~~principal / manager~~ School Administrator and building Superintendent ~~are aware of the issue~~;

~~8.2.3.1.12.3.4.1.~~ The Superintendent will notify TVDSB Communications and Public ~~Affairs & Community~~ Relations.

~~8.2.3.2.12.3.4.2.~~ If the Superintendent cannot be reached directly, the ~~principal / manager~~ School Administrator or designate should contact TVDSB Communications and Public ~~Affairs & Community~~ Relations directly; and

12.3.5. Await further directions from Police Services.

~~8.2.4.1.1.1. Await further directions from Police Services.~~

~~8.3.12.4.~~ Where a weapon is known to exist or has been ~~brandished~~ seen, the Emergency and Crisis Response Plan will require the Emergency Response Team to:

~~8.3.1.12.4.1.~~ ~~assess life threatening and safety issues~~ Activate an Emergency and Crisis Response Plan immediately;

12.4.2. Assess life threatening and safety issues immediately;

~~8.3.2.12.4.3.~~ Call (9) 911 and notify Police Services and provide as much detail as possible;

~~8.3.3.12.4.4.~~ Follow instructions provided by Police Services;

~~8.3.4.12.4.5.~~ Secure all areas and alert staff through the use of the code to the

situation, as appropriate.;

~~8.3.5.12.4.6.~~ Provide immediate first aid care if required.;

~~12.4.7. contact~~ Ensure the ~~principal / manager~~ School Administrator and building Superintendent ~~are aware of the issue.~~

~~8.3.5.1.12.4.7.1.~~ The Superintendent will notify TVDSB Communications and ~~Public Affairs & Community~~ Relations.

~~8.3.5.2.12.4.7.2.~~ If the Superintendent cannot be reached directly, the ~~principal or designate~~ School Administrator should contact TVDSB Communications and ~~Public Affairs & Community~~ Relations directly.

~~8.3.6.12.4.8.~~ Brief the ~~school~~ Emergency Response Team of the situation.;

~~12.4.9.~~ Avoid dismissing students ~~to unknown care.~~;

~~12.4.10.~~ Maintain control of students during evacuation.;

~~8.3.7.12.4.11.~~ If necessary, adjust the bell schedule to ensure safety during a crisis.;

~~12.4.12.~~ Refrain from giving media statements unless designated and direct media calls to TVDSB Communications and ~~Public Affairs.~~ Relations and

~~8.3.8.12.4.13.~~ Notify parents and caregivers, as appropriate.

~~4.11—Bomb Threats~~

~~13. Most bomb threat warnings are received via the telephone with~~ Termination of an Emergency and Crisis Response Plan

~~13.1. Each Emergency and Crisis Response Plan must include a certain time interval before the device is activated. Bomb threats are always~~ way to deactivate an Emergency and Crisis Response Plan.

13.2. Termination of a Lockdown

13.2.1. During a Lockdown, Police Services will establish the steps for deactivation of the Lockdown Emergency and Crisis Response Plan.

13.3. Termination of a Hold and Secure

13.3.1. Police Services will notify the School Administrator to deactivate the Hold

and Secure Response Plan.

13.3.2. An announcement will be ~~taken seriously. Be aware~~ made over the school's public address system indicating that the ~~use~~ Hold and Secure is lifted.

13.4. Termination of a ~~cellular phone, pager~~ Shelter in Place

13.4.1. The elimination of or ~~portable radio (walkie-talkie)~~ reduction in the severity of whatever external event required the need for a Shelter in Place must occur before terminating a Shelter in Place response plan.

13.4.2. The School Administrator will determine the end of a Shelter in Place.

13.5. Termination of a Clear the Halls

13.5.1. The School Administrator will determine the end of a Clear the Halls.

13.5.2. An announcement will be made over the Main Communication System indicating that the Clear the Hallways is deactivated.

Section 3: Supports

1. Post Emergency and Crisis Response Plan Supports

- 1.1. If necessary the School Administrators follow the steps outlined in the Traumatic Event Response Team Independent Procedure (9005) to inform the TERT of the status and needs of staff and students and direct them to situations requiring immediate attention.
- 1.2. If a Lock Down, Hold and Secure or Shelter in Place Emergency and Crisis Response Plan was activated School Administrators must make a statement to all staff and adults present during the Emergency and Crisis Response Plan regarding the status of the situation.
- 1.3. For Students and all TVDSB staff or volunteers who experienced the Lockdown the School Administrator shall:
 - 1.3.1. Ask office staff to call parents and caregivers to arrange pick-up, only if access to the school was restricted;
 - 1.3.2. At the direction of TVDSB Communications and Public Relations, provide factual information regarding events to parents and caregivers picking up students;
 - 1.3.3. Invite all staff and volunteers (after students have left) to a debriefing session with the School Emergency Response Team, the TERT members who responded to the incident, and Emergency Service Personnel who responded to the incident and
 - 1.3.4. Provide Employee Assistance Program contact numbers for TVDSB staff and Volunteers, as well as information regarding community resources.

2. For Building Occupants not Directly Affected by the Building Response

- 2.1. The School Administrator shall:
 - 2.1.1. Give brief, factual and age-appropriate information about events that have transpired;
 - 2.1.2. Provide reassurance regarding safety;
 - 2.1.3. Monitor emotional status and request TERT support as needed or refer staff

to Employee Assistance Program;

2.1.4. Attempt to carry on with structured activities as appropriate until directed regarding dismissal procedures and

2.1.5. Provide factual information regarding events to parents and caregivers picking up students, and direct them to school-based or TERT counsellors or their physician if they feel the need for support or guidance for their child or themselves.

3. The Day after a Building Response

3.1. The School Administrator will:

3.1.1. Hold a debrief meeting, before school opening, with all TVSDB Staff and anyone invited to the meeting by the School Administrator.

3.1.2. Remind staff about the availability of the Employee Assistance Program should they require counselling.

3.1.3. If needed to assist students and staff, activate a TERT Response using the process outlined in TVDSB Independent Procedure 9005.

3.1.4. Review and critique the effectiveness of executing the Emergency and Crisis Response Plan with all individuals present during the Building Response

3.2. With the assistance of TVDSB Communications and Public Relations and the TERT team, write a letter to parents and caregivers giving factual information regarding:

3.2.1. The incident;

3.2.2. Supports in place for students and staff;

3.2.3. Warning signs to watch for indicating that a child may require additional supports;

3.2.4. School personnel contacts for parents and caregivers and

3.2.5. A list of community resources.

Section 4: Review and Training

1. Yearly Review of Emergency and Crisis Response Plan

- 1.1. Each Emergency and Crisis Response Plan must be reviewed annually by the School Administrator and the Emergency Response Team.
- 1.2. A review of the plan may occur more often should elements of the plan need to be changed as a result of direction from TVDSB, Police Services or Fire Services.

2. Training Building Occupants on the Emergency and Crisis Response Plans

- 2.1. Regular training must occur for all TVDSB staff, Students, Volunteers and other building occupants and should include the various stages, elements and scenarios that may occur during an event requiring the use of an Emergency and Crisis Response Plan.
- 2.2. Where possible, it is advantageous to have individuals from local law enforcement present, or assist, with the training of staff and students.

2.3. Parents and Caregivers Emergency and Crisis Response Plan Training

2.3.1. Parents and caregivers will:

2.3.1.1. Be made aware of the Emergency and Crisis Response Plans;

2.3.1.2. Undertake training regarding their role and the role of their children during an Emergency and Crisis Response Plan and

2.3.1.3. Participate in the yearly review of Emergency and Crisis Response Plans.

2.4. TVDSB Staff Emergency and Crisis Response Plan Training

2.4.1. At a minimum, School Administrator shall provide an annual review and training to all staff regarding expectations placed upon them at the activation of an Emergency and Crisis Response Plan.

2.4.1.1. This training and review may need to occur more often as elements within the facility or the plan change. Additional training may also need to occur as new staff members are added throughout the school year.

2.4.2. The School Administrator shall establish a method for communicating the response plan to all casual, temporary and occasional staff as well as volunteers.

2.5. Students Emergency and Crisis Response Plan Training

2.5.1. Due to the age of elementary students, it is recommended that instruction on Emergency and Crisis Response Plan be provided to the students in a classroom setting.

2.5.2. Due to the complexity of secondary schools, delivery and review of Emergency and Crisis Response Plans may be accomplished during assemblies at the start of each semester.

2.5.2.1. In addition to 20.5.2, each classroom teacher should review with their classes the specific responses related to that area of the school or building.

2.5.3. Any training provided to students with special education needs should be consistent with the expectations and accommodations outlined in their Individual Education Plans.

3. Lockdown Drills

3.1. School Administrators shall be responsible for conducting two drills each school year:

3.1.1. One per term in elementary and one per semester in secondary;

3.1.2. The first drill should be completed during the first 30 school days after September 1st and

3.1.3. At no time are Lockdown simulations permitted.

3.2. To minimize adverse impacts, School Administrators must do the following when having a Response Plan drill:

3.2.1. Communicate that the event is a drill, not a simulation to students, staff and guests;

3.2.2. Place staff and, if available and appropriate, police officer(s) throughout the building to monitor the response of staff and students;

3.2.3. Do not bang on doors;

3.2.4. Do not raise voices;

3.2.5. Do not show police tactical gear and

3.2.6. Do not simulate gunfire.

3.3. The drill will be terminated with a call through the school's internal communications system.

4. Preparations for a Lockdown Drill

4.1. Approximately two months before the drill the School Administrator must:

4.1.1. Plan dates of drills on days when other special events are not scheduled and

4.1.2. Set dates of drill planning meetings.

4.2. Approximately two weeks before the drill the School Administrator must:

4.2.1. Ensure that the Emergency Response Team meets with the local Police Services if possible to determine the format, communication and clarification of questions regarding the planned Drill;

4.2.2. Meet with special education staff to plan for special needs students and

4.2.3. Meet with TVDSB staff to identify students who might require support and plan accordingly for the drill.

4.3. Approximately 1.5 weeks before the drill the School Administrator must:

4.3.1. Review steps and process at a staff meeting (Police Services present if possible) and distribute information in a format that ensures staff can retain the information.

4.4. Approximately one week before the drill the School Administrator will:

4.4.1. Notify the Superintendent of the building;

4.4.2. Notify School Council;

4.4.3. Inform parents and caregivers;

4.4.4. Notify the Union Steward or Branch President;

4.4.5. Make several announcements to prepare students and review their role and

4.4.6. Rehearse one week before the drill with Building Occupants.

5. Post Lockdown Drill Actions

5.1. Upon completion of a drill the School Administrator:

5.1.1. Provide a debriefing opportunity for all staff and students and

5.1.2. If needed have TVDSB staff available to support students and staff.

5.2. The findings of the debriefing, including the date the drill was conducted, shall be documented and kept on file at the school for a minimum of three (3) years.

5.3. Following each drill, the School Administrator shall conduct a debriefing with staff to discuss areas for improvement that need to be incorporated into the school's response plan.

5.4. The School Administrator may provide an invitation to Police Services, Fire Services and Emergency Medical Services to join this debriefing

Appendix A – Emergency and Crisis Response Plan Bomb Threats

1. Roles and Responsibilities during a Bomb Threat

1.1. The **School Administrator** is responsible for;

- 1.1.1. Developing the individual school Emergency and Crisis Response Plan for Bomb Threats;
- 1.1.2. Inviting police, fire, and emergency medical services (EMS) to participate in plan development and for making them aware of planning and drills;
- 1.1.3. The training of staff and students;
- 1.1.4. The overall safety of staff and students;
- 1.1.5. Initiating a visual scan;
- 1.1.6. Initiating an evacuation;
- 1.1.7. Cooperating fully with Police Services;
- 1.1.8. Encouraging all staff and students to cooperate fully with Police Services; and
- 1.1.9. Supporting the emergency responders' management of the situation.

1.2. **Police Services** are responsible for;

- 1.2.1. The management of the threat and any subsequent criminal investigation.

1.3. **TVDSB staff** are responsible for;

- 1.3.1. Supporting the training, safety, and well-being of students and
- 1.3.2. Being aware of the Emergency and Crisis Response Plan for Bomb Threats and their roles and responsibilities during a Bomb Threat.

1.4. **Students** are responsible for;

- 1.4.1. Participating in training for the Emergency and Crisis Response Plan for Bomb Threats;
- 1.4.2. Responding quickly to the direction of staff and
- 1.4.3. Sharing with a TVDSB staff any information on or prior knowledge of anyone or anything that may be associated with or result in a bomb threat-

~~may ignite~~, the placement of a suspicious package/device, or an explosives incident.

1.5. **Parents and caregivers** are responsible for reinforcing with their student the responsibilities listed in 1.d of this list.

1.6. **Emergency Medical Services** (EMS) are responsible for urgent medical care in the event of an explosives incident.

1.7. The **Fire Department** is responsible for:

1.7.1. Being present during bomb threat incidents (at the direction of Police Services) in the event that fire suppression operations are needed;

1.7.2. Providing fire suppression and rescue operations in explosives incidents and

1.7.3. Reporting all explosions to the Office of the Fire Marshal and Emergency Management (OFMEM).

2. Requirements of Emergency and Crisis Response Plan – Bomb Threat

2.1. Each Emergency and Crisis Response Plan must include a Bomb Threat Response Plan.

2.2. Each Bomb Threat Response Plan must include all requirements of Section Two Paragraph Six through Section Four of this Procedure in addition to all requirements of this Appendix.

2.3. Each Bomb Threat Response Plan must:

2.3.1. Determine likely locations in and around the school for the placement of suspicious packages or devices;

2.3.2. Provide for controlled access to critical areas of all buildings (e.g., the main office, electrical rooms, mechanical rooms);

2.3.3. Consider the use of electronic surveillance or closed-circuit television (CCTV), and, if such surveillance is adopted, post signage regarding its use;

2.3.4. Address ways to ensure that emergency exits are kept clear from obstructions;

2.3.5. Provide for the regular inspection of first aid and firefighting equipment;

2.3.6. Include, and provide for the regular review of, document-safeguarding procedures;

2.3.7. Assess whether interior, exterior and auxiliary lighting is adequate;

2.3.8. Develop an inspection procedure for all incoming packages;

2.3.9. Consider sources of other potential threats;

~~8.4.2.4.~~ Clarify who will contact the local police service and fire department and provide details about the bomb threat.

2.4.1. It is recommended that, unless there are urgent circumstances, this should be done after the School Administrator 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.

3. How to Handle Bomb Threats

3.1. Procedures should include how to immediately isolate the received message, remove it from any external posting, and communicate the information to the School Administrator during and after school hours, including on weekends and holidays.

3.2. 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.

3.3. Bomb threats require immediate initiation of the Emergency and Crisis Response Plan.

~~8.5.3.4.~~ The person receiving ~~the~~ a bomb threat call ~~should~~ must:

~~8.5.1.3.4.1.~~ Remain calm;

~~• NOT ignore a bomb threat;~~

3.4.2. Initiate the Emergency and Crisis Response Plan;

~~8.5.2.3.4.3.~~ Treat the threat as genuine until established otherwise;

~~8.5.3.3.4.4.~~ Keep the caller on the line as long as possible in order to obtain as much information as possible, using the prompts provided on the Bomb Threat Procedures Telephone Card; (Appendix B);

~~8.5.4.3.4.5.~~ Record vital information on the Bomb Threat Procedures Telephone

Card;

~~8.5.5.~~3.4.6. Attempt during the course of the conversation ~~attempt~~ to notify the ~~principal/building manager~~School Administrator using a prearranged signal;

~~3.4.7.~~ ~~if unable to notify~~ “Lock-in” the ~~principal/manager during~~phone number of the ~~conversation, do so~~received call;

~~8.5.6.~~3.4.8. Notify immediately ~~following~~after the call ~~the School Administrator~~ that a bomb threat has been received and all details of the call.

~~Principal / Building Manager shall:~~

~~• notify police;~~

3.5. In response, the School Administrator must:

3.5.1. Notify or instruct another TVDSB staff member to notify Police Services that a bomb threat has been received;

3.5.2. Notify the Fire Department that no explosion has occurred using a prearranged phone number;

3.5.3. Assess the situation to determine if a response is required;

3.5.4. Notify Police Services and then Fire Services if a Bomb Threat Response is required;

~~8.5.7.~~3.5.5. Follow any direction provided by Police Services;

3.5.6. Contact the School ~~/Administrator and~~ building Superintendent who will notify TVDSB Communications and Public ~~Affairs & Community~~ Relations;

~~8.5.8.~~3.5.7. Contact TVDSB Communications and Public Relations directly if the Superintendent cannot be reached ~~directly, the principal / building manager should contact Public Affairs & Community Relations directly~~by the School Administrator;

~~8.5.9.~~3.5.8. Notify the Emergency Response Team;

~~8.5.10.~~3.5.9. Not make an announcement of either a bomb threat or the presence of an explosive device;

3.5.10. Based on the direction provided by Police Services, ~~it may be necessary to~~

evacuate the facility. ~~If this is to occur,~~

~~8.5.11.~~ 3.5.11. Take all personal belongings (purses, briefcases, lunch bags) from immediate area so they do not confuse authorities during a search; and

~~8.5.12.~~ 3.5.12. Keep everyone clear from the cordoned off area.

~~4. Building searches are to~~ Bomb Threat Initial Assessment

4.1. When conducting an initial assessment of a bomb threat, the following information must be ~~done only~~ considered when determining next steps:

4.1.1. The information recorded on the Bomb Threat Procedures Telephone Card;

4.1.2. Any other notes made by the call taker;

4.1.3. Activities taking place in the school at the ~~direction~~ time of the threat;

4.1.4. Whether a specific location for a bomb was stated or the entire school was threatened;

4.1.5. Whether the threat was specific to the current time or a future time/ date;

4.1.6. Any recent negative incidents involving a student, staff member, or anyone else connected with the school;

4.1.7. Whether there have been any other recent bomb threats or hoaxes;

4.1.8. The likelihood of anyone having the opportunity to place a bomb in the stated location; and

4.1.9. Whether a suspicious device/package has been located.

~~8.6.4.2.~~ To determine the most appropriate response, Police Services. ~~If this is the direction provided~~ must be contacted, and the following information should be used to determine the next steps, including if a search of the building is required:

4.2.1. The information recorded on the Bomb Threat Procedures Telephone Card;

4.2.2. Activities taking place in the school at the time of the threat;

4.2.3. The status of any evacuation that may be underway;

4.2.4. The status of any visual scan that may be underway; and

4.2.5. Insights from the in-school contact person for the police, once they are on the scene.

4.3. Police Services will direct the Bomb Threat Emergency and Crisis Response from this point forward.

4.4. Police Services should notify the School Administrator of the following information;

4.4.1. If a suspicious package/device is located;

4.4.2. Any interference with any type of evacuation that is underway; and

4.4.3. If an explosives incident occurs.

4.5. If a Building search, as directed by Police Services, is required, the following will most likely occur:

~~• Visually inspect corridors, stairways, and exits;~~

4.5.1. ~~look~~ looking for something that should not be there, ~~like~~;

~~8.6.1.~~4.5.2. Signs of forced entry,

~~8.6.2.~~4.5.3. Object(s) similar to description in bomb threat,

~~8.6.3.~~4.5.4. Any out of place objects,

~~8.6.4.~~4.5.5. Presence of tape, wire, or explosive wrappings,

~~8.6.5.~~4.5.6. Signs of tampering with electrical installations;

~~8.6.6.~~4.5.7. ~~indicate~~Indications of areas inspected to avoid search duplication;

~~• if an object is found, notify Police Services;~~

~~• DO NOT TOUCH suspicious object or package;~~

~~8.6.7.1.1.1. Do not cover object or device;~~

~~• DO NOT disturb or closely inspect object;~~

~~8.6.8.~~4.5.8. If nothing is found notify Police Services.

~~4.12 Termination of~~ If a Lockdown

~~During Drills~~

~~9.5. While school~~ Suspicious Object ~~is conducting a lockdown drill, the drill will be terminated with a call through the schools internal communications system (public address system, two way radio, etc.).~~ Found

~~During Events~~

5.1. If a suspicious object is found, notify Police Services;

5.1.1. Do not touch suspicious objects or package;

5.1.2. Do not cover object or device;

5.1.3. ~~-will establish~~ Do not disturb or closely inspect objects;

5.2. If a suspicious item is found the ~~steps to be taken for termination. A room-by-room notification will most likely following must~~ occur. ~~Notification will be made from as~~ soon as possible:

5.2.1. Ensure the ~~Communications Centre to~~ suspicious item is not moved,

5.2.2. Notify the ~~individual classroom on how~~ School Administrator Immediately,

~~9.1.1.5.2.3.~~ Notify Police Services ~~will approach~~ that a suspicious item has been found and ~~identify themselves. Once properly identified, the room shall be opened to the Officer so~~ request further instruction can be provided. ~~direction, and~~

~~5.0~~ Training

~~5.1~~ General

~~Where possible, it is advantageous to have individuals from local law enforcement present, or assist, with the training of staff and students and the annual review of the plan. The training / review should include the various stages, elements and scenarios that may occur during an event requiring the school to go into lockdown (see attached guidelines for drills — Appendix 1).~~

~~In order to reduce public concern, information will be provided to parents regarding lockdown protocol training, reviews, and drills. This will be communicated through newsletters, updates to School Advisory Councils, or the school website.~~

5.2 — For Staff

~~9.1.1.1.1.1.1.1.1.1. At a minimum, Principals / Building Managers shall provide an annual review and training to all staff regarding expectations placed upon them at the initiation of and during a lockdown. This training and review may need to occur more often as elements within the facility or the plan change. Additional training may also need to occur as new staff members are added throughout the school year.~~

~~A brief, but comprehensive overview must be provided to supply and casual staff. This may be best accomplished by having a breakdown of specifics to areas where those individuals are assigned.~~

5.3 — For Students

Elementary

~~Due to the age of elementary students, it is recommended that instruction on lockdown protocols be provided to the students in a classroom setting.~~

Secondary

~~Due to the complexity of secondary schools, delivery and review of lockdown protocols may be accomplished during assemblies at the start of each semester. In addition, each classroom teacher should review specific responses related to the area.~~

5.4 — Lockdown (CODE RED) Drills

~~The Principal / Building Manager shall be responsible to set a date and conduct two drills each school year (one per term in elementary and one per semester in secondary). The first drill should be completed during the first 30 school days. The intent of these drills is to familiarize the school occupants with the appropriate response in the event a lockdown is required. They are DRILLS, NOT SIMULATIONS. At no time should lockdown simulations be incorporated with the drill without the written approval of the Superintendent for that school. To minimize any potential trauma, the expected protocol for administrators to practice when holding lockdown drills is as follows;~~

1.1 During Drill

~~It is essential that during the drill that the principal / building manager:~~

~~9.1.2.1.1.1.1.1.1.1. Communicate that the event is a drill, not a simulation to students, staff and guests;~~

~~9.1.3.1.1.1.1.1.1.1. place staff and police liaison officer(s) throughout the building to monitor the response of staff and students;~~

~~9.1.4.1.1.1. Do not bang on doors;~~

~~9.1.5.1.1.1. Do not raise voices;~~

- ~~• Do not show police tactical gear;~~
 - ~~• DO NOT simulate gun fire.~~
-

Pre-Drill

~~Approximately two months before the drill:~~

- ~~• plan dates of drills on days when other special events are not scheduled;~~
- ~~• set dates of planning meetings.~~

~~9.2.—~~

~~—Approximately two weeks before the drill:~~

5.2.4. Notify the Fire Department using a predetermined phone number that a suspicious item has been found.

5.3. Determine in collaboration with the School Administrator and Police or Fire Services the required response to the suspicious item.

- ~~• The Bomb Threat Emergency and Crisis Response Team meets with Liaison Police Officers if possible to determine the format, communication and clarification of questions;~~
- ~~• meet with special education staff to plan for special needs students;~~
- ~~• meet with guidance counsellors to identify students who might have a strong reaction.~~

~~Approximately 1.5 weeks before drill:~~

- ~~• review steps and process at a staff meeting (police present if possible) and distribute information page.~~

~~Approximately one week before drill:~~

- ~~• notify Superintendent;~~

~~9.2.1.1.1. Notify School Council;~~

- ~~• inform parents;~~
- ~~• notify Union Steward or Branch President;~~
- ~~• make several announcements to prepare students and review role;~~
- ~~• rehearse one week before (suggested step only).~~

Plan will include how the Command Post —Drill

- ~~• assign a debriefing room where all staff will contact building and students may ask questions and give feedback;~~
- ~~• have guidance and resource staff available for students and staff;~~
- ~~• prepare debriefing discussion questions for classroom teachers site occupants to use~~
- ~~• (sample below);~~

~~9.3.5.4. findings notify them of the debriefing, any required action including the date the drill was conducted, shall be documented and kept on file at the school for a minimum of three (3) consecutive years. This same practice is expected following an actual event.;~~

~~**Note:** It is **not** the responsibility of the Traumatic Events Response Team (TERT) to automatically become involved in counselling during a Code Red Drill.~~

5.4.1. ~~The Principal~~ Criteria for full or partial evacuation;

5.4.2. Considerations related to the provision of emergency care;

5.4.3. Considerations related to the notification of emergency services; and

5.4.4. Containment of the explosion scene.

Appendix B – Bomb Threat Procedures Telephone Card



Thames Valley
District School Board

Bomb Threat Telephone Procedures

Listen, be calm and courteous
and do not interrupt caller

Check Call Display

- Notify surrounding staff of ongoing threat by pre-arranged signal
- Advise Principal / Supervisor - call Police 911

Time: _____

Exact Wording of Threat:

Questions to Ask:

When is the bomb going to explode?

Where is it right now?

What does it look like?

What kind of bomb is it?

What will cause it to explode?

Did you place the bomb?

Why?

Where are you calling from?

What is your name?

Over ➔

Identifying Characteristics:

Sex: _____ Age: _____

Voice (loud, soft, etc.): _____

Speech (fast, slow, etc.): _____

Diction (good, nasal, lisp, etc.): _____

Manner (calm, emotional, vulgar, etc.):

Accent: _____

Was voice familiar? _____

Was caller familiar with area? _____

Background sounds: _____

Length of call: _____

Threat Recipient's Particulars:

Name: _____

Telephone: _____

School: _____

Date: _____

Signature: _____

Appendix C – Definitions

Please refer to the following definition list while reviewing this procedure.

1. **Bomb Threat** refers to the threat or discovery of an explosive object within or near a TVDSB school.
2. **Building Lockbox** refers to the external secure location where the keys to the building are kept.
3. **Building Occupant** refers to the people including TVDSB staff, students, volunteers and leasees that are regularly in the building.

Building ~~Manager shall provide an invitation to Police Services, Fire Prevention and~~
Response refers to activating an Emergency ~~Medical Services.~~

~~Following each lockdown drill, the Principal / Building Manager shall conduct a debriefing with staff to discuss areas for improvement that need to be incorporated into the school's response plan.~~

~~Suggested Debriefing Topics and Questions~~

~~After a lockdown drill has been completed, explore the following topics with your class. It is important to normalize students' feelings and thoughts about lockdown drills. Our students come from varied backgrounds and although some students might appear unaffected, others might react emotionally to the drill because of their previous experiences (e.g. prior exposure to violence or conflict). Staff may or may not be aware of such experiences in students' personal lives that possibly could trigger stress reactions by participating lock-down procedures. As a result, it is important that classroom teachers provide their students the opportunity to openly discuss their reactions to each lockdown drill.~~

~~1. Open a dialogue with the class by asking students to describe the experience. Asking questions such as:~~

- ~~a. In your own words, what happened today?~~
- ~~b. What happened in your point of view?~~
- ~~c. What is the purpose of lock-down drills?~~

~~2. After students have outlined the factual information, ask them what they were thinking during the drill:~~

- ~~a. What were your first thoughts when the drill began?~~
- ~~b. What were your most prominent thoughts during the process?~~

~~3. Ask students about their reactions to the drill:~~

- ~~a. What were you feeling during the drill?~~
- ~~b. What was the worst part of the drill?~~
- ~~c. Do you think that these drills can be helpful to raise awareness or feel more prepared?~~

~~Do:~~

- ~~• let students talk about the drill;~~
- ~~• allow students to express feelings of fear or discomfort;~~
- ~~• refer to Guidance Department or Administration if you are still concerned for student(s) after the debriefing;~~
- ~~• be aware of behaviours that are responses to previous traumatic experiences and not to the drill (e.g. irritability or outbursts of anger, anxious behaviours or extreme concern about one's safety, impulsive behaviours);~~
- ~~• if you feel comfortable doing so, tell student(s) you are available for extra help and be available;~~
- ~~• briefly share your own experiences, if similar;~~
- ~~• offer to inform parents or family members about the student's reactions to the drill, if the student agrees;~~
- ~~• in consultation with Administration, let family of affected students know when future drills will occur;~~

6.0 — Media

~~Police Services are responsible for addressing the media with respect to the criminal incident involved and the police response to the incident. TVDSB Public Affairs and Community Relations shall be responsible for coordinating the release of information surrounding the incident on behalf of the Thames Valley District School Board and its facilities in accordance with the Communications Procedures for Handling Situations / Incidents of Crisis/Controversy.~~

~~Thames Valley District School Board's Communications Procedures for Handling Situations / Incidents of and Crisis /Controversy indicates how communications to the media and other publications are to be handled in crisis situations. These procedures outline a process to:~~

- ~~• help ensure that the statement from the Board / school is consistent with any public statement by police or other agency;~~
- ~~• identify what response or message, if any, is required from the Board and/or the school;~~
- ~~• identify who will be responsible for communicating that message;~~
- ~~• ensure that an appropriate and consistent message is communicated to staff, parents, students, the public and the media, as required.~~

~~These procedures also provide specific guidelines for how internal and external communications should be handled.~~

~~6.1 — During an event, no statement should be made by a TVDSB employee to the media until consultation has taken place among the Principal, Associate Director of Learning Support Services and/or Superintendent of Student Achievement, and the Public Affairs and Community Relations office.~~

~~If an event is unfolding:~~

- ~~• media calls should be directed to Public Affairs and the call will be handled by an off-site spokesperson;~~
- ~~• media should not be allowed on school property. (If police are present, they will generally work to keep media and others well away from the scene);~~
- ~~• any media briefing, if required, will be arranged by Public Affairs in consultation with Police (or other agencies).~~

~~6.2 — While on-site the principal / building manager would not likely be the designated spokesperson as the event was unfolding, he or she may be designated as spokesperson after an incident has taken place.~~

~~1.4. 7.0 — Response Plan Review.~~

5. ~~The Building Site~~ refers to TVDSB school buildings and the areas directly around the school that TVDSB owns.

6. **Clear the Halls** refers to a specific space within the building that is clear of all Building Occupants other than the School Administrator, or other designated TVDSB staff.
7. **Command Post** refers to the location where an incident response ~~plan must be reviewed annually. Review of the plan~~ between Police Services and the School Administrator will occur ~~more often should elements~~.
- 2.8. **Emergency and Crisis Response Plan** refers to the actions to be taken by occupants of ~~the plan need to be changed~~ a TVDSB Building Site when an incident require a Lockdown, Hold and Secure, Shelter in Place, Clear the Halls or a Bomb Threat response.
-

8.0—Recovery

Those involved in an event may require additional support.

8.1 Immediate Support

The principal / building manager shall:

- consult with the building superintendent and then contact the Traumatic Events Response Team (TERT) Coordinator (refer to Crisis Response, Suicide Awareness, and Traumatic Event Resources icon in the Employee Portal);
- provide all staff and adults with a brief reassuring statement regarding the status of the situation (i.e. “as of 3 p.m. the police have the armed person in custody”);
- be aware that there can be a wide range of individual initial reactions to a violent incident dependent upon many variables (e.g. perceived threat to personal safety, witnessed harm to others, degree and type of violence, etc.);

Trauma reactions could include:

- i. a range of physical reactions: shock, disorientation, numbness, frozen in place, fight-flight reaction, exhaustion, etc.;
- ii. a range of emotional reactions: shock, disbelief, denial, anger/rage, terror/fear, grief/sorrow, confusion, withdrawal, etc.

9.4.—

- inform the TERT of the status and needs of staff and students and direct them to situations requiring immediate attention.

8.1.1 For Students and All Staff Directly Affected

The principal / building manager shall:

- be sensitive to the need for time for emotional expression;
- provide factual information regarding events;
- listen;
- answer questions honestly and openly;
- provide offer of immediate counselling through TERT (individually or in small groups);
- ask office staff to call parents to arrange pick-up;
- with the assistance of Public Affairs, provide factual information regarding events to parents/guardians/designates picking up students, and direct them to school-based or TERT counsellors or their physician if they feel the need for support or guidance for their child or themselves;

9. invite all staff, after students have left, to a debriefing session with school Emergency Response Team, TERT members, and Emergency Service Personnel, stressing [refers to the School Administrator, Main Office Clerical Staff, and Custodian.](#)

10. External Site refers to the property owned by TVDSB but outside of a Building Site.

11. External Site Plan refers to a document that outlines the safe and high-risk areas of an External Site.

3.12. Floor Plan refers to a document that ~~participation is voluntary;~~ outlines the safe and high-risk areas within a Building Site.

- ~~• arrange for individual crisis counselling as requested, provide EAP contact numbers, as well as information regarding community resources;~~
 - ~~• ensure staff members have appropriate support~~ Hold **and** transportation.
-

8.1.2 For Students Not Directly Affected

The principal / building manager shall:

- give brief factual information about events that have transpired;
- engage in debriefing Secure refers to securing the school due to an ongoing situation outside that is appropriate to the age and development of the student (e.g. listen and answer questions);

~~9.4.1.1.1.1. Provide reassurance regarding safety;~~

- monitor emotional status and alert support personnel as needed (e.g. incident could trigger other issues for vulnerable students);
- attempt to carry on with structured activities as appropriate until directed regarding dismissal procedures;

~~4.13. provide factual information regarding events~~ not related to

~~parents/guardians/designates picking up students, and direct them to school-based or TERT counsellors or their physician if they feel the need for support or guidance for their child or themselves~~ the school.

8.2 Follow Up

The principal / building manager shall:

~~14. debrief all staff before~~ Instructional Day refers to the school day.

- Lockdown refers to the school opening;

~~5.15. have TERT members available to assist in classrooms or counsel~~ building being secured, and individuals or groups of students and staff (set up private counselling spaces); are prevented from entering or exiting.

~~6.16. assign extra personnel to be available to staff and students in~~ Main

Communication Panel refers to the school and around public address system that can communicate with the entire school grounds;.

- with the assistance of Public Affairs and the TERT team, write a letter to parents giving factual information regarding incident, supports in place for students and staff, warning signs (see below on post-traumatic stress reactions) to watch for indicating that a child may require additional supports, school personnel contacts for parents, and a list of community resources;
- remind staff of appropriateness of contact with their physician for support, and the availability of the Employee Assistance Program should they require counselling;
- monitor staff and students for post-traumatic stress reactions. Some of the following symptoms may be noted which persist and become more
- intense:

- ~~—recurrent and intrusive recollections of the event;~~
- ~~—nightmares;~~
- ~~—numbing of emotions or absence of emotional response;~~
- ~~—marked disinterest in activities;~~

17. feelings of detachment, estrangement, derealization (feeling as if in a dream), depersonalization (feeling detached as an **Police Services** refers to the local police service with jurisdiction.

18. **Public Areas** refers to areas of a TVDSB school that are accessible to the public.

- ~~—**Rally Point** refers to a location on TVDSB property where Building Occupants will meet at if they are outside observer);~~
- ~~—hyper-vigilant or avoidance behaviour;~~
- ~~—decline in cognitive performance, appearance, etc.;~~
- ~~—startled reactions;~~
- ~~—difficulty concentrating, irritability, motor restlessness;~~
- ~~—attacks of shallow breathlessness, heart palpitations, sweating, shaking;~~
- ~~• in children, reenactment of traumatic events, fantasizing changes to 'undo' event.~~
- ~~• goal is to support and provide referral to community resources or the EAP for staff;~~
- ~~• involve appropriate a TVDSB school personnel (e.g. TERT, Psychologist, Resource or Guidance staff) to assist if staff or students exhibit post-traumatic stress symptoms;~~

19. review and critique effectiveness of school response in regards to events encountered during the crisis (include emergency personnel, Public Affairs, School Superintendent, school **when an** Emergency **and Crisis** Response Team, TERT representative, and any other key personnel involved in the response). Plan has been activated.

20. **Teacher-in-Charge** refers to a teacher identified on the Delegation of Authority Teacher-in-Charge Form to assume the role of School Administrator if the school principal and vice-principal are unavailable.

21. **School Administrator** refers to the school's principal, vice principal or their designated Teacher in Charge.

22. **School Staff** refers to TVDSB staff that work in a school.

23. **Shelter in Place** refers to an environmental or weather-related situation where it is necessary to keep all occupants within the school to protect from an external situation at or near the school.