



Governance and Policy Committee Agenda

GPC:001A

Wednesday, January 11, 2023

4:30 p.m.

Boardroom, Main Floor, 5050 Yonge Street, Toronto

Trustee Members:

Yalini Rajakulasingam (Chair), Sara Ehrhardt, Liban Hassan, Patrick Nunziata, Weidong Pei,
Anu Sriskandarajah

	Pages
1. Call to Order and Acknowledgement of Traditional Lands	
2. Approval of the Agenda	
3. Declarations of Possible Conflict of Interest	
4. Delegations	
To be presented	
5. Staff Reports	
5.1 Policy Review Schedule for the 2022/23 to 2025/26 School Years [4456]	1
6. For Information Only	
6.1 PR695, Threats to School Safety: Revised Procedure [4455]	11
6.2 PR519, Severe Weather: Schools and Administrative Offices/Sites: Revised Procedure [4458]	
To be presented	
7. Adjournment	

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Policy Review Schedule for the 2022/2023 to 2025/26 School Years

To: Governance and Policy Committee

Date: 11 January, 2023

Report No.: 01-23-4456

Strategic Directions

- Transform Student Learning
- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

Recommendation

It is recommended that the Policy Review Schedule for the 2022/23-2025/26 School Years, as presented in Appendix B to this report, be approved.

Context

Pursuant to the TDSB's Policy Framework (P001) and the Policy Development and Management governance procedure (PR501), Board policies are required to be reviewed at a minimum every four years. Certain policies are legislatively mandated to be reviewed on an annual basis.

Policy reviews are carried out in accordance with the Policy Review Schedule that is approved by the Board of Trustees and updated annually upon recommendation by Executive Council and the Governance and Policy Committee.

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The Board currently has 80 active policies and 3 policies under development. There are 167 operational and governance procedures that support implementation of the policies. In addition, 11 new operational procedures are currently under development.

Last school year (September 1, 2021 – August 31, 2022), policy reviews were conducted in accordance with the Policy Review Schedule approved by the Board of Trustees on November 10, 2021. During the school year, 13 policy projects were completed, which included the development of 5 new policies and review of 8 policies. In addition, staff completed review and development of 14 operational procedures. The list of completed policies and procedures during the 2021/22 school year is provided in Appendix A.

The progress of policy reviews during the 2020/21 and 2021/22 school years was significantly impacted by the COVID-19 pandemic. As a result, there are several policy reviews that have not been completed and are still marked “in progress”. In total, there are 19 policy reviews which were initiated in the previous years and have not been finalized in part due to delays associated with the pandemic. Staff is recommending to prioritize reviews of policies marked “in progress” in the 2022/23 school year to allow for reduction and hopefully elimination of the current backlog.

In preparation for the next review cycle, staff developed the Policy Review Schedule for the 2022/23-2025/26 School Years (Appendix B). The Policy Review Schedule is consistent with the priorities identified in the Multi-Year Strategic Plan, legislative requirements, directives of the Ministry of Education, and the Board’s decisions.

The Policy Review Schedule was considered by Executive Council on October 18, 2022 and is being recommended for Committee’s approval.

Action Plan and Associated Timeline

Subject to Committee’s approval, the Policy Review Schedule for the 2022/23-2025/26 School Years will be submitted to the Board of Trustees for final approval.

Resource Implications

No additional resources will be required for implementation of the Policy Review Schedule.

Communications Considerations

Following approval by the Board of Trustees, the Policy Review Schedule will be communicated to the system and posted on the Board’s public website.

Board Policy and Procedure Reference(s)

- Policy Framework (P001)
- Policy Development and Management (PR501)

Appendices

- Appendix A – Policies Completed During 2019/20 School Year
- Appendix B – Policy Review Schedule for the 2022/23-2025/26 School Years

From

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Vitaliy Plotnikov, Policy Coordinator, Policy Services at 416-397-3164 or vitaliy.plotnikov@tdsb.on.ca

List of Completed Policies and Procedures

(September 1, 2021 to September 1, 2022)

Policies:

1. Anti-Sex Trafficking Policy (P099) – new – February 2, 2022
2. Disconnecting from Work Policy (P102) – new – May 25, 2022
3. Enterprise Risk Management Policy (P101) – new – May 25, 2022
4. Flexible Working Arrangements Policy (P103) – new – June 29, 2022
5. Human Rights Policy (P031) – annual review – May 25, 2022
6. Occupational Health and Safety Policy (P048) – annual review – February 2, 2022
7. Out-of-Area Admissions Policy (P013) – revised, new title – May 25, 2022
8. Parent and Caregiver Engagement Policy (P023) – revised, new title – June 29, 2022
9. Student Attendance, Safe Arrival and Safe Departure Policy (P085) – revised, new title – June 29, 2022
10. Student Interest Programs Policy (P100) – new – May 25, 2022
11. Transportation of Students Policy (P020) – revised – June 29, 2022
12. Workplace Harassment Prevention for Non-Human-Rights-Code Harassment Policy (P034) – annual review – June 29, 2022
13. Workplace Violence Prevention Policy (P072) – annual review – February 2, 2022

Operational Procedures:

1. Access to Schools by Third Party Professionals Procedure (PR575) – revised – October 12, 2021
2. COVID-19 Mask Procedure (PR730) – rescinded – March 21, 2022
3. COVID-19 Vaccination Procedure for Employees, Trustees and Other Individuals (PR734) – rescinded – March 14, 2022
4. Community Use of Board Facilities Procedure (PR666) – revised (twice) – October 15, 2021 and April 12, 2022
5. Digital File Storage Procedure (PR719) – revised, new title – September 28, 2021
6. External Partnerships – Supplemental Support Procedure (PR578) – revised, rescinded – October 12, 2021
7. French Immersion/Extended French Procedure (PR597) – revised – September 14, 2021
8. Management for Risk of Injury Behaviours Procedure (PR699) – revised, new title – September 21, 2021
9. Out of Area Admissions Procedure (PR545) – revised, new title - June 7, 2022
10. Privacy Breach Procedure (PR736) – new – April 19, 2022
11. Remote Working Procedure (PR732) – new, not in effect – January 29, 2021
12. Social Media and Online Content Procedure (PR735) – new – February 1, 2022
13. Vetting External Presentations Interim Procedure (PR589) – revised – November 30, 2021
14. Workplace Harassment Prevention and Human Rights Procedure (PR515) – revised – June 21, 2022

	Policy Title	No.	Current Status	Last Year Schedule 2021/22 - 2024/25	Revised Schedule 2022/23 - 2025/26
1	Accessibility	P069	In Progress, Phase 4	2022/23	2022/23
2	Accountability for Student Achievement	P040	In Progress, Phase 2	2021/22	2022/23
3	Alternative Schools	P062	Complete	2022/23	2022/23
4	Architect Selection	P026	In Progress, Phase 4	2021/22	2022/23
5	Budget Approval	P012	In Progress, Phase 2	2022/23	2022/23
6	Caring and Safe Schools	P051	Complete	2024/25	2022/23
7	Communications	P104 NEW	Complete	2021/22	2022/23
8	Dealing with Abuse and Neglect of Students	P045	In Progress, Phase 4	2021/22	2022/23
9	Disconnecting from Work	P102	Annual Review, first year only	2023/24	2022/23
10	Electronic Participation in Board and Committee Meetings	P039	Complete	2021/22	2022/23
11	Employment Equity	P029	In Progress, Phase 2	2021/22	2022/23
12	Executive Signing Authority	P082	In Progress, Phase 2	2022/23	2022/23
13	Fair Dealings (Copyright)	P079	In Progress, Phase 2	2022/23	2022/23
14	Flexible Working Arrangements	P103	Annual Review, first 4 years only	2021/22	2022/23
15	Fundraising	P021	In Progress, Phase 2	2022/23	2022/23

	Policy Title	No.	Current Status	Last Year Schedule 2021/22 - 2024/25	Revised Schedule 2022/23 - 2025/26
16	Honoraria for Trustees	P074	Annual Review	2021/22	2022/23
17	Human Rights	P031	Annual Review	2021/22	2022/23
18	Learning Opportunities Index (LOI)	P067		2022/23	2022/23
19	Naming Schools and Special Purpose Areas	P047	In Progress, Phase 4	2021/22	2022/23
20	Occupational Health and Safety	P048	Annual Review	2021/22	2022/23
21	Purchasing	P017	In Progress, Phase 4	2021/22	2022/23
22	Recognition of Culturally Significant Observances	NEW	In Progress, Phase 2	2022/23	2022/23
23	Sexual Misconduct	NEW	In Progress, Phase 4	2021/22	2022/23
24	Teacher Hiring	P098	In Progress, Phase 4	2021/22	2022/23
25	Trustee Constituency Communications	P018	Complete	2021/22	2022/23
26	Workplace Harassment Prevention for Non-Human-Rights-Code Harassment	P034	Annual Review	2021/22	2022/23
27	Workplace Violence Prevention	P072	Annual Review	2021/22	2022/23
28	Arts Foundation	P005		2022/23	2023/24
29	Community Engagement	P078		2022/23	2023/24
30	Community Planning and Partnerships	P076		2022/23	2023/24

	Policy Title	No.	Current Status	Last Year Schedule 2021/22 - 2024/25	Revised Schedule 2022/23 - 2025/26
31	Continuing Education	P019		2022/23	2023/24
32	Educational Programming Partnerships	P024		2022/23	2023/24
33	Employee and Trustee Expenses	P016		2022/23	2023/24
34	Employee Conflict of Interest	P057		2022/23	2023/24
35	French as-a-Second Language Programs	P080		2022/23	2023/24
36	Gender-based Violence	P071		2022/23	2023/24
37	Hiring of Students	P015		2022/23	2023/24
38	Homework	P036		2022/23	2023/24
39	Leasing of Surplus School Properties	P010		2022/23	2023/24
40	Nutrition Foundation	P035		2022/23	2023/24
41	Performance Management: Director of Education	P049		2022/23	2023/24
42	Policy Framework	P001		2022/23	2023/24
43	Pre-Examination Moratorium On Major Assignments and Activities	P063		2022/23	2023/24
44	Professional Development for Trustees	P090		2023/24	2023/24
45	Selection, Promotion and Placement of School Principals and Vice-principals	P052		2022/23	2023/24

	Policy Title	No.	Current Status	Last Year Schedule 2021/22 - 2024/25	Revised Schedule 2022/23 - 2025/26
46	Student Leadership (and Student Engagement)	P070		2022/23	2023/24
47	Student Trustee and SuperCouncil Communications	P053		2022/23	2023/24
48	The Environment	P028		2022/23	2023/24
49	Acceptable Use of Information Technology Resources	P088		2023/24	2024/25
50	Accommodation and Program Review	P068		2023/24	2024/25
51	Anti-Fraud Measures	P081		2023/24	2024/25
52	Community Use of Board Facilities	P011		2023/24	2024/25
53	Concussions	P087		2023/24	2024/25
54	Early Learning and Care	P022		2023/24	2024/25
55	External Auditor Independence	P089		2023/24	2024/25
56	Governance	P086		2023/24	2024/25
57	Open Data	P091		2023/24	2024/25
58	Reporting of Suspected Wrongdoing (Whistleblowing)	P066		2023/24	2024/25
59	Staff Changes	P014		2023/24	2024/25
60	Student Health Support	P092		2023/24	2024/25

	Policy Title	No.	Current Status	Last Year Schedule 2021/22 - 2024/25	Revised Schedule 2022/23 - 2025/26
61	Students Without Legal Immigration Status	P061		2023/24	2024/25
62	Supervisory Officer Selection	P055		2023/24	2024/25
63	Voluntary First Nation, Métis And Inuit Self-Identification	P077		2023/24	2024/25
64	Advertising and Distribution of Materials	P006		2024/25	2025/26
65	Anti-Sex Trafficking	P099		2021/22	2025/26
66	Board Member Code of Conduct	P075		2024/25	2025/26
67	Enterprise Risk Management	P101		2021/22	2025/26
68	Equity	P037		2024/25	2025/26
69	Excursions	P033		2024/25	2025/26
70	Freedom of Information and Protection of Privacy	P094		2024/25	2025/26
71	Home Instruction	P060		2024/25	2025/26
72	Mission, Values and Goals	P002		2024/25	2025/26
73	Out of Area Admissions (formerly Optional Attendance)	P013		2021/22	2025/26
74	Parent and Caregiver Engagement	P023		2021/22	2025/26
75	Records and Information Management	P097		2024/25	2025/26

	Policy Title	No.	Current Status	Last Year Schedule 2021/22 - 2024/25	Revised Schedule 2022/23 - 2025/26
76	Restrictions on Alcohol, Drug and Tobacco Use	P095		2024/25	2025/26
77	Student Attendance, Safe Arrival and Safe Departure	P085		2021/22	2025/26
78	Student Dress	P042		2024/25	2025/26
79	Student Interest Programs	P100		2021/22	2025/26
80	Student Use of Service Animals	P096		2024/25	2025/26
81	Transforming Student Learning in Literacy and Mathematics	P038		2024/25	2025/26
82	Transportation of Students	P020		2021/22	2025/26
83	Trustee Pregnancy and Parental Leave	P093		2024/25	2025/26
	TOTAL:			83	83



PR695, Threats to School Safety: Revised Procedure

To: Governance and Policy Committee

Date: 11 January, 2023

Report No.: 01-23-4455

Strategic Directions

- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

Recommendation

It is recommended that the Threats to School Safety Procedure (PR695), as presented in this report, be received for information.

Context

The Threats to School Safety Procedure (PR695) (Appendix A) was initially adopted on November 8, 2005 and last revised on April 19, 2009.

On November 8, 2022 Executive Council approved revisions to the Threats to School Safety Procedure (Appendix B). The revised Threats to School Safety Procedure (the "Procedure") supports the implementation of the Caring and Safe Schools Policy (P051), by ensuring the safety of students and staff inside Board buildings and on-Board property. The revised Procedure helps establish a process for situations when a school cannot be safely evacuated (e.g., lockdown, hold and secure, shelter in place, bomb threat, concealed weapon, emergency crisis plans).

The revised Procedure is based on the Emergency and Crisis Response Plan (ECR Plan) developed by the TDSB in conjunction with the Toronto Police Service, the Toronto Catholic District School Board, the Conseil scolaire de district catholique Centre-Sud (CSDCCS) and the Conseil scolaire Viamonde (CSV) in accordance with the Provincial Model for a Local Police/School Board Protocol 2015 issued by the Ministry of Education.

The revised Procedure (PR695) is presented to the Committee for information.

Action Plan and Associated Timeline

Subject to the Governance and Policy Committee's receipt on January 11, 2023, the revised Procedure will be provided to the Board of Trustees for information on February 1, 2023.

Resource Implications

No additional resources will be required at this time.

Communications Considerations

The revised Procedure (PR695) will be posted on the Board's internal and external website and communicated through the System Leaders' Bulletin

Board Policy and Procedure Reference(s)

- Caring and Safe Schools Policy (P051)

Appendices

- Appendix A: Threats to School Safety Procedure (PR695) – Current
- Appendix B: Threats to School Safety Procedure (PR695) – New

From

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Toronto District School Board

Operational Procedure PR695

Title: **THREATS TO SCHOOL SAFETY**

Adopted: November 8, 2005,

Revised: August 25, 2008, **August 19, 2009**Authorization: Executive Council

1.0 OBJECTIVE

To establish a procedure for emergency situations when a school cannot be safely evacuated. This procedure includes specific plans to keep students, staff and others safe in the event of a serious accident, violent incident or act of terrorism.

2.0 DEFINITIONS

Emergency Evacuation Plan The Board has an Emergency Evacuation Plan designed for 5 levels of threat. The levels of threat range from an imminent building threat to a National Emergency. All schools have detailed evacuation plans to remove students and staff in the event of a serious incident where everyone must leave the building.

Hold and Secure Hold and Secure (formerly “Partial Lockdown”) is a response to a threat in the general vicinity of a school, but not on or near 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, once they do not leave the building.

Lockdown A Lockdown is a response to an emergency situation wherein the evacuation of a school building is neither safe nor advisable and steps are required to isolate students and staff members from danger by having everyone remain inside the building. In all lockdowns, staff members establish communication with police by calling 9-1-1; call the appropriate quadrant Safe and Caring Schools office; contact Oakburn Call Centre; alert the appropriate Communications and Public Affairs officer; and provide a crisis report as soon as possible. The “School Lockdown Procedure” is very different from the **Emergency Evacuation Plan**.

A Lockdown is used in a serious emergency situation where the threat is inside, on or very near to the school. 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 caretaking, teachers, administrative team and other support staff) are responsible for students and endeavour to ensure that no one leaves the designated area. Building entrances should be kept in the LOCKED position so as to re-

strict access of unwanted individuals. However, one access door should remain unlocked for easy access of emergency personnel ONLY. “School Lockdown Procedures” would only be invoked in situations that involve imminent danger, and where a facility evacuation is neither safe nor advisable. During a lockdown, lights are turned off in the classroom/office, curtains/blinds are closed and all interior windows/glass panes must be covered to prevent visibility into the classroom. Staff members, as designated by the principal, endeavour to prevent individuals such as students and other authorized adults from leaving the building.

NOTE: In reporting a Threat to School Safety on a Crisis/Issues Report Form (see Principals’ Website) to the system, administrators should clearly state whether it was a “Hold and Secure” or a Lockdown they are reporting.

Shelter-In-Place is governed by a separate set of protocols as part of the Emergency Evacuation Plan and is used during hazardous environmental situations when it is safer to remain inside (e.g. a gas leak in the neighbourhood).

3.0 RESPONSIBILITY

Associate Director

4.0 PROCEDURES

Some emergency situations may prevent the safe evacuation of a school building and may require steps, including the initiation of a “Hold and Secure” or Lockdown, in order to isolate students and staff from danger. The “Threats to School Safety” procedure includes specific plans to keep students, teachers and other school personnel safe in the event of a threat in the vicinity of a school, a violent incident or act of terrorism.

While recognizing that each school and each potential crisis will vary, below is the recommended set of procedures for school use, which conform to current emergency procedures within the Board. Safe Schools Administrators and Advisors are available to support and assist in the use of these guidelines for individual schools. Each school will implement these procedures in light of their school’s unique structure and/or needs.

As many schools have licensed child care centres or other tenants and community groups using school premises, it is important that Principals ensure the appropriate staff members from those organizations are included in the development and implementation of these procedures at each school site.

4.1. School Preparations for “Hold and Secure” Lockdown Procedures

All schools will hold at least two (2) practice drills for “Threat to School Safety” in each school year. All schools will develop school specific lockdown procedures as part of their Safe Schools planning process. Such procedures will take into account site specific special needs, such as mechanisms to communicate messages to those who may not adequately hear verbal communications and those who may not be readily mobile without assistance. Specific designated areas within a school/site

are to be taken into consideration for those with special needs. Such practices will be in addition to any fire drills or other related types of school evacuation drills. Trained Assessors are available through Safe and Caring Schools or the local Toronto Police Service division and can be present during your drill to provide valuable feedback.

The lockdown practice session will be logged as a permanent record. The log can be accessed via the Principals' Intranet Site. A brief plan outlining the procedures to be followed in a "Hold and Secure" or a Lockdown should be printed and posted in each classroom. All visitors and occasional staff to the school are to be made aware of the contents and location of such plans. The specific plan for each classroom should ideally be written in a checklist format. Students must be informed that in the event of a Lockdown, all students must report to the nearest classroom if they are not able to safely and quickly reach their own classroom. In an emergency situation all students, staff and visitors work under the direction of the school principal or designate.

4.2. Keeping students safe during a "Hold and Secure" or Lockdown

The safety of our students and staff is the highest priority of the TDSB and schools must be prepared. During a serious emergency, schools will be in constant communication with emergency personnel at the scene. From that point, school and emergency officials determine the duration of a "Hold and Secure" or a lockdown. Schools will follow the general "Threat to School Safety Procedure" described in Sections 5.3, 5.4, 5.5 and 5.6 of this document **while considering any unique, individual school circumstances**. Parents are not permitted access to the building and to their children during a lockdown situation. Parent access to students in a "Hold and Secure" situation will be assessed on a case by case basis.

4.3. School Principal (or Designate) Responsibilities

- (a) All staff members and students are to be notified as follows: "May I have your attention please, ALL staff and students! THIS IS A (Name of School) EMERGENCY. THE SCHOOL IS NOW IN HOLD AND SECURE/LOCKDOWN MODE". I repeat...(repeat previous sentences). ALL staff and students are to respond accordingly.
- (b) Notification, as above in (a) must take into consideration those within a site that may require alternate forms of communication (see 5.1 for statements regarding site specific needs).
- (c) Always call the Police at 911 immediately – this will ensure a line of communication is established with police – DO NOT CALL YOUR LOCAL POLICE DIVISION;
- (d) Lock all classroom doors;

- (e) Lock all exterior doors (where it is safe to do so), except in the event of a Lockdown, when you are advised to keep one exterior door unlocked for emergency personnel access.
- (f) Contact the TDSB Call Center (416-395-4620);
- (g) Contact your Quadrant Safe and Caring Schools department;
 - Northwest Office - (416) 394-4030
 - Northeast Office - (416) 396-9170
 - Southeast Office - (416) 396-5411
 - Southwest Office - (416) 394-7393
- (h) Send a Crisis Report to Communications as soon as reasonably possible.

4.4. Staff Responsibilities

Note: schools will modify/adjust based on the type of Threat to School Safety and school specific Threat to School Safety procedures

- (a) Teachers take note of students who are missing from your room as well as any additional students who have entered your room. In the event of a Lockdown **DO NOT CALL THE OFFICE;**
- (b) Teachers should remain calm and reassure students that the emergency is under control;
- (c) Staff members are to direct students in hallways to seek shelter in the nearest classroom;
- (d) Staff members are to direct students in outdoor areas to immediately take cover. Return to the gym if it is safe to do so. If the threat is outdoors on or very near to school property, all outdoor activities should be cancelled and staff members and students should remove themselves as far from the threat as possible;
- (e) Keep everyone facing away from the glass and doors where possible. Stay away from open or exposed situations;
- (f) Pull shades or drapes and turn off classroom lights;
- (g) Don't release anyone, except by the direction of the principal or designate or the police;
- (h) Do not allow students or staff to use restrooms or lockers during a Lockdown;
- (i) Turn off all electronic devices, including radios, televisions and cell phones. However, if you have vital information or need to report a medical emergency, **call 9-1-1 directly;**
- (j) Everyone should lie on the floor if gunshots are heard;

- (k) Do not call the office for general information – you will be advised;
- (l) Prepare students for staying in a “Lockdown” mode for an extensive period of time;
- (m) Only open the doors when an “all clear” is given by the principal or emergency personnel;
- (n) ALL staff members should follow these procedures in the cafeteria or lunch room space if the lockdown occurs during the lunch hour;
- (o) Support staff (including Head Caretaker or designate, support staff at all levels) will report to a previously designated location (e.g. Main Office, Library) if it is safe to do so;
- (p) Main Office Staff will contact transportation to advise staff of the situation;
- (q) Main Office Staff will have a consistent message for parents who are calling the school during a lockdown;
- (r) Adult students, visitors and all others in the building are required to obey lockdown procedure instructions while on Board property.

4.5. Student Responsibilities

- (a) Follow the directions of school staff and emergency personnel;
- (b) Remain calm and quiet;
- (c) Proceed immediately to the nearest classroom;
- (d) Turn off all electronic devices including ringers on cell phones;
- (e) Relay any pertinent information to school staff.

4.6. School Evacuation Procedure

When emergency officials first respond to the scene of an incident where a lockdown procedure is in effect, another option they might consider is evacuation of the school (see Emergency Evacuation Procedure). If that determination is made, school administrators would either walk the students to a safer location (if possible) or emergency personnel would arrange ground transportation to a designated location well out of harm's way.

4.7. Notification of a “Hold and Secure” or Lockdown

During a “Hold and Secure” or lockdown situation, school officials suggest parents keep informed by listening to the radio or monitoring the situation on television. School board officials will do all they can during an emergency to notify parents, however, certain emergency situations may preclude this possibility. A parent stag-

ing area may be established where parents can go to learn the most up-to-date information about the situation at the school. This site will be an area away from the immediate emergency or threat.

4.8. Notification of a “Hold and Secure” or Lockdown

During a “Hold and Secure” or lockdown situation, school officials suggest parents keep informed by listening to the radio or monitoring the situation on television. School board officials will do all they can during an emergency to notify parents, however, certain emergency situations may preclude this possibility. A parent staging area may be established where parents can go to learn the most up-to-date information about the situation at the school. This site will be an area away from the immediate emergency or threat.

5.0 APPENDICES

Appendix A: Frequently Asked Questions

Appendix B: Coordinating Threats to School Safety Among Toronto Police Service, TDSB and TCDSB Schools

6.0 REFERENCE DOCUMENTS

Board Policies

P044: Code of Conduct

P051: Safe Schools

Operational Procedures

PR569: Crisis and Incident Report

PR555: Media Inquiries

PR651: Media Releases

PR539: Safe Schools

PR520: Urgent Messages in Emergency Situations

PR536: Medications

Other

Ministry of Education: Guidelines for Developing and Maintaining Lockdown Procedures for Elementary and Secondary Schools in Ontario – June 2009

Emergency Evacuation Plans

Principal 911 Document

Safe Schools Plans



Threats to School Safety Procedures

Frequently Asked Questions by Parents

1. What is emergency preparedness?

The TDSB has taken steps to ensure your child's safety while in school. Each school has developed emergency preparedness plans including the steps staff will take in the event of an emergency, including a parent communication plan and evacuation plan.

2. How can I stay informed?

The TDSB will broadcast emergency messages, when necessary, using a number of media. General emergency messages, including early and late school openings and closings can be found on the school board's website. Emergency messages are also transmitted to local media, including television and radio stations. Parents are encouraged to use these media sources for updates on emergency situations. During an emergency, parents should refrain from calling the school as it overloads phone lines and interferes with the work staff must undertake during a threat to school safety.

3. How will my child's school handle an emergency situation?

All TDSB schools have an emergency preparedness plan. While emergency plans are based on School Board procedures, the specifics of each plan differ according to unique circumstances for each location. A response to a situation will differ based on the specifics of that situation. The flexibility of the plan is key to the success of the response. In general, each school has a Safe Schools team; develops evacuation and Threats to School Safety procedures; maintains a portable critical response kit that contains key information and supplies; designates one or more appropriate evacuation sites; provides training to personnel and updating of the plan; maintains checklists for dealing with specific types of incidents; and provides resources for help before, during and after an event. All school plans have been reviewed and school crisis teams have received training.

4. How can I see the security plan for my child's school?

The TDSB does not release this type of specific information, pursuant to the Freedom of Information Act. This law provides specific exclusions to the type of information that can be released. A crisis management plan serves as the template that schools use to construct their own site-specific plans.

5. What is “Hold and Secure?”

Hold and Secure is a response to a threat in the general vicinity of a school, but not on or very near to 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, once they do not leave the building.

6. What will the TDSB do if an emergency situation occurs while students are in school?

The specific actions taken by school personnel in any emergency situation, both board-wide and at individual schools, will depend on the specifics of the situation. Any action taken would depend on several factors, including the level of threat and the advice or directive of local, provincial, and federal agencies. The safety of students and staff members will be the primary concern in any decision.

7. Will I be allowed to pick up my child?

The TDSB does not intend to keep children from their parents if a crisis occurs during school hours or school activities. It is the school board's intent to make sure that children are safe inside their schools until such a time that there is no longer a threat to school safety. Parents will be informed and reunited with their children as soon as it is safe to do so.

8. Does the school have a parent-child reunification plan?

Yes. Each school has developed a reunification plan for reuniting parents with their children after an emergency has occurred. Additionally, if public safety officials require that a school building be evacuated, students and staff members will be safely transported to a designated parent-student reunification center. Parents will be informed of the reunification location via the school board's emergency plan and local media.

9. Will I be given the evacuation and parent reunification locations ahead of time?

The TDSB does not release this type of specific information, pursuant to the Freedom of Information Act. This law provides specific exclusions to the type of information that can be released. Also, during emergency situations, circumstances could arise that might force changes to previously designated locations. Parents will be informed of parent / student reunification center locations via the local media and through school resources.

10. What if my child is riding a school bus at the time of a crisis?

The transportation service providers will be in contact with the Central Office for instructions in the event that a crisis occurs while students are in transport. Bus drivers will be informed to avoid driving toward the crisis location. Parents will be informed of the parent-student reunification center location via the school board's emergency messaging system and local media. If students were evacuated from school property, they would be bussed back to the school after receiv-

ing approval from officials. During a time of a crisis of this type, school officials suggest parents keep informed by listening to the radio or monitoring the situation on television.

11. Can I pick up my child?

Parents will be allowed to pick up their children unless public safety officials have declared that there is some reason why access to the facility is restricted. During any emergency, school personnel will endeavour to maintain a safe and calm environment for children within the school. School will not automatically be canceled in emergency situations because the school may be the safest place for children to be. Although some parents may feel compelled to pick up their children from school at that time; we want to assure them that their children are completely safe during a lockdown. Allowing anyone to enter or exit the building during this time could expose the children and everyone else inside to a potentially dangerous situation.

12. Who can pick up my children?

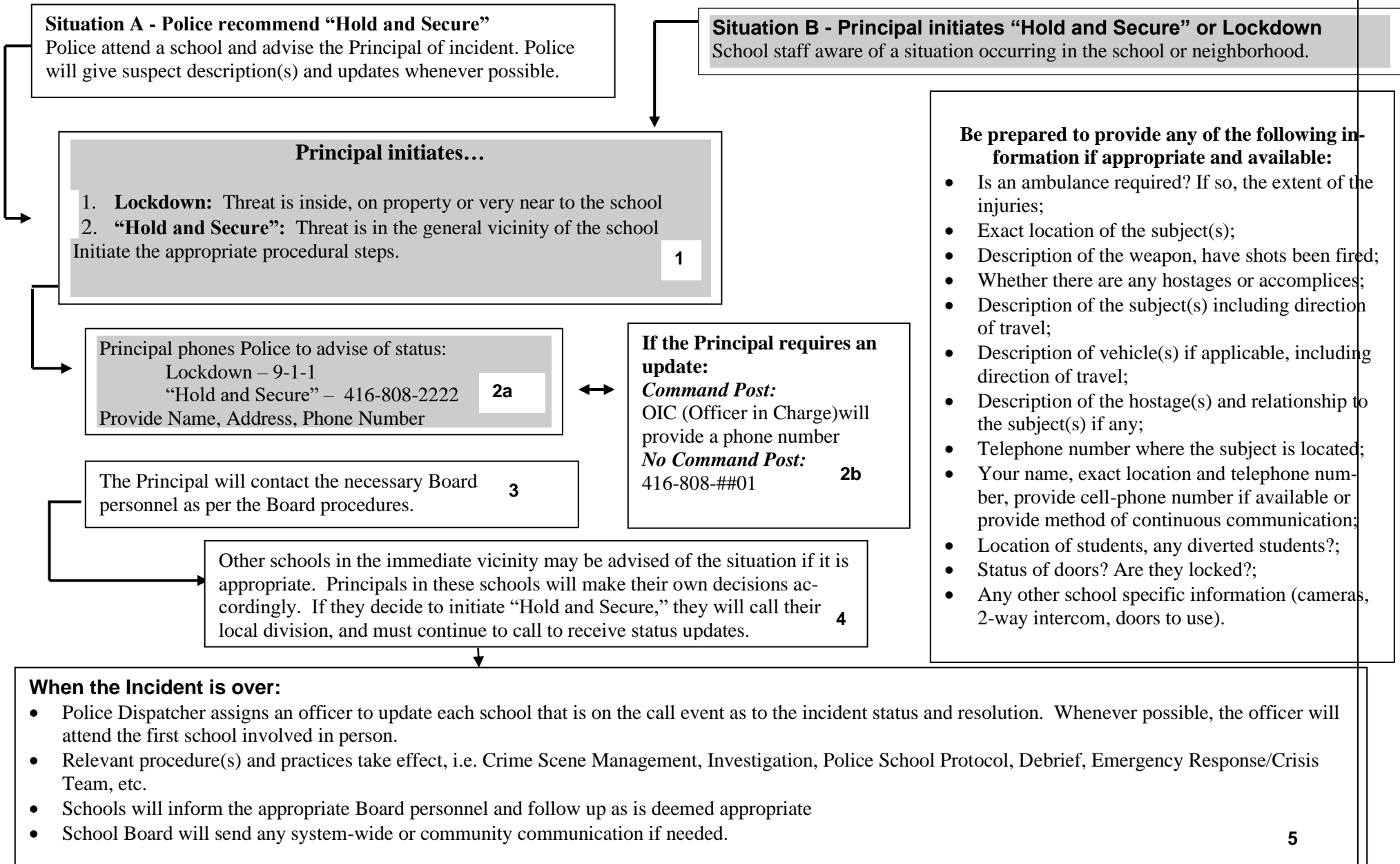
Children will not be released to individuals who are not authorized to do so on the student's emergency card or who do not have written parent authorization. Parents and guardians at the start of each school year will complete the emergency contact information. Parents and guardians are encouraged to update the emergency contacts as needed throughout the school year.

13. What about my child's medication?

If your child takes medication regularly, you should make sure that the school has an appropriate amount of additional medication on hand. Talk with your child's school principal for more information. In the event of a Threat to School Safety, Emergency Medical Services personnel will be notified of any specific medicinal needs.

Coordinating “Threats to School Safety” Response Among Toronto Police Service, TDSB and TCDSB Schools

* shading indicates priority action for school administration (revised May 19, 2009)



Toronto District School Board

Operational Procedure PR695

Title: **THREATS TO SCHOOL SAFETY**

Adopted: November 8, 2005

Effectuated: November 8, 2005

Revised: August 25, 2008; August 19, 2009; **Insert New Date**

Reviewed: August 25, 2008; August 19, 2009; **Insert New Date**

Authorization: Executive Council

1. RATIONALE

The Threats to School Safety Procedure (the “Procedure”) supports the implementation of the Caring and Safe Schools Policy (P051), by ensuring the safety of students and staff inside Board buildings and on-Board property.

This Procedure is based on the Emergency and Crisis Response Plan (ECR Plan) developed by the TDSB in conjunction with the Toronto Police Service, the Toronto Catholic District School Board, the Conseil scolaire de district catholique Centre-Sud (CSDCCS) and the Conseil scolaire Viamonde (CSV) in accordance with the Provincial Model for a Local Police/School Board Protocol 2015 issued by the Ministry of Education.

2. OBJECTIVE

- To establish a process for situations when a school cannot be safely evacuated.

3. DEFINITIONS

Board refers to the Toronto District School Board, which is also referred to as the “TDSB.”

Bomb Threat refers to a protocol used for conveyance of a message that is designed to warn and/or alarm people to an impending detonation of an explosive or incendiary device to cause damage, death, or injuries, whether or not such a device actually exists.

Concealed Weapon, for the purposes of this Procedure, refers to a protocol used in response to information received by school staff or the Police about a student(s) carrying a weapon.

Hold and Secure refers to a protocol used in response to an external danger (off school property) which poses no immediate threat to the school. 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, once they do not leave the building.

Lockdown refers to a protocol that is used in response to a major incident or threat of violence within a school, or in relation to the school.

Shelter in Place, for the purposes of this Procedure, refers to a protocol used in response to possible environmental danger in the school neighbourhood and it is safer to remain inside (e.g., a gas leak in the neighbourhood).

TDSB refers to the Toronto District School Board, which is also referred to as the "Board."

Weapon, within this Procedure, refers to 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.

4. RESPONSIBILITY

Executive Superintendent, Human rights and Indigenous Education and Centrally Assigned Principal, Caring and Safe Schools.

5. APPLICATION AND SCOPE

This Procedure applies to all students and employees of the Board.

The Procedure also covers, parents/guardians, school council members, visitors, third party service providers, volunteers, permit holders, customers of the Board and other members of organizations while partaking in any activities that occur in Board premises or while engaging in Board related functions.

Schools and school-related activities, such as extra-curricular activities and excursions comprise the learning and working environment, fall within the scope of this Procedure, as do Board offices and facilities (including eating, lounge/changing areas and vehicles used for work purposes or on work property). Conferences, workshops, training sessions and staff functions (e.g., staff parties, retirement celebrations) also fall within the scope of this Procedure.

6. PROCEDURE

6.1. General Principles

- 6.1.1. It is the responsibility of each school principal and/or site manager to develop an Emergency and Crisis Response Plan in accordance with the Provincial Model for a Local Police/School Board Protocol 2015, as issued by the Ministry of Education, as well as TDSB policies and procedures. School principals and/or site manager will use this Procedure in the development of their school Emergency and Crisis Response Plan.
- 6.1.2. The Principal or designate is responsible for overall planning and the final content of the school plan. The Principal is also responsible for:
- a) scheduling drills;
 - b) making the Police, Fire Services, and Emergency Medical Services aware of planning and drills and inviting them to participate;
 - c) training students; and
 - d) the overall safety of staff and students.
- 6.1.3. Every effort will be made by Principal or site manager to have a police officer present during the scheduled drills. In an actual incident (not a drill), the Police are responsible for management of the threat and the subsequent criminal investigation. The Principal must also provide full cooperation to the Police.

6.2. Threats to School Safety

- 6.2.1. The following is intended to assist in the first hours when a threat to school safety occurs in or near your school, including but not limited to:
- a) Lockdown - a lockdown threat to school safety response occurs when there is a major incident or threat of school violence within the school, or in relation to the school (see Appendix A for details)
 - b) Hold and Secure - possible danger in the school neighbourhood (see Appendix B for details)
 - c) Shelter in Place - possible environmental danger in the school neighbourhood (see Appendix C for details)
 - d) Bomb Threat - any conveyance of a message that is designed to warn and/or alarm people to an impending detonation of an explosive or incendiary device to cause

damage, death, or injuries, whether or not such a device actually exist (see Appendix D for details)

- e) Concealed Weapon - school staff or the Police receive information about a student(s) carrying a concealed weapon (See Appendix E for details)
- f) Emergency Crisis Response Plan Signage steps to follow when informed of a threat to school safety; signage (see Appendix F) is required to be posted in common areas of schools and classrooms

6.3. Important Considerations When Responding to a Threat to School Safety

6.3.1. A true and accurate fact pattern takes time to emerge. It will be necessary to continually evaluate the situation and to revise responses.

6.3.2. A response may be influenced by one's proximity to the event. For example:

- a) whether one is personally involved in the incident;
- b) whether one is near the incident scene, but not directly involved; and/or
- c) whether one is away from the school at another location.

6.3.3. The ability to gauge the reliability of the information received about a threat can have a significant impact on the outcome:

- a) the initial information received about a crisis often contains erroneous assumptions and misinformation.
- b) the process by which one investigates, interprets and responds to a crisis is critical to the outcome.
- c) speculation and rumours will travel quickly and may obscure the facts.
- d) firsthand observations may be strongly affected by the nature of the incident.
- e) personal emotional and physical reactions may affect one's decision-making abilities.
- f) it is often difficult to obtain accurate information from someone who has experienced a traumatic event.

6.4. Preparing the Response

6.4.1. When confronted with a threat to school safety, there are some broad questions to consider that will inform subsequent actions. These will clarify needs and priorities and help to prepare the appropriate responses:

1. What is the nature of the threat?
2. What is the potential for escalation and/or heightened risk?
 - a) the first priority is to minimize the ongoing danger and to ensure the health and safety of everyone in the school.
 - b) maintaining a state of deliberate calm within the school is paramount at this time.
3. Are emergency services required?
4. Is there a need to provide direction or ensure access for emergency vehicles?
5. Is there information about the crisis that requires further verification and assessment?
 - a) the ability to listen carefully as information comes in is critical.
 - b) the response will require decisiveness, flexibility and effective communication.
 - c) all of those directly involved in the crisis should be interviewed.
6. Is the area secured for purposes of safety and evidence gathering?
 - a) the situation should be deescalated if possible,
 - b) personnel should be assigned to supervise the secured area as needed.
7. What immediate legal or regulatory compliance issues should be addressed?
 - a) the school Superintendent and the Board's Government, Public and Community Relations Department should be contacted for information and assistance.
8. What Personnel need to be contacted immediately?
 - a) The Board's Communication Protocol(s) should be followed (see Communications section below)

9. Has an alternate evacuation site been determined and communicated to the school community?
10. Have parents been informed that a staging area may be established by the Police in order to provide updates and direction?

6.5. Initiating a Threat Response

- 6.5.1. Once the Principal has determined the nature of the threat, it is important to initiate the appropriate threat response as outlined within this Procedure.
- 6.5.2. Due to the rapid progression of events in a threat to school safety situation, it may be necessary for the Principal to delegate responsibilities. This underscores the need for preparedness through proactive planning and practice in order to achieve an efficient and effective response.

6.6. Lifting the Threat Response

- 6.6.1. Once the school has received confirmation from emergency personnel (Police or Emergency Medical Services) and/or school administration 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.

6.7. Follow up to a Threat Response

- 6.7.1. The Principal must communicate to Board officials and the school community both the details of the threat and the effectiveness of the school response. The school, in consultation with the Board's Government, Public and Community Relations Department, will draft any written communication that is to be distributed to the school community. Specific recommendations are also included in this Procedure for specific threats to school safety (please see Appendices)
- 6.7.2. It is important to recognize that students/staff/community members may have had previous lived experiences related to these incidents, therefore supports provided should be trauma-informed and culturally responsive. In addition, approaches will be mindful of the needs of students/staff/community member who have disabilities or complex medical needs.

6.8. Communication Plan

- 6.8.1. During a threat to school safety, it is the Principal's responsibility to inform all relevant groups in accordance with the Board's notification

process. Please refer to the specific communication guidelines set out in each threat to school safety section of this ERC Plan.

6.9. Media Requests

- 6.9.1. Step 1. Call the Board's Government, Public, and Community Relations Department
- 6.9.2. Step 2: Remind staff that only authorized board personnel should speak to the media.
- 6.9.3. Step 3: Direct all calls from the media to the Board's Government, Public, and Community Relations Department
- 6.9.4. Step 4. Do not allow the media to film or speak with students without parent/guardian/caregiver permission.

7. EVALUATION

This Procedure will be reviewed as required, at a minimum every four (4) years after the effective date.

8. APPENDICES

Appendix A: Lockdown Response Plan

Appendix B: Hold and Secure Response Plan

Appendix B: Shelter in Place Response Plan

Appendix D: Bomb Threat Response Plan

Appendix E: Concealed Weapon Response Plan

Appendix F: Emergency and Crisis Response Plan Signage Post

9. REFERENCE DOCUMENTS

Policies:

- Caring and Safe Schools Policy (P051)

Operational Procedures:

- Board Code of Conduct (PR585)

Legislative Acts and Regulations:

- *Education Act*

APPENDIX A**LOCKDOWN RESPONSE PLAN**

For the purposes of this ECR Plan, a Lockdown threat to school safety response occurs when there is a major incident or threat of school violence within the school, or in relation to the school.

Examples could include:

- An active attacker is in the building or on the school property/grounds

Every school is required to develop and implement an individual school plan for a Lockdown response. The individual school plan must be reviewed on an annual basis. Principals and or school designate should use the following guidelines to develop the individual school plan.

Guidelines**Roles and Responsibilities**

The individual school plan should outline the expectations of staff, students, parents and the Police.

Floor Plans

Accurate up-to-date floor plans may be a key component in a Lockdown response. Floor plans (and master keys) should be made available to the Police if safe to do so. Command post locations and offsite evacuation plans should be identified on copies of the floor plans.

Initiating a Lockdown

When there is a determination or when information is received that a Lockdown response is necessary (the response should not be delayed for the purpose of first checking with the Principal or designate), the following guidelines should be followed:

1. Make a P.A. announcement stating:

“Lockdown, Lockdown, Lockdown”

For the safety of hearing impaired individuals consideration should be given to the use of visual indicators in addition to the notification P.A. system.

Consideration should also be given to posting the P.A. announcement close to the microphone so that it is readily available when needed.

2. All occupants, tenants and visitors (permit holders, daycare centres, etc.) should be informed that a Lockdown response has been initiated.

3. Call the Police (911), except in those cases where the Police have directed the school to initiate a Lockdown. Communicate the following:

- The nature of the incident
- School contact information (e.g., Principal's cell number)
- If safe to do so, exterior doors should be unlocked to allow access for Emergency
- Medical Services personnel.
- If safe to do so, provide the Police with facility master keys and floor plans upon their arrival.

4. Students/staff should proceed, as quickly as possible, to a secure area:

- Students/staff in classrooms, offices, portables, cafeterias, libraries, gyms, etc. should close doors and lock/barricade if possible:
 - o For open areas (e.g., cafeterias, libraries, etc.) consideration should be given to the possibility of evacuating to the exterior of the school if safe to do so (see below regarding students/staff outside of the school building).
- Students/staff in transition should enter the nearest room, close the door and lock/barricade if possible:
 - o If safe to do so adults should check transition areas (e.g., hallways) and take any students found into their classroom prior to locking down.
- Students/staff in washrooms:
 - o In elementary schools, students should remain in the washroom and adults who normally work in close proximity to student washrooms should check the student washrooms if safe to do so and take any student found into their classroom prior to locking down
 - o In secondary schools, students should be aware that they are responsible for getting out of a washroom immediately upon hearing a Lockdown announced and for getting to the nearest safe area if safe to do so
 - o As a last resort, staff/students trapped in a washroom should attempt to somehow secure the bathroom door, enter a stall, lock the door, and climb on top of the toilet

- Students/staff outside the school building (e.g., during recess, arrival or dismissal times) should proceed, as quickly as possible, to the school's emergency evacuation site and remain there until further instructions are given.
 - Students/staff who are some distance from school buildings should assemble at the school's emergency evacuation site, pending further instruction.
 - Neighbouring schools may not be the best option as off-site evacuation location as they may have activated a threat to school safety response as well. Attendance should be taken noting those who are absent or unaccounted for. Consideration should be given to having access to any emergency necessary medication for staff or students who have medical conditions (e.g., anaphylaxis, diabetes, asthma, epilepsy, etc.) during a Lockdown response.
5. Students/staff must move as far as possible from doors and windows. Be mindful of sightlines. It may be necessary to use school furnishings to secure a room or to provide shelter:
- Given the thin walled construction of portables, it is recommended, where possible and if safe to do so, that all desks be arranged in a circle and tipped onto their side with desktops facing out, and that students/staff gather within the circle and remain down on the floor, below the top edge of the desks.
 - Students/staff should lie on the ground if gunshots are heard.
6. Lights should be turned off.
7. Windows should be closed and window coverings, where possible, should also be closed. Interior glass panes should be covered where possible.
8. Students/staff must remain silent.
9. Student cell phones and other electronic devices should be turned off. Staff cell phones should be set to silent (refer to #15 directly below).
10. Do not, under any circumstances, allow access to anyone once a space has been secured.
11. Students/staff are to remain in secure areas until further instructions are received. Under no circumstances should anyone leave a secured area to access washrooms, lockers, etc.

12. Students/staff should be aware that a Lockdown response may be in effect for an extended period of time.
13. Ensure that both a telephone line and a cell phone connection to main office/Principal/Principal's designate are kept open for incoming communication from the Police, Board personnel, etc.
14. No calls for information should be made to the office. Updates will be provided. Be aware that an active attacker may use the P.A. system to access potential victims.
15. In the event that an individual has information that may aid in the Police response (e.g., the location of the active attacker or to inform of a medical emergency, a direct call to 911 should be made using a cell phone. This must be done as quietly as possible and only if safe to do so.)
16. Contact the school Superintendent and the Board's Communications, Media & Public Relations Department.
17. The school Superintendent, in conjunction with the Board's Communications, Media & Public Relations Department, will determine the most appropriate method to communicate to parents/guardians/caregivers and the community that a lockdown response is in effect at the school.

Evacuation Controlled Evacuation

Where the Police have determined that a controlled evacuation of a school under a Lockdown is a viable option; the Police will direct the evacuation process. Evacuation will normally be done on a room-by-room basis, with evacuees being escorted by the Police to the evacuation location.

Fire Alarm

Should a fire alarm 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 ploy to access possible victims. Individual discretion must be used to determine the actuality of a fire and the degree of risk associated with leaving a secured area.

Lifting the Lockdown Response

Police personnel will determine when the incident or threat of school violence has passed. No individuals or groups can be released from a secured area until authorized by a police officer.

When the Police are lifting a Lockdown, the following guidelines should be followed.

1. The Police and/or the school designate will lift a Lockdown room-by-room. The Police and/or the school designate will knock and announce their entry prior to entering the room with a master key.
2. Following #1 above, the Principal or designate will make a P.A. announcement stating:

“The Lockdown response has been lifted.”

3. Communicate specific school instructions as required (e.g., resume normal school routines, unlock doors/windows, dismissal procedures, revised bus schedules, etc.)
4. Attendance should be taken when the Lockdown response is lifted.
5. In consultation with the Board’s Government, Public and Community Relations Department:
 - prepare a standard response to be shared with any callers to the school.
 - update the school answering system message.
 - amend auto-attendant message if needed.
 - prepare a letter for the school community to communicate the details of the incident and response.
 - prepare any media response which may involve coordinating with the Police.
6. Schedule a meeting with school staff to debrief the incident and response. The nature and severity of the incident will determine who will be included in the debriefing session, which may include more than school staff.

Transportation Considerations

1. The Principal (if safe to do so), school Superintendent and/or the Board’s Government, Public and Community Relations Department will notify the Board’s Transportation Department that a Lockdown response has been initiated at your school.
2. If a school bus approaches a designated pick-up or drop-off site where access has been restricted the driver will follow the Board’s policies and procedures regarding transportation.

Training Drills

1. Every Principal will plan and conduct a minimum of 2 Lockdown drills each school year utilizing the following concepts:
 - One of these drills will be conducted at a non-instructional time (e.g., recess, lunch time, before/after-school activities).

- Schools should work with their local police division when planning for and conducting a Lockdown drill.
 - Fire Services and Emergency Medical Services may be included in your drill.
 - Consideration should be given to informing the school community and neighbouring schools of a Lockdown drill.
2. Following a Lockdown drill, the Principal or school designate should conduct a short debrief with staff and students to provide feedback regarding the Lockdown drill (i.e., this may be done over the P.A. system, class-by-class visits etc.).
 3. Lockdown drills must be tracked using the Board’s approved tracking system.

School Plan

1. The Principal or designate will ensure that staff (including, where possible, parttime, itinerant and occasional staff), students, and the community (including tenants, occupants, volunteers and visitors) are familiar with the individual school plan for a Lockdown response. Training should occur as early in the school year as possible.
2. Staff, students and the community have a responsibility to be familiar with the individual school plan for a Lockdown response.

Example of Lockdown Door Signage

Please fill in your school and contact (e.g., Principal, Vice-Principal and/or Board’s Communication, Media and Public Relations Department) information and prepare copies to be used during a practice Lockdown response

**Name of School is conducting a Lockdown Drill
For further information, please contact**

APPENDIX B**HOLD AND SECURE RESPONSE PLAN**

For the purposes of this ERC Plan, a Hold and Secure threat to school safety response occurs when there is a possible danger in the school neighbourhood and poses no immediate threat to students or staff unless they leave the school.

Examples could include:

- police activity on the school grounds
- a crime in progress
- police searching for an offender in the neighbourhood

Guidelines

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

Initiating a Hold and Secure Response

1. In the event the school receives information of a serious nature from other sources, the Principal should call the Police at 416-808-2222 to determine whether the school falls within the parameters of a Hold and Secure response. Typically, the school will be contacted by the Toronto Police Service, or other agencies having jurisdiction over the incident who will recommend a Hold and Secure response.
2. If a Hold and Secure response is initiated, 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 and visitors (permit holders, daycare centres, etc.) that a Hold and Secure response has been initiated.
4. Students/staff outside the school building should proceed to enter the main building.
5. Students/staff in portables should remain in place unless otherwise directed by administration.
6. Students/staff who are some distance from school buildings should assemble at the school's emergency evacuation location, pending further instruction.

- Students/staff should stay away from exterior doors and windows.
 - Attendance should be taken in each room (including all classrooms, cafeterias, gyms, hallways, libraries, offices, etc.), noting those who are absent or unaccounted for.
7. Exterior doors should be locked and monitored by staff to permit entry of staff/students and to prohibit anyone from leaving. Hold and Secure signs are posted on exterior doors.
 8. Windows should be closed and window coverings, where possible, should also be closed. Lights may be left on unless otherwise advised.
 9. Ensure that both a telephone line and a cell phone connection are kept open for incoming communication from the Police, Board personnel, etc.
 10. No calls for information should be made to the office. Updates will be provided. However, staff with any relevant information related to the Hold and Secure should contact the office.
 11. Contact the school Superintendent and the Board's Government, Public and Community Relations Department.
 12. Contact the Transportation Department to advise of the Hold and Secure response (see Transportation Considerations in this ECR Plan).
 13. Prepare a message for the school answering system indicating that a Hold and Secure response is in effect at the school.
 14. Students' cell phones and electronic devices should be turned off.
 15. Unless otherwise advised, most school activities inside the school may continue during a Hold and Secure response. However, all outside activities are cancelled.
 16. Students should be aware that a Hold and Secure response may be in effect for an extended period of time.

Lifting the Hold and Secure Response

Upon receiving information from the Police or Emergency Medical Services and/or determining that the

Hold and Secure response may be lifted, these guidelines should be followed.

- If the Principal has invoked the Hold and Secure response independent of the Police or Emergency Medical Services, it is the responsibility of the Principal to consult with the local police division to ensure that the danger has passed.

1. Make a P.A. announcement stating:

“The Hold and Secure response has been lifted.”

2. Communicate specific school instructions as required (e.g., resume normal school routines, unlock doors/windows, dismissal procedures, revise bus schedules, etc.).

3. In consultation with the Board’s Government, Public and Community Relations Department:

- prepare a standard response to be shared with any callers to the school
- update the school answering system message
- amend auto-attendant message if needed
- prepare a letter for the school community to communicate the details of the incident and response

4. Schedule a meeting with staff to debrief the incident and response. The nature and severity of the incident will determine who will be included in the debriefing session, which may include more than school staff.

Transportation Considerations

1. Notify the Board’s Transportation Department that a Hold and Secure response has been initiated at your school. The Transportation Department will provide direction.
 - If buses are arriving at the school to drop off students:
 - designate the safest access to the building as the drop-off point
 - escort students from the bus to the school/portables
 - 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/guardians/caregivers to pick up their child/children at the alternate site
2. If buses are arriving at the school to pick up students:
 - designate the safest access to the building as the pick-up point, (e.g., entry furthest from the danger)
 - escort students to buses at the designated site

- use bus lists to record the names of students who are placed on buses
 - remain on site until all students have departed by bus or have been collected by parents/guardians/caregivers
 - if students cannot be safely dismissed from the school retain students pending instructions from the Police and Emergency Medical Services, School Superintendent, Board's Government, Public and Community Relations Department and/or Board's Transportation Department
3. If a school bus approaches a designated drop-off site where Emergency Medical Services are restricting access or the Board's Transportation Department has advised the driver of an emergency situation, the driver will follow the Board's policies and procedures regarding transportation.

Example of Hold and Secure Door Signage

Please fill in your school and contact (e.g., Principal, Vice-Principal and/or Board's Communication, Media and Public Relations Department) information and prepare copies to be used in the event of a Hold and Secure response

**Name of School is in Hold and Secure
For further information, please contact**

APPENDIX C**SHELTER IN PLACE RESPONSE PLAN****Shelter in Place**

For the purposes of this Procedure, a Shelter in Place threat to school safety response occurs when there is a possible environmental danger in the school neighbourhood.

Examples could include:

- a chemical spill or gas leak in the neighbourhood
- the presence of smoke or fire in the vicinity
- extreme weather conditions

Guidelines

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

Initiating a Shelter in Place Response

1. In the event the school receives information of a serious nature from other sources, the Principal should call the Police at 416-808-2222 to determine whether the school falls within the parameters of the Shelter in Place response.
2. If a Shelter in Place response is initiated, a P.A. announcement will be made stating:
 - a. "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. Students/staff outside the school building should proceed to enter the main building.
5. Students/staff in portables should remain in place unless otherwise directed by administration.
6. Non-teaching staff should report to a previously designated location (main office, library, etc.).
 - a. Attendance should be taken in each room, noting those who are absent. This includes all classrooms, cafeterias, gyms, hallways, libraries, offices, etc.

7. Call 911 if necessary. Typically, this will not be necessary, as the Shelter in Place response is initiated by Police/Emergency Medical Services.
8. Exterior doors should be secured and monitored by staff to permit entry of persons and to prohibit anyone from leaving. Shelter in Place signs are posted on exterior doors.
9. Windows must be closed and where possible window coverings are also closed.
10. When applicable, ensure that air exchange systems (fans, exhausts and air conditioners, etc.) are turned off.
11. Ensure that both a telephone line and a cell phone connection are kept open for incoming communication from the Police, Board personnel, etc.
12. No calls, intercom or otherwise, for information should be made to the office. Updates will be provided.
13. Contact the school Superintendent and the Board's Government, Public and Community Relations Department.
14. Contact Board's Transportation Department to advise of the Shelter in Place response (see Transportation Considerations in this ECR Plan.
15. Prepare a message for the school answering system indicating that a Shelter in Place response is in effect at the school.
16. Students' cell phones and electronic devices should be turned off.
17. Normal operations may continue inside the school; however, all outdoor activities are cancelled.
18. Students should be aware that the Shelter in Place response may be in effect for an extended period of time.

Lifting the Shelter in Place Response

Upon receiving information from the Police or other Emergency Medical Services and/or determining that the environmental threat has passed for the school, a Shelter in Place response may be lifted and the following guidelines should be followed:

1. If the Principal has invoked the Shelter in Place response independent of the Police or Emergency Medical Services, it is the responsibility of the Principal to confirm with the local police division that the Shelter in Place response may be lifted.

2. Make a P.A. announcement stating:

“The Shelter in Place response has been lifted.”

3. Communicate specific school instructions as required, e. g., revised bus schedules, dismissal procedures, etc.
4. In consultation with the Board’s Government, Public and Community Relations Department:
 - prepare a standard response to be shared with any callers to the school
 - update the school answering system message
 - amend auto-attendant message if needed
 - prepare a letter for the school community to communicate the details of the incident and response
5. Schedule a meeting with school staff to debrief the incident and response. The nature and severity of the incident will determine who will be included in the debriefing session, which may include more than school staff.

Transportation Considerations

1. Notify the Board’s Transportation Department that a Shelter in Place response has been initiated at your school. The Board’s Transportation Department will provide direction.
2. If buses are arriving at the school to drop off students:
 - designate the safest access to the building as the drop-off point, (e.g., entry furthest from the danger)
 - escort students from the bus to the school/portables
 - 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/guardians/caregivers to pick up their child/children at the alternate site
 - If buses are arriving at the school to pick up students:
 - designate the safest access to the building as the pick-up point (e.g., entry furthest from the danger)
 - escort students to buses at the designated site
 - use bus lists to record the names of students who are placed on buses

- remain on site until all students have departed by bus or have been collected by parents/guardians/caregivers
 - if students cannot be safely dismissed from the school, retain students pending
 - instructions from Police and Emergency Medical Services, School Superintendent,
 - Board's Communications Media and Public Relations Department and/or Board's Transportation Department
3. If a school bus approaches a designated drop-off site where Emergency Medical Services are restricting access or the Board's Transportation Department has advised the driver of an emergency situation, the driver will follow the Board's policies and procedures regarding transportation.

Example of Shelter in Place Door Signage

Please fill in your school and contact (e.g., Principal, Vice-Principal and/or Board's Communication, Media and Public Relations Department) information and prepare copies to be used in the event of a Shelter in Place response

Name of School is in Shelter in Place

For further information, please contact:

APPENDIX D

BOMB THREAT RESPONSE PLAN

For the purposes of this ECR Plan a Bomb Threat to school safety response occurs when there is the possible presence of a bomb or suspicious package that could cause damage, death or injuries on school property.

Examples could include:

- a report (verbal or written) of the presence of a bomb from an outside source
- a report (verbal or written) of the presence of a bomb by a staff member or student
- a suspicious package, item or something out of the ordinary is found or is reported to school personnel

Every school is required to develop and implement an individual school plan for a Bomb Threat. The individual school plan must be reviewed on an annual basis. Principals and or designate should use the following guidelines to develop the individual school plan.

Guidelines

Roles and Responsibilities

The individual school plan should outline the expectations of staff, students, school community, the Police, Fire Services and Emergency Medical Services.

Facilities Assessment

In developing the individual school plan, consideration should be given to proactive measures, including the following where applicable:

- 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 including existing electronic/video surveillance as a proactive tool;
- provide for the regular inspection of first aid and firefighting equipment as well as ensuring emergency exits remain unobstructed;
- include and provide for regular reviews of document-safeguarding procedures (e.g., Ontario Student Record);
 - assess whether interior/exterior and auxiliary lighting is adequate; and develop an inspection procedure for all incoming packages.

Floor Plans

Accurate, up-to-date floor plans are a key component of Bomb Threat and explosives incident response plans. Floor plans (and master keys if necessary) should be made available to all Emergency Medical Services responders who may be involved in a search of the premises when they arrive on the scene. Command post locations and off-site evacuation locations should not be identified on posted or publicly circulated copies of the floor plans.

Bomb Threat Intake

The Principal or designate will contact the Police in every incident of a Bomb Threat.

Telephone

Most Bomb Threats are made over the telephone by anonymous callers. The following guidelines should be followed when there is receipt of a Bomb Threat via telephone:

1. 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, including the following:
 - the exact wording of the threat;
 - the exact location of the explosive device and the time of detonation, if given by the caller and any description of the explosive device (e.g., pipe bomb, truck bomb);
 - the date of the call as well as start and end time;
 - the phone number or line on which the call was received;
 - the caller's name and number, if shown on call display;
 - whether the caller is male or female, approximate age and any unique speech characteristics such as a stutter, accent, etc.
 - 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 call has ended.
2. If possible, the call taker should attempt to notify the Principal during the telephone call. If the Principal cannot be located, the Principal's designate should be notified immediately after the call. All pertinent details of the call should immediately be relayed to the Principal or designate.
3. The Principal or designate will call the Police and Fire Services to inform them of the Bomb Threat:
 - When notifying the Fire Services it is important to clarify that no explosion has occurred and that the Police have been informed.

4. Following the call, the call taker should immediately trace the phone number of the received call, if this feature is available. It is suggested that the trace process be posted at all phones that can receive incoming calls.

Electronic Communication:

Bomb Threats are sometimes received via external email, posted on electronic bulletin boards, or received by a staff member or student via text, social media, etc. Where a Bomb Threat is received via electronic communications:

1. The Principal should be informed as soon as possible.
2. The Principal or designate will call the Police and Fire Services to inform them of the Bomb Threat:
 - When notifying the Fire Services, it is important to clarify that no explosion has occurred and that the Police have been informed.
3. Every attempt to save, screen capture or print the threat should be made by the staff/student who has received the threat.

Consideration should be given on how to immediately isolate electronic communication, remove it from any external posting and communicate the information to the Principal during and after school hours.

Suspicious Device/Package

When a suspicious device/package is located, the following guidelines should be followed:

1. Isolation/containment of the device/package, ensuring that it is not touched:
 - Regardless of whether the device/package has been delivered to the school or located during a visual scan, it is imperative that the object is not touched or moved and that it is immediately contained. This direction applies even if the package has already been moved prior to being deemed suspicious.
2. Immediate communication of the discovery to the Principal and to the Police and the Fire Services.
3. Immediate re-evaluation of any evacuation decisions.
 - Please see Evacuation guidelines in this ECR Plan.

Initial Assessment

Decisions regarding visual scans and evacuation are made after an assessment of known information and consultation with the Police.

The initial assessment should be based on the following:

- the information recorded on the Bomb Threat intake form;
- 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 kept updated on any developments subsequent to initial contact. Decisions are continually re-evaluated throughout a Bomb Threat incident.

The Principal and the Police should exchange the following information:

- the information on the Bomb Threat intake form;
- activities taking place in the school at the time of the threat (e.g. examinations);
- the status of any evacuation or visual scan that may be underway;
- the in-school contact person for the Police, once they are on the scene;
- whether a suspicious package/device is located;
- whether an interference with any type of evacuation has occurred; and
- whether an explosive(s) incident has occurred.

Visual Scans

As part of the initial assessment, the Principal upon consulting with the Police may decide that a safe visual scan of the school and/or classroom for suspicious devices or packages should be conducted.

1. Scans should be conducted by individuals who have detailed knowledge of the facilities and are familiar with students and staff. If a
-

visual scan is to be conducted by staff, the Principal and/or designate will make an announcement.

We are initiating visual scans. Please proceed accordingly.

2. Prioritize areas to be visually inspected, which may 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 Medical Services personnel. The Police will be able to provide assistance with prioritizing the areas to be visually scanned.
3. 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.
4. Areas that have been subject to a visual scan should be documented.

Evacuation

The decision to evacuate should be made only after careful consideration of the risks. In exigent circumstance the Principal will initiate evacuation prior to contacting the Police. In non-exigent circumstances, the Principal will contact the Police. Where a decision to evacuate has been made, the following guidelines should be followed:

1. The Principal and/or designate will make a P.A. announcement.

“We are initiating a controlled evacuation. Please evacuate the building.”

Fire alarms should not be used to signal an evacuation in response to a Bomb Threat.

2. Students/staff should proceed, as quickly as possible, to the designated evacuation site(s):

- The most likely location for a bomb is in a common area and evacuations through common areas increase risk. Thus, evacuation procedures should avoid common areas when possible.
 - Evacuees should be directed to take any personal belongings (e.g., bags, lunches, laptops) that are in the immediate area only 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.
 - Students/staff outside the school building should proceed, as quickly as possible, to the school's designated evacuation site and remain there until further instructions are given.
 - Students/staff who are some distance from school buildings should assemble at the school's emergency evacuation site, pending further instruction.
 - The use of school buses should be considered to shelter staff and students during inclement weather.
 - Due to the risk of power failure, elevators should never be used for evacuation and consideration should be given to the evacuation of physically challenged staff and students attendance should be taken noting those who are absent or unaccounted for.
3. Evacuation routes and locations should be scanned prior to, or immediately upon, the arrival of evacuees to ensure that a secondary explosive device has not been placed in these areas.
 4. The command post is to be notified when the evacuation is complete.
 5. Student/staff cell phones and other electronic devices should be turned off.
 6. Students/staff are to remain in evacuation sites until further instructions are received.
 7. Students/staff should be aware that a Bomb Threat response may be in effect for an extended period of time.
 8. Intercoms and telephones will be used as primary communication systems for communication from the Police, Board personnel, etc.:
 - Do not use cell phone/radio/other transmitting device.
 - Radios and walkie-talkies are not recommended as secondary systems, given that radio signals may detonate sensitive explosive devices.
 9. No calls for information should be made to the office. Updates will be provided.
-

10. Contact the school Superintendent and the Board's Government, Public and Community Relations Department.
11. Contact the Board's Transportation Department to advise of the Bomb Threat response (see Transportation Considerations in this ECR Plan).
12. Prepare a message for the school answering system indicating that a Bomb Threat response is in effect at the school.

Re-Entry

When the Principal or designate determines or receives information from the Police or Emergency Medical Services that it is safe to re-enter the building, the following guidelines should be followed:

1. Communicate the Bomb Threat response has been lifted
 - the P.A. system should only be used for communication by a designated authority.
 - A room-to-room visit by the Police and/or the Principal may occur.
2. Direct students/staff back to the building.
3. Communicate specific instructions as required (e.g., resume normal school routines, dismissal procedures, revised bus schedules, etc.).
4. When safe to do so, attendance should be taken when the Bomb Threat response is lifted.

Communication

5. In consultation with the Board's Government, Public and Community Relations Department:
 - prepare a standard response to be shared with any callers to the school.
 - update the school answering system message.
 - amend auto-attendant message, if needed.
 - prepare a letter for the school community to communicate the details of the incident and response.
 - prepare any media response which may involve coordinating with the Police.

1. Recovery procedures will differ significantly, depending on the nature of the incident:
 - Upon consultation with the school Superintendent, the Principal will determine whether a debriefing should occur.
 - 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.
2. When a Bomb Threat or a suspicious package/device is found to be a hoax, community communication should be undertaken in consultation with the school Superintendent and the Board's Government, Public and Community Relations Department.
3. In serious situations following the location of a suspicious device/package or an explosives incident, the Board's crisis response team will normally be involved. In all cases, communication with students and parents/caregivers/guardians is vital.

Transportation Considerations

1. Notify the Board's Transportation Department that a Bomb Threat response has been initiated at your school.
2. If a school bus approaches a designated pick-up or drop-off site, the driver will follow the Board's policies and procedures regarding transportation.

Explosive Incidents

Explosive incidents may occur without warning or after a Bomb Threat has been received. When an explosive incident occurs, the following steps should be taken:

1. The Principal should be notified immediately and informed of any action taken.
2. Call the Police, Fire Services, and Emergency Medical Services.
3. The area around the explosion scene should be immediately evacuated, and evacuees should be directed to a designated evacuation location. Please see Evacuation guidelines in this ECR Plan.
 - Explosives incidents do not always require a full evacuation of the school.
 - Where the explosive incident is minor and contained and there is no risk of
 - additional explosion, a partial evacuation of the building may be appropriate.
4. Upon evacuation, visual scans should be conducted when it is safe to do so

- If a suspicious package/device is noticed, it should be reported to emergency responders immediately on arrival at the evacuation location.
5. Once the area has been evacuated, staff and students should not re-enter an explosion scene.
 - additional devices/packages may be present
 - the area will likely be subject to a crime scene investigation and therefore should not be disturbed
 6. Emergency first aid should be provided to any persons injured in the explosives incident.
 7. Information regarding injuries should be communicated to the command post.
 8. Attendance should be taken and a list of any missing staff or students should be communicated to the command post.

Training Drills:

Every Principal will plan and conduct a minimum of 2 Bomb Threat drills each school year. Although Bomb Threat drills and fire drills will involve evacuation plans that are similar in many ways, each plan should be treated and practised separately. Consideration should be given to informing the school community and neighbouring schools of a Bomb Threat drill.

A short debriefing should be held after all drills to identify areas for improvement. Bomb Threat drills must be tracked using the Board's approved tracking system.

School Plan

The Principal or designate will ensure that staff, students and the community are familiar with the individual school plan for a Bomb Threat response. Training should occur as early as in the school year as possible.

Schools should consider holding assemblies to train secondary students on Bomb Threat procedures, including evacuation plans. 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.

Student training should include the following considerations: students must immediately report any information or prior knowledge regarding anyone or anything that may be associated with a Bomb Threat, the placement of a suspicious package/device, or an explosive incident. Staff/students should be educated regarding the impact of cell phones/electronic devices in the event of a Bomb Threat.

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.

BOMB THREAT INTAKE FORM

I. RECORDED DATA

Date:

Time Call Received: (a.m./p.m.)

Time Call Terminated: (a.m./p.m.)

Callers number (if displayed):

II. EXACT WORDING OF THREAT:

III. Information to record about the call:

The time the explosive device will explode:

The exact location of the explosive device:

The type of explosive device:

What the explosive device looks like:

If the caller seemed familiar with the school/building:

IV. IDENTIFYING CHARACTERISTICS:

Gender:

Estimated Age: _____

Voice Qualities:

-Accent (English, French, etc.)

-Volume (loud, soft, etc.)

-Rate of Speech (fast, slow, etc.)

-Diction (clear, nasal, lisp, etc.)

Was voice familiar? (specify):

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

Condition of the caller (intoxicated etc.)

Background noise (traffic, music, other voices, etc.):

V. CALL TAKER:

Name:

School/Work Place: _____

Occupation:

Telephone:

APPENDIX E**CONCEALED WEAPON RESPONSE PLAN****Concealed Weapon**

For the purposes of this Procedure, a Concealed Weapon threat to school safety occurs when school staff or the Police receive information about a student(s) carrying a Concealed Weapon.

The responses outlined do not apply if a student is threatening or assaulting a person or brandishing a weapon. If this is the case, call 911. A Lockdown response may be most appropriate in such cases.

Guidelines

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

When a report of a person carrying a Concealed Weapon in a school is received, the following steps may assist school staff and the Police to determine the most appropriate response:

1. Gather Information

a) determine the validity of the information:

- was the weapon displayed by the student or is the claim verbal?
- is the information second/third hand?
- is the source reliable?

b) obtain as much detail about the student and weapon as possible:

- location of weapon (e.g., locker, knapsack, pocket, waistband, socks, etc.
- a detailed description of the weapon).
- specific nature of any threat(s) made and who/what was the target(s) of the threat(s).
- a detailed description of the student(s) (e.g., appearance, clothing emotional state, etc.).
- current location of student and where they might be when the Police arrive.
- number of staff and other students in the vicinity.

2. Contact the Police

The Police should be contacted when the Principal or designate determines, based on the balance of probability and the reliability of the source, that the information is valid.

Depending on the situation, the Principal will call the Police emergency number (911), the Police non-emergency number (416-808-2222), the School Resource Officer, or other police officer(s) assigned to the school.

3. Joint Police/School Response

The Police and the Principal should discuss the most appropriate method and location for dealing with a student carrying a Concealed Weapon.

Factors to consider:

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

To manage the situation, the Principal may consider enlisting the help of a staff member who has a positive relationship with the student. The staff member will determine if their comfortable approaching the student and/or assisting the Principal and the Police.

The Police will take control of the student and their property and conduct a search for the weapon.

Searches of any nature conducted by a Principal must be done in accordance with the Board's policies and procedures.

Non-Students Suspected of Carrying a Concealed Weapon

If an individual is suspected of carrying a Concealed Weapon on school property and is not a student, the school should not approach the individual and contact 911 immediately (nonstudents may pose a significant threat to school safety and a fast and effective response will be the priority).

The Principal will collaborate with the Police to determine the most appropriate immediate response while awaiting for the Police to arrive, which may include initiating a hold and secure or lockdown.

APPENDIX F

EMERGENCY AND CRISIS RESPONSE PLAN

THREAT TO SCHOOL SAFETY RESPONSE PROCEDURES

Follow these steps when you have been informed of a Threat to School Safety

LOCKDOWN	HOLD & SECURE	SHELTER IN PLACE	BOMB THREAT
<p>A major incident or threat of school violence within the school or on school premises</p> <p>Any Staff Member can initiate a Lockdown:</p> <ul style="list-style-type: none"> • PA Announcement, or • Emergency Button (if installed), or • 3 Consecutive Bells, or • Verbal (Lockdown, Lockdown, Lockdown) <ol style="list-style-type: none"> 1. Enter nearest room. <i>*If outside building, consider proceeding to the Emergency Evacuation Site if unsafe to enter building.</i> 2. Lock classroom/room doors. Do not open door once secured. <i>*Unlocked exterior doors remain unlocked for police access.</i> 3. Consider barricading classroom/room door (where possible and safe to do so). [e.g. use doorstops] 4. Close and cover windows (where possible and safe to do so). 5. Turn off lights. 6. Move away from classroom/room doors and windows and be aware of sightlines. 7. Students turn off cell phones and electronic devices. Staff cell phones should be set to silent. 8. Staff can call 911 with any helpful information (if safe to do so). 9. Maintain silence. Do not contact the office. 10. Lie on floor if gunshots are heard. 11. Evacuate building or relocate to another space if your security is compromised. 12. Remain in place until released. The Police or Principal/Designate will lift a Lockdown room by room. 	<p>Possible danger in the school neighbourhood</p> <ol style="list-style-type: none"> 1. Return indoors. 2. Close and lock exterior doors. 3. Assigned designated staff monitor Exits/Entrances. 4. Close windows and window coverings (where possible and safe to do so). 5. Students turn off cell phones and/or personal electronic devices. 6. Staff contacts the office only to provide relevant updates to the current situation. 7. Continue regular indoor routines if safe to do so. All outside activities are cancelled. 8. Remain in place until Principal/ Designate announce Hold and Secure has been lifted. 	<p>Possible environmental danger in the school neighbourhood</p> <ol style="list-style-type: none"> 1. Return indoors. 2. Assigned designated staff monitor Exits/Entrances. 3. Shut off air exchange system. 4. Close windows and window coverings (where possible and safe to do so). 5. Staff contacts the office only to provide relevant updates to the current situation. 6. Continue regular indoor routines if safe to do so. All outside activities are cancelled. 7. Remain in place until the Principal/Designate announces Shelter in Place has been lifted. 	<p>Any conveyance of a message that is designed to warn and/or alarm people to an impending detonation of an explosive or incendiary device to cause damage, death, or injuries, whether or not such a device actually exists</p> <ol style="list-style-type: none"> 1. a) If you receive a Bomb Threat, document details and report to Principal/Designate. Principal/Designate will contact police for direction. b) If you discover a suspicious item, do not touch and notify Principal/Designate immediately. Principal/Designate will contact police for direction. 2. Principal/Designate will initiate a visual scan and/or determine if relocation or evacuation is necessary. 3. If a suspicious package is found, do not use any electronic device, cell phone or walkie talkie in close proximity. 4. If ordered to evacuate, remain at the evacuation site until Principal/Designate and/or the Police provide further instruction. 5. If instructed to evacuate be aware of your evacuation route and continually scan your surroundings until safely at the evacuation site. 6. If an explosive incident occurs, follow established school evacuation procedures. Contact police.

Acknowledgement of Traditional Lands

We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe (A NISH NA BEE), the Haudenosaunee (HOE DENA SHOW NEE) Confederacy and the Wendat. We also recognize the enduring presence of all First Nations, Métis and Inuit peoples.

Reconnaissance des terres traditionnelles

Nous reconnaissons que nous sommes accueillis sur les terres des Mississaugas des Anichinabés (A NISH NA BAY), de la Confédération Haudenosaunee (HOE DENA SHOW NEE) et du Wendat. Nous voulons également reconnaître la pérennité de la présence des Premières Nations, des Métis et des Inuit."

Funding Information Requirement

At the special meeting held on March 7, 2007, the Board decided that to be in order any trustee motion or staff recommendation that would require the Board to expend funds for a new initiative include the following information: the projected cost of implementing the proposal; the recommended source of the required funds, including any required amendments to the Board's approved budget; an analysis of the financial implications prepared by staff; and a framework to explain the expected benefit and outcome as a result of the expenditure.

[1]Closing of certain committee meetings

(2) A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,

- (a) the security of the property of the board;
- (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
- (c) the acquisition or disposal of a school site;
- (d) decisions in respect of negotiations with employees of the board; or
- (e) litigation affecting the board. R.S.O. 1990, c. E.2, s. 207 (2).

(2.1) Closing of meetings re certain investigations – A meeting of a board or a committee of a board, including a committee of the whole board shall be closed to the public when the subject-matter under considerations involves an ongoing investigation under the Ombudsman Act respecting the board

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Committee Mandate

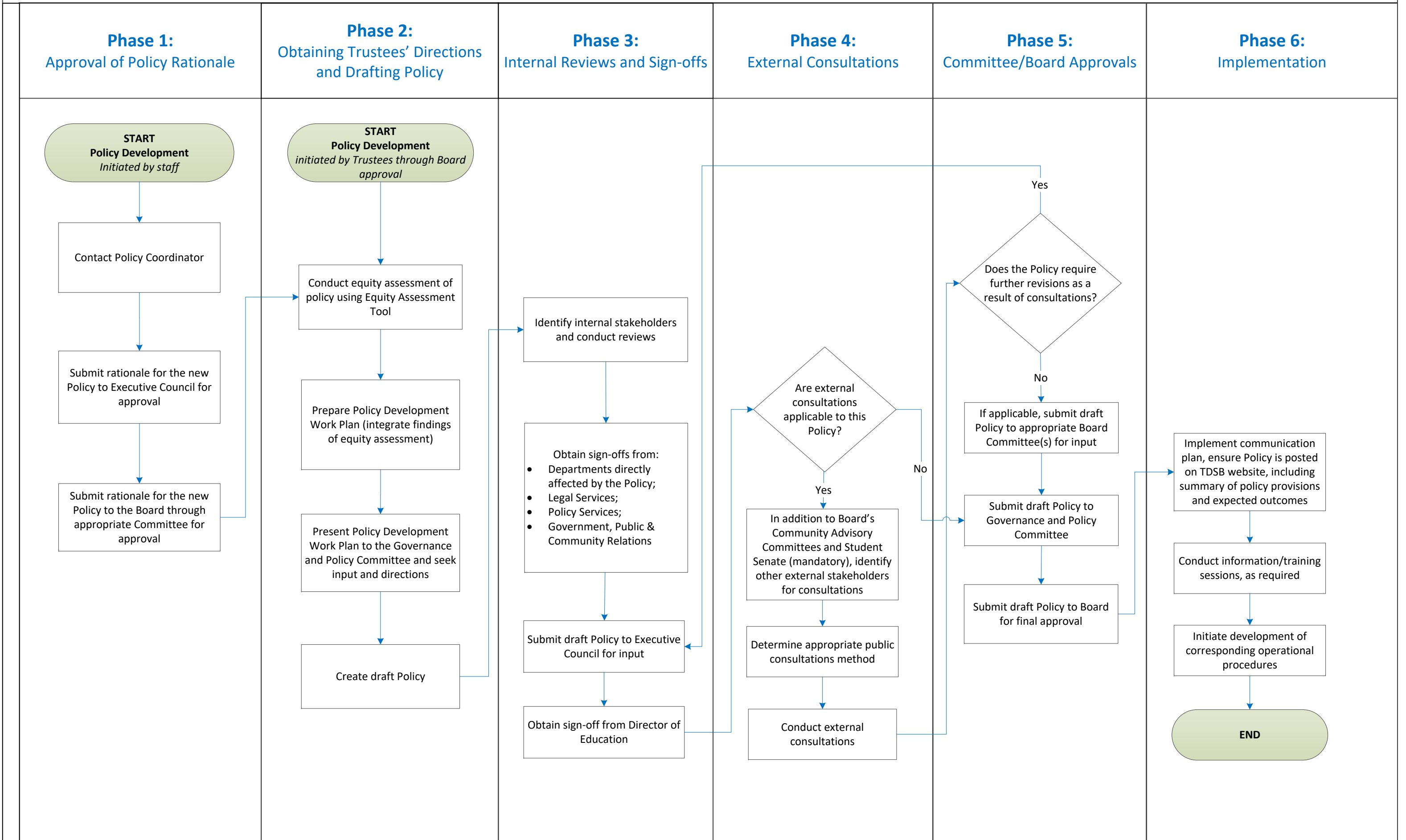
The Governance and Policy Committee's mandate will be to consider and make recommendations to the Board on governance and policy matters referred to it for consideration, including review of Board governance practices and the ongoing development and review of the Board's policies.

For Information Only Items

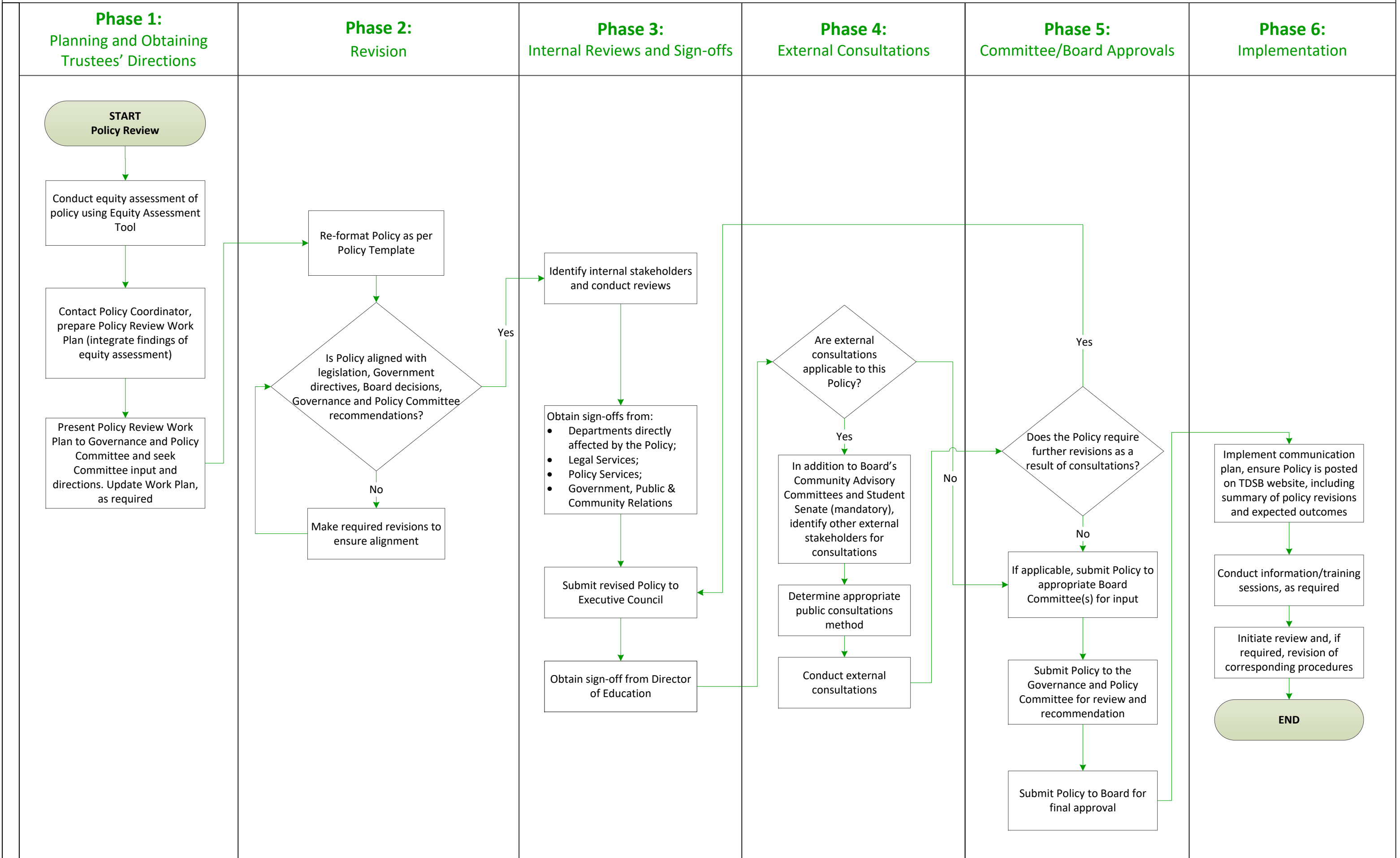
On November 10, 2021, the Board decided:

- (a) That operational procedures be included in the committee agenda package for information only and would not be presented by staff during the meeting, with questions and discussion held until the end of the meeting, as required;
- (b) That procedures for information be included in Trustees' Weekly as a reminder only.

POLICY DEVELOPMENT PROCESS



POLICY REVIEW PROCESS





Our Mission

To enable all students to reach high levels of achievement and well-being and to acquire the knowledge, skills and values they need to become responsible, contributing members of a democratic and sustainable society.

We Value

- Each and every student's interests, strengths, passions, identities and needs
- A strong public education system
- A partnership of students, staff, family and community
- Shared leadership that builds trust, supports effective practices and enhances high expectations
- The diversity of our students, staff and our community
- The commitment and skills of our staff
- Equity, innovation, accountability and accessibility
- Learning and working spaces that are inclusive, caring, safe, respectful and environmentally sustainable

Our Goals

Transform Student Learning

We will have high expectations for all students and provide positive, supportive learning environments. On a foundation of literacy and math, students will deal with issues such as environmental sustainability, poverty and social justice to develop compassion, empathy and problem solving skills. Students will develop an understanding of technology and the ability to build healthy relationships.

Create a Culture for Student and Staff Well-Being

We will build positive school cultures and workplaces where mental health and well-being is a priority for all staff and students. Teachers will be provided with professional learning opportunities and the tools necessary to effectively support students, schools and communities.

Provide Equity of Access to Learning Opportunities for All Students

We will ensure that all schools offer a wide range of programming that reflects the voices, choices, abilities, identities and experiences of students. We will continually review policies, procedures and practices to ensure that they promote equity, inclusion and human rights practices and enhance learning opportunities for all students.

Allocate Human and Financial Resources Strategically to Support Student Needs

We will allocate resources, renew schools, improve services and remove barriers and biases to support student achievement and accommodate the different needs of students, staff and the community.

Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

We will strengthen relationships and continue to build partnerships among students, staff, families and communities that support student needs and improve learning and well-being. We will continue to create an environment where every voice is welcomed and has influence.