



Office of the Director

Jim McCuaig Education Centre
2135 Sills Street Thunder Bay ON P7E 5T2
Telephone (807) 625-5131 Fax (807) 622-0961

STANDING COMMITTEE
Tuesday, May 12, 2020
Jim McCuaig Education Centre

Ian MacRae
Director of Education

Trudy Tuchenhagen
Chair

AGENDA

PUBLIC SESSION
7:30 p.m. – via Microsoft Teams

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order		
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. Resolve into Committee of the Whole – Closed Session		
5. COMMITTEE OF THE WHOLE - Closed Session – 5:45 p.m. (SEE ATTACHED AGENDA)		
6. Land Acknowledgement		
7. Delegations/Presentations		
8. Approval of Minutes		
8.1 Standing Committee Meeting - March 10, 2020	T. Tuchenhagen	1-3
9. Business Arising from the Minutes		

Trustees (Chair and Vice-Chair) and presenters of reports will be available
for comment after the Board Meeting.

LAKEHEAD DISTRICT SCHOOL BOARD

MATTERS NOT REQUIRING A DECISION:

- 10. Information Reports
- 11. First Reports

MATTERS FOR DECISION:

- 12. Postponed Reports
- 13. Ad Hoc and Special Committee Reports
- 14. New Reports
 - 14.1 Approval of Standing Committee and Regular Board Meeting Schedule 2020-2021 (040-20) E. Chambers 4-5

It is recommended that Lakehead District School Board approve the revised Standing Committee and Regular Board Meeting Schedule 2020-2021, as set out in Appendix A to Report No. 040-20.
 - 14.2 2020 to 2028 Policy Review Schedule (041-20) I. MacRae 6-8

It is recommended that Lakehead District School Board approve the 2020 to 2028 Policy Review Schedule, Appendix A to Report No. 041-20.
 - 14.3 Approval of Appointment to the Special Education Advisory Committee (036-20) M. Probizanski 9

It is recommended that Lakehead District School Board approve the appointment of Michelle Blackburn as a member to the Special Education Advisory Committee representing George Jeffrey Children's Centre, for the term ending November 30, 2022.
 - 14.4 Policy Review - 8073 Dress Code (042-20) M. Probizanski 10-24

It is recommended that Lakehead District School Board approve 8073 Dress Code Policy, Appendix A to Report No. 042-20.

Trustees (Chair and Vice-Chair) and presenters of reports will be available for comment after the Board Meeting.

		<u>Resource Person</u>	<u>Pages</u>
14.5	Policy Review - 6010 Emergency Evacuation and Emergency School Closure (043-20)	M. Probizanski	25-84
	<i>It is recommended that Lakehead District School Board approve 6010 Emergency Evacuation and Emergency School Closure Policy, Appendix A to Report No. 043-20.</i>		
14.6	Policy Review - 3096 Information/Communication Technology Use (044-20)	AJ Keene	85-96
	<i>It is recommended that Lakehead District School Board approve 3096 Information/Communication Technology Use Policy, Appendix A to Report No. 044-20.</i>		
15.	New Business		
16.	Notices of Motion		
17.	Information and Inquiries		
18.	Adjournment		

Trustees (Chair and Vice-Chair) and presenters of reports will be available for comment after the Board Meeting.

LAKEHEAD DISTRICT SCHOOL BOARD



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STANDING COMMITTEE
Tuesday, May 12, 2020
Jim McCuaig Education Centre

Ian MacRae
Director of Education

Trudy Tuchenhagen
Chair

AGENDA

COMMITTEE OF THE WHOLE – Closed Session
5:45 p.m. – via Microsoft Teams

	<u>Resource Person</u>	<u>Pages</u>
5.1 Approval of Committee of the Whole - Closed Session Minutes		
5.1.1 Standing Committee Meeting - March 10, 2020	T. Tuchenhagen	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Personnel Matters	I. MacRae/ D. Wright	Verbal
5.4 Information and Inquiries		
5.5 Rise and Ask Leave to Sit in Public Session		

Trustees (Chair and Vice-Chair) and presenters of reports will be available
for comment after the Board Meeting.

LAKEHEAD DISTRICT SCHOOL BOARD

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF STANDING COMMITTEE

Board Room
Jim McCuaig Education Centre

2020 MAR 10
7:30 p.m.

TRUSTEES PRESENT:

Trudy Tuchenhagen (Chair)
Marg Arnone
Ellen Chambers (via teleconference)
Sue Doughty-Smith
Ron Oikonen (via teleconference)

Ryan Sitch
Sierra Gaudreau (Student Trustee)
Keira Essex (Indigenous Student
Trustee)

TRUSTEES ABSENT, WITH REGRETS:

Deborah Massaro
George Saarinen

SENIOR ADMINISTRATION:

Ian MacRae, Director of Education
Michelle Probizanski, Superintendent of Education

FEDERATION/UNION REPRESENTATIVES:

Helen Valnycki, Managers

PUBLIC SESSION:

1. **Approval of Agenda**

Moved by Trustee Arnone

Seconded by Trustee Doughty-Smith

“THAT the Agenda for Standing Committee Meeting, March 10, 2020 be approved.”

CARRIED

2. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Sitch

Seconded by Trustee Oikonen

“THAT we resolve into Committee of the Whole – Closed Session with Trustee Tuchenhagen in the chair to consider the following:

- *Confirmation of Committee of the Whole – Closed Session Minutes*
 - *February 11, 2020*
- *Negotiations Update*
- *Legal Matter*

and that this meeting shall not be open to the public pursuant to Section 207 (2) of the Education Act as amended.”

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION:

3. Committee of the Whole – Closed Session items were dealt with in their entirety.

PUBLIC SESSION:

4. Introduction of the 2020-2021 Student Trustee

Vice Chair Tuchenhagen introduced Simran Talpade, the successful candidate for the 2020-2021 student trustee position, who is a Superior Collegiate and Vocational Institute student.

5. Trustee Recognition Award – Westgate Collegiate and Vocational Institute Tiger Senior Football Team

Trustee Doughty-Smith, on behalf of the Board, presented Westgate Collegiate and Vocational Institute’s Tiger Senior Football Coach, Mike McNally, Tiger Senior Football Team, and the Tiger Senior Football coaching staff, with the Trustee Recognition Award. The award was presented to the Westgate Collegiate and Vocational Institute Tiger Senior Football Team for winning the 2019 Ontario Federation of School Athletic Associations (OFSAA) Simcoe Bowl in Hamilton on November 26, 2019.

6. Westmount Public School – Exploring Truth-telling and Following our Hearts on the Path to Reconciliation: *Our Journey from Project of Heart to Legacy School*

Michelle Probizanski, Superintendent of Education, introduced Eric Fredrickson, Principal, Westmount Public School, presented information regarding Exploring Truth-telling and Following our Hearts on the Path to Reconciliation: *Our Journey from Project of Heart to Legacy School*. All trustees’ questions were addressed.

7. Confirmation of Minutes

Moved by Trustee Arnone

Seconded by Trustee Sitch

“THAT the Standing Committee approve the Minutes of the Standing Committee Meeting, February 11, 2020.”

CARRIED

MATTERS NOT FOR DECISION:

8. Mental Health Strategy (034-20)

Michelle Probizanski, Superintendent of Education, introduced Megan Tiernan, Mental Health Lead, who presented the report. All trustees' questions were addressed.

9. Indigenous Cultural Safety Pilot Project (035-20)

Michelle Probizanski, Superintendent of Education, introduced Mahejabeen Ebrahim, Human Rights and Equity Advisor, who presented the report. All trustees' questions were addressed.

10. Parent Involvement Committee Meeting Minutes – January 20, 2020

Ian MacRae, Director of Education, presented the January 20, 2020 minutes for information.

11. Special Education Advisory Committee Meeting Minutes – January 15, 2020

Michelle Probizanski, Superintendent of Education, presented the January 15, 2020 minutes for information.

12. Aboriginal Education Advisory Committee Meeting Minutes – December 12, 2019

Michelle Probizanski, Superintendent of Education, on behalf of Colleen Kappel, Acting Superintendent of Education, presented the December 12, 2019 minutes for information.

13. Information and Inquiries

13.1 Superintendent Probizanski reported to trustees that, for the safety of our students, all the spring break trips to Europe were cancelled.

13.2 Trustee Sitch reported that he, Trustee Arnone, Trustee Saarinen, Trustee Chambers, Trustee Tuchenhagen and Indigenous Student Trustee Essex, attended the 10th Black History Month Dinner and Gala, at the Italian Cultural Centre, on February 29, 2020.

14. Adjournment

Moved by Trustee Doughty-Smith

Seconded by Trustee Arnone

“THAT we do now adjourn at 8:50 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2020 MAY FG
Report No. 040-20

TO THE CHAIR AND MEMBERS OF
THE STANDING COMMITTEE – Public Session

RE: APPROVAL OF STANDING COMMITTEE AND REGULAR BOARD MEETING
SCHEDULE 2020-2021

1. Background

- 1.1 Section 4.1.1 of the 2018 Procedural By-Law requires that regular meetings of the Board shall be held on the fourth Tuesday of every month excluding July and August.
- 1.2 Section 4.1.2 of the 2018 Procedural By-Law requires that Standing Committee shall meet on the second Tuesday of every month excluding July and August.
- 1.3 To avoid revisions to the Standing Committee and Regular Board meeting schedule on a recurring basis throughout the year, the Board attempts to recommend all revisions at the outset of each new school year.

2. Situation

- 2.1 The date for the Standing Committee meeting of December 8, 2020 will be cancelled due to the winter break.
- 2.2 The date for the December Regular Board meeting will be held on December 15, 2020 due to the winter break.

RECOMMENDATION

It is recommended that Lakehead District School Board approve the revised Standing Committee and Regular Board Meeting Schedule 2020-2021, as set out in Appendix A to Report No. 040-20.

Respectfully submitted,

ELLEN CHAMBERS
Chair

SEPTEMBER 2020

SUN	MON	TUE	WED	THU	FRI	SAT
	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2020

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2020

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER 2020

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2021

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24 31	25	26	27	28	29	30

FEBRUARY 2021

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH 2021

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL 2021

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 2021

SUN	MON	TUE	WED	THU	FRI	SAT
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 30	24 31	25	26	27	28	29

JUNE 2021

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

 **First Day of School for Students**
Tuesday, September 1, 2020


 **Holidays & Breaks**

 **Standing Committee Meetings**

September 8, 2020
October 13, 2020
November 10, 2020
January 12, 2021
February 9, 2021
March 9, 2021
April 13, 2021
May 11, 2021
June 8, 2021

 **Regular Board Meetings**

September 22, 2020
October 27, 2020
November 24, 2020
December 15, 2020
January 26, 2021
February 23, 2021
March 23, 2021
April 27, 2021
May 25, 2021
June 22, 2021

 **Annual (Inaugural) Meeting**
December 1, 2020

 **Final Day of School for Students**
Thursday, June 24, 2021

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2020 MAY 12
Report No. 041-20

TO THE CHAIR AND MEMBERS OF
THE STANDING COMMITTEE – Public Session

RE: 2020 TO 2028 POLICY REVIEW SCHEDULE

1. Background

- 1.1 Section 5.1 *Identification of Policies Requiring Development and/or Review of Policy 2010 Policy Development and Review* identifies that “Senior Administration prepares an annual plan of action that outlines the process for managing policies for development and for review.”
- 1.2 Section 5.4 states “The Standing Committee considers policies annually for development or review.”
- 1.3 Section 4.1 *Policy Review of Procedures 2010 Policy Development and Review* states “A specified review date will be established for all policies.”
- 1.4 Section 4.2 states “The Standing Committee shall annually review the status of current policies.”

2. Situation

- 2.1 Section 5.5 *Identification of Policies Requiring Development and/or Review of Policy 2010 Policy Development and Review* states “The Standing Committee will recommend all Policies to be reviewed or developed to the Board for approval.”
- 2.2 The 2020 to 2028 Policy Review Schedule (Appendix A) is attached for the Standing Committee’s consideration.

RECOMMENDATION:

It is recommended that Lakehead District School Board approve the 2020 to 2028 Policy Review Schedule, Appendix A to Report No. 041-20.

Respectfully submitted,

IAN MACRAE
Director of Education

ANNUAL POLICY DEVELOPMENT AND REVIEW PLAN			
September 2020 to June 2028			
Year	Policy #	Title	Superintendent
1 2020-2021	1020	Equity & Inclusive Education	M. Probizanski
	3100	Accessibility Standards For Customer Service	
	4020	Alternative Schools	
	8072	Sexual Orientation & Gender Identity	
	3080	Research	AJ Keene
2 2021-2022	3030	Purchasing	D. Wright
	7030	Harassment and Human Rights	
	3095	Student Trustee	I. MacRae
	8091	Use of Volunteers in Schools	M. Probizanski
	4010	Program Implementation	AJ Keene
	3040	Transportation	D. Wright
	3060	Leasing of Space	
	3071	Advertising	
3093	Information Security		
3096	Information/Communication Technology Use		
7020	Equitable Employment		
8090	Community/Education Partnerships		
3 2022-2023	3094	Electronic Meetings	I. MacRae
	8070	Safe Schools – System Expectations	M. Probizanski
	1011	Access to System Programs	AJ Keene
	7060	Staff Training	
	8062	Voluntary Aboriginal Student Self-Identification	
	8065	Voluntary Aboriginal Staff Self-Identification	
	9020	Library Resource Centre	
3092	Privacy and Information Management	D. Wright	
3070	Allowance for Use of Personal Vehicle		
6010	Emergency Evacuation and School Closure		
8074	Concussions		
9010	School Accommodation		
9015	Facility Partnership		
4 2023-2024	3072	Advocacy	I. MacRae
	6020	Extended Field Trip	M. Probizanski
	6021	Day Field Trip	
	8020	Access to Schools/Board Premises	
	4040	French Immersion	AJ Keene
	3026	Budget Variance	D. Wright
	3061	Reclamation of Properties	
	3091	Security	
7011	Teacher Performance Appraisal		
7040	Violence in the Workplace		
9030	Playground Structures		

ANNUAL POLICY DEVELOPMENT AND REVIEW PLAN			
September 2020 to June 2028			
Year	Policy #	Title	Superintendent
5 2024-2025	3005	Ontario Student Record	I. MacRae
	3020	Legal Representation	
	8015	Display of Flags	
	8071	Bullying Prevention and Intervention Prevalent Medical Conditions	M. Probizanski
	4005	English Language Learners	AJ Keene
	3010 6070 7010 7080 8014	Fees Video Surveillance Police Record Checks Health & Safety Advertising in the Schools	D. Wright M. Probizanski D. Wright
6 2025-2026	2010	Policy Development and Review	I. MacRae
	8080	School Council	M. Probizanski
	4045	Environmental	
	4022 4023	Prior Learning Assessment & Recognition Prior Learning Assessment & Recognition for Mature Students	AJ Keene
	8011 8012 8050	Use of School Buildings, Facilities and Grounds Fundraising in the Schools Naming and Opening of New or Consolidated School	D. Wright
7 2026-2027	3001	Governance	I. MacRae
	6040 5010	Reporting of Children in Need of Protection Special Education	M. Probizanski
	4030	Territorial Student Program – Transportation & Services	AJ Keene
	4035 8061	Board and Lodging – Payment Aboriginal Education Advisory Committee	
	8010	Fees for Learning Materials and Activities	D. Wright
8 2027-2028	3090	Use of Board Logo	I. MacRae
	6050 6061 7005 8073	Food and Beverage Administration of Oral Medication Code of Conduct Dress Code	M. Probizanski
	4021	Assessment & Evaluation	
	3073 3074 6022	Corporate Credit Card Expense & Travel Reimbursement Kingfisher Outdoor Education	D. Wright

May 12, 2020

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2020 MAY 12
Report No. 036-20

TO THE CHAIR AND MEMBERS OF
THE STANDING COMMITTEE - Public Session

RE: APPROVAL OF APPOINTMENT TO THE SPECIAL EDUCATION ADVISORY
COMMITTEE

1. Background

- 1.1 According to Reg. 464/97 of the Education Act, the Board must establish a Special Education Advisory Committee (SEAC).
- 1.2 Membership on SEAC is determined by the regulation:
 - no more than 12 representatives and alternate representatives of local associations that operate within the area of jurisdiction of the Board;
 - two trustees and two alternate trustees; and
 - one or more additional members who are neither representatives of a local association nor members of the Board or another committee of the Board.
- 1.3 At the Inaugural Board Meeting on December 4, 2018, Lakehead District School Board approved nine representatives from local associations/organizations for membership and four alternates, as well as two community representatives and one alternate representative to the Special Education Advisory Committee for the next four year term.
- 1.4 SEAC is committed to collaborating with community partners by “enhancing communication through the strengthening of community relationships”.

2. Situation

- 2.1 George Jeffrey Children’s Centre has submitted a nomination for the appointment of Michelle Blackburn as a SEAC representative.
- 2.2 George Jeffrey Children’s Centre is a partner with Lakehead District School Board and would be an asset the SEAC.

RECOMMENDATION

It is recommended that Lakehead District School Board approve the appointment of Michelle Blackburn as a member to the Special Education Advisory Committee representing George Jeffrey Children’s Centre, for the term ending November 30, 2022.

Respectfully submitted,

MICHELLE PROBIZANSKI
Superintendent of Education

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2020 MAY 12
Report No. 042-20

TO THE CHAIR AND MEMBERS OF
THE STANDING COMMITTEE - Public Session

RE: POLICY REVIEW – 8073 DRESS CODE

1. Background

- 1.1 On June 26, 2012, the 8073 Dress Code Policy was revised.
- 1.2 At the June 25, 2019 Regular Board Meeting, the 8073 Dress Code Policy was approved for review during the 2019-2020 school year as part of the policy development and review cycle.
- 1.3 On March 25, 2020, the draft policy and procedures were posted on the Board website and distributed to constituent groups for review and comment with input to be received by April 14, 2020.

2. Situation

- 2.1 There was no constituent input received.
- 2.2 The revised policy is attached as Appendix A and the procedures as Appendix B.
- 2.3 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 8073 Dress Code Policy, Appendix A to Report No. 042-20.

Respectfully submitted,

MICHELLE PROBIZANSKI
Superintendent of Education

IAN MACRAE
Director of Education

SCHOOL-COMMUNITY RELATIONS

8000

DRAFT – APRIL 14, 2020

DRESS CODE POLICY

8073

1. Rationale

The Lakehead District School Board (**LDSB**) "is committed to the success of every student." ***This policy has been created to promote safe, nurturing, equitable and inclusive learning environments that benefit diverse students.*** As an organization, we recognize the unique nature of each school community and a commitment for taking responsibility for the learning of all students. We believe that students, parents, schools, School Councils, and community groups share these priorities.

This policy is written in accordance with the Education Act, Regulation 472/07, Part XIII, (section 302 (5)), the Ministry of Education's Memorandum dated February 12, 2001 and the guiding principles in 8070, Safe Schools—System Expectations Policy that include: ***the Ontario Human Rights Code and LDSB's 7030 Harassment and Human Rights Policy.***

- effective schools support the development of a safe and positive school environment through leadership, school climate, high expectations for learning, instructional and curriculum focus, assessment and evaluation of student success, parent/guardian/community involvement and support and staff development;
- the fair treatment of others, regardless of their race, ancestry, place of origin, ethnicity, culture, colour, citizenship, religion, creed, gender, gender identity, sexual orientation, family or socio-economic status, age, ability, and/or any other immutable characteristic or ground protected by the Human Rights Code is an expectation from all school members.

2. Policy

It is the policy of Lakehead District School Board **LDSB** to support all schools in their expectations that pupils **students** must be dressed ***in accordance with the goal to promote safe, nurturing, equitable and inclusive learning environments.*** appropriately to ensure a safe and respectful school environment. A key feature of this policy is the establishment of a process that provides parents an opportunity to be actively involved in deciding what an appropriate dress should be for their own schools. ***This policy establishes standards for the student dress codes in all schools. LDSB will ensure that this 8073 Dress Code Policy is consistent with the Ontario Human Rights Code.***

LDSB is committed to providing human rights-based accommodations (for example, for creed related dress and gender expression) short of undue hardship.

3. Guidelines Application and Scope

This policy applies to all students at LDSB.

SCHOOL-COMMUNITY RELATIONS**8000**

DRAFT – APRIL 14, 2020

DRESS CODE POLICY**8073**3.1 Appropriate Dress

~~In accordance with 8070 Safe Schools – System Expectations Procedures, 3.1 (x), the expectations for appropriate dress at the school level shall be attire that is considered modest and conservative.~~

3.2 Decision Making Process/Consultation

~~All parents have the ability to decide the dress code of the school their child(ren) attends. Lakehead District School Board will establish a process that enables the majority of parents, through their school community, to decide on what an appropriate dress policy should be for their own schools.~~

3.3 School Council Involvement

~~Members of the School Council will be involved in the development of the Dress Code Policy and dress code expectations for their own schools.~~

3.4 Consistency with the Human Rights Code and the Charter of Rights and Freedoms

~~Lakehead District School Board will ensure that the Dress Code Policy is consistent with the Human Rights Code and the Charter of Rights and Freedoms.~~

3.5 Definition of Terms

~~To assist all elementary and secondary schools with deciding what an appropriate dress should be for their own schools, key terms used in this policy will be defined (Appendix A).~~

4. Student Dress Code

- 4.1 *Students must wear clothing, accessories and shoes that are suitable for school and school related activities or events. Any restrictions to the dress code that are necessary to meet the overall goal of education and education related activities can be made at the direction of the principal of the school.***

SCHOOL-COMMUNITY RELATIONS

8000

DRAFT – APRIL 14, 2020

DRESS CODE POLICY

8073

4.2 Student dress must meet the following standards:

- ***Clothes are worn in such a way as to cover genital areas, breasts and buttocks with opaque fabric:***
 - ***tops may expose shoulders, abdomen, midriff, neck lines and cleavage;***
 - ***undergarments cannot be used as outerwear and, if worn, should be worn beneath a layer of outerwear. Undergarments cannot be visible (straps and waistbands may be exposed);***
 - ***swimsuits can be worn for the appropriate athletic activity; and***
 - ***any headwear that does not obscure the face may be worn (except as a religious observance).***
- ***Comply with health and safety requirements for the intended activity including appropriate footwear (e.g., physical education classes, science classes, sporting events, technical education, etc.)***
- ***Does not promote content that can reasonably be interpreted to be discriminatory (e.g., racist, anti-Indigenous, anti-Black, anti-Semitic, Islamophobic, sexist, transphobic, homophobic, classist, ableist, sizeist, etc.), defamatory, threatening, lewd, vulgar, obscene, promoting hate, profanity, pornography or any other content that disrupts the learning environment.***
- ***Does not refer to cannabis, alcohol, drugs or related paraphernalia, promotion or incitement of violence, any illegal conduct or criminal activities.***
- ***Does not interfere with the safe operation of the school.***
- ***Conform with any established standard school uniform.***

SCHOOL-COMMUNITY RELATIONS**8000**

DRAFT – APRIL 14, 2020

DRESS CODE POLICY**8073****5. 3.6 Student Compliance**

Each school, through its Code of Conduct, will address such matters as compliance and consequences of non-compliance with the school Dress Code. ~~guidelines and expectations.~~

5.1 *The school staff have a responsibility to consistently enforce the dress code and will act to address dress code violations.* ~~the following in Dress Code Procedure (8073) and as follows.~~

5.2 *Student dress code violations that threaten health and safety, and or promote violence, illegal activity, bullying, harassment, and or are motivated by the bias, prejudice or hate against any individual or identifiable groups, are serious violations of the 8070 Safe Schools – System Expectations and 7030 Harassment and Human Rights Policy and will be addressed by the principal or designate.*

5.3 *No student should be negatively affected by dress code and its enforcement because of their sex, race, colour, creed (religion), ancestry, place of origin, ethnic origin, gender identity, gender expression, sexual orientation, disability, household income, body size/type or any other Human Rights Code related ground.*

~~3.7 Affordability~~ **5.4** Through a process established at the school level, the issue of affordability will be addressed and take local circumstances into consideration, in accordance the 8010 Fees for Learning Materials and Activities Policy.

4.6. Review Process

The superintendent responsible for Safe Schools will monitor the implementation and review of the 8073 Dress Code Policy ~~as appropriate~~. This process will involve consultation with the school community including **students**, parents, guardians, ~~teachers~~, staff, school councils and community partners. Principals, in consultation with school councils, will review their **dress code related** expectations annually and clearly communicate them to all parents, **guardians**, students and staff in a manner that ~~ensures~~ **fosters** their commitment and support.

7. School Uniform

Schools may, after consultation with students, staff, parents/guardians, and school councils, seek a vote for approval to establish a (or rescind an existing) uniform standard as part of the student dress code. Any uniform standard must conform to this policy.

5.0

SCHOOL-COMMUNITY RELATIONS	8000
DRAFT – APRIL 14, 2020	
DRESS CODE POLICY	8073

8. Review

This policy shall be reviewed in accordance with 2010 Policy Development and Review Policy.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Policies & Procedures: 8073 Dress Code Procedures 7030 Human Rights Policy 8070 Safe Schools - System Expectations 8010 Fees for Learning Materials and Activities	<u>March 5, 2002</u> <u>Date Revised</u> Reviewed June 26, 2012	Ontario Human Rights Code Education Act, R.R.O. 1990, Regulation 298, Operation of Schools General Section 11 (19.1.ii) <u>Education Act, Regulation 472/07, Part XIII.</u>

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SCHOOL-COMMUNITY RELATIONS**8000**

DRAFT – APRIL 14, 2020

DRESS CODE PROCEDURES**8073**1. The Policy *General****These procedures apply to the implementation of the 8073 Dress Code Policy.***

~~It is the policy of Lakehead District School Board to support all schools in their expectations that pupils must be dressed appropriately to ensure a safe and respectful school environment. A key feature of this policy is the establishment of a process where parents are actively involved in deciding what an appropriate dress should be for their own schools.~~

2. Procedures2.1 Communication

2.1.1 *The school principal (or designate), in consultation with stakeholders, including, but not limited to, students, parents, and staff, will create and manage the school dress code in accordance with Lakehead District School Board's (LDSB) 8073 Dress Code Policy.*

2.1.2 *The school principal (or designate) will provide multiple access points to communicate the dress code, which may include: posting in the school and on the school website, referencing in student agendas, communication to families and school council, and having it available in translation and other accessible formats upon request.*

2.1.3 *Ensure accessibility for any students, parents/guardians who require visual/auditory communication supports and or English as second language speakers in the school community upon request.*

2.2 Student Compliance

2.2.1 *Students in violation of the dress code will be provided three options to be dressed more to code during the school day:*

- ***students will be asked to put on their own alternative clothing, if already available at school;***
- ***students will be provided with temporary school clothing, if available; and***
- ***if necessary, students' parents/guardians may be called to bring alternative clothing for the student to wear.***

2.2.2 *Students who refuse to comply and/or repeatedly violate the dress code, may be subject to progressive discipline according to 8070 Safe Schools – System Expectations.*

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3.4 Equity

During consultations and review about school uniforms, the school principal (or designate) will examine any negative effects on equity by adopting a uniform standard including (but not limited to) financial burden and any ethno-cultural, or gender identity/expression impacts.

Any anticipated barriers to access or participation imposed by uniform standards and the issue of affordability taking into account local circumstances, will be addressed.

3.5 Voting (e.g., methods, process, age of voting)

The school principal (or designate) will be responsible for organizing the following voting process:

Voting should be conducted by secret ballot with a simple yes or no question of support for a uniform standard. The details of this standard will be provided during both the consultation process and accompanying the ballot.

Before establishing or rescinding a school uniform standard, a formal vote of current students and parents/guardians of children currently enrolled, will be taken as follows:

- *each student registered at the school and expected to be at the school in the following year is eligible to cast one vote;*
- *students in Grades 7-12 may cast their own vote or request their parents/guardians to vote on their behalf;*
- *students in Kindergarten to Grade 6 will be represented by their parents/guardians who will vote on their behalf; and*
- *the vote will have a participation rate of 70 per cent of the eligible voters with a 60 per cent approval rate by the participating voters to adopt or rescind a uniform standard.*

Uniform standard established by schools will remain in place for a minimum of three years.

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3.6 Voter Information

Inform and engage students, staff, school council and parents/guardians during all parts of the process.

Parents and guardians of Grades K-6 students will cast votes on their behalf. However, students in Grades 7-12 may cast their own votes and students from K-12 and parents/guardians would need to be consulted and part of the discussions for any uniform vote, regardless of who was casting the vote.

Ensure both multiple points to access are provided to share information and to vote (i.e., in-person, mail in ballots, online voting, etc.)

Provide a detailed description of the proposed uniform standard, and include information about any potential costs, and any socio-economic or other equity issues and what supports are in place to remedy them.

3.7 Proxy Ballots

Allow proxy ballots for students and or parents/guardians who cannot make it to the school to cast a vote in person or are unable to vote online and ensure the hours of in-person voting are accessible to make it easier for people to vote.

3.8 Timelines

The principal (or designate) will:

- ***give notice of student uniform voting by December, and have the election taking place in May, with the implementation of the decision made by the vote take place at the start of the following school year;***
- ***give three weeks' notice to the community of any meeting regarding the uniform standards;***
- ***communicate meeting notices by email, website postings and hard copy information packages delivered home by students;***
- ***ensure accessibility for any students, parents/guardians who require visual/auditory communication supports and or English as second language speakers in the school community and provide written communications;***
- ***provide at least two weeks' notice prior to the day(s) of voting;***
- ***institute appropriate measures to ensure that the voting process is orderly and secure; and***
- ***publish the results of the vote in a manner consistent in which the notice of the vote was given by email, website postings and hard copy information packages delivered home by students.***

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The school uniform standard will be subject to a review at least once every three years, but may be reviewed earlier at the principal's discretion. The school principal (or designate) will solicit the views of students, teachers, staff, parents and guardians, the school council in its review of the uniform standard.

The school principal (or designate) will:

- ***give three weeks' notice to the community of any meeting regarding the uniform standards;***
- ***communicate meeting notices by email, website postings and hard copy information packages delivered home by students. Consultations may also take the form of online surveys and focus groups in addition to any formal meetings and mailouts; and***
- ***ensure accessibility for any students, parents/guardians who require visual/auditory communication supports and or English as second language speakers in the school community and provide written communications.***

2. Decision Making Process/Consultation

The procedures that follow shall be used when consideration is being given by a school to one or both of the following issues:

- a significant change in the school dress code; or
- a formal school uniform.

A. The Principal, in consultation with the School Council, must determine if an interest exists in the school community in pursuing a significant change in the dress code. This interest may be determined through communication with parents, students, staff and the community. The process used to determine this interest may include surveys, discussions, focus groups, interviews, etc.

B. If there is not sufficient interest, no further action will be taken during the school year. If the process used in "A" results in a determination by the Principal and School Council that an interest may exist in affecting a significant change in the school dress code or in implementing a school uniform, then the School Council will undertake a feasibility study to determine whether sufficient interest exists in affecting a significant change in the dress code or in implementing a school uniform. Methods to determine the extent of the school community interest may include surveys, discussion forums, or focus groups.

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~~C. A school level decision supporting a significant change in the school dress code or the implementation of a formal school uniform will constitute 70% or more of the parent(s)/guardian(s) of the school population in favour of the change. One vote per family unit will be permitted where one family unit includes all siblings (and step-siblings) attending the same school.~~

~~The parent/guardian survey located in Appendix B shall be used during the feasibility study.~~

~~2.2 School Council Involvement~~

~~The Principal and School Councils have a responsibility to work in partnership to develop school level policies and guidelines. In addition to providing input on the Dress Code Policy, the Principal, in consultation with the School Council, will determine the dress code expectations at the local school level. The Principal, in consultation with the School Council, will determine if an interest exists in the community to significantly change the school dress code or introduce a formal school uniform. Based on the interest response of the school community, the Principal, in consultation with the School Council, will determine whether to continue with a feasibility study. If a feasibility study is undertaken, then the School Council will share the information and results with the school community. In all decisions related to the school dress expectations, the views of students will be considered. The authority to approve changes to the school dress code remains with the Principal of the school.~~

~~2.3 Consistency with the Human Rights Code and the Charter of Rights~~

~~The Principal, in consultation with the School Council, will ensure that the local school dress code is consistent with the Charter of Rights and the Human Rights Code.~~

~~2.4 Definition of Terms~~

~~To assist Principals and School Council members in the establishment of local school dress codes, and to ensure consistency during discussions, the following terms are defined in Appendix A:~~

- ~~• majority decision~~
- ~~• school uniform~~
- ~~• eligible families~~

~~2.5 Student Compliance~~

~~A student who does not conform to the requirements of the Dress Code Policy as set out by the Board, or the expectations of the local school dress code, shall be subject to the sanctions as outlined in the 8070 Safe Schools – System Expectations Policy.~~

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DRESS CODE PROCEDURES**8073**~~2.6 — Affordability~~

~~If a formal school uniform becomes the expectation of the school community then financial assistance will be provided for students for whom uniform costs may be prohibitive (e.g., deferred payment plans, school funds, etc.), in accordance with 8010 Fees for Learning Materials and Activities Policy.~~

~~3. — Review Process~~

~~Dress code expectations are to be included in the school Code of Conduct. The school community will review the Code of Conduct annually. When a feasibility study to consider school uniforms has been undertaken at the school level by the School Council and the results have not met the minimum standard for changes, the school uniform issue will not be studied for a period of three (3) years.~~

4. Review

These procedures will be reviewed in accordance with 2010 Policy Development and Review Policy.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
<u>Policies & Procedures:</u>	March 5, 2002	<i>Ontario Human Rights Code</i>
8073 Dress Code Policy		
7030 Human Rights Policy	<u>Date Revised</u>	Education Act, R.R.O. 1990, Regulation 298, Operation of Schools General Section 11 (19.1.ii)
8070 Safe Schools - System Expectations	June 26, 2012	<u>Education Act, Regulation 472/07, Part XIII.</u>
8010 Fees for Learning Materials and Activities		

Definition of Terms

The following definitions will assist all school community members during the implementation and review of the Dress Code expectations:

- i. **majority decision** – will constitute 70% of the total school population in favour of supporting a significant change in the dress code or the implementation of a formal school uniform. One vote per eligible family unit will be permitted where one family unit includes all siblings (and step siblings) attending the same school.
- ii. **school uniform** – may include a range of expectations varying from an informal white top, dark pants/skirt to the very formalized version of blazers, ties, skirts/kilts/pants.
- iii. **eligible families** – when a survey is conducted with school members, one family unit includes all siblings (and step siblings) attending the same school.

Parent Survey: School Dress Code

Parents will be given the opportunity to provide their school council with input into the development of a school policy on an appropriate dress code for our school.

Please select one of the following options regarding the future dress code for the students of our school.

~~**Option A: Street clothes with Dress Code Expectations**~~

~~Students will wear their own clothing as long as it complies with the following expectations:~~

- ~~• school adds dress code expectations here with reference to exposure, cleanliness and message~~
- ~~• other expectations unique to the school?~~

~~**Option B: School Uniform: 70% of the parent(s)/guardian(s) of the school community supporting uniforms will constitute a majority decision in favour of school uniforms**~~

~~Option B would place an expectation on all students to wear a predetermined school uniform. A school uniform may include a range of expectations varying from an informal white top, dark pants/shirt to the very formalized version of blazers, ties, skirts/kilts/pants. If you support Option B: School Uniforms, please indicate which of the following uniform options you would prefer.~~

- ~~white top, dark pants/skirt~~
- ~~school colours~~
- ~~school designed wear~~
- ~~formal uniform (blazer, tie, specific pants/skirts)~~
- ~~other (describe)~~

~~**NOTE:** One vote per family will be permitted. Decisions by all family members are encouraged. A parent/guardian signature assists us in knowing that a family has been represented.~~

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2020 MAY 12
Report No. 043-20

TO THE CHAIR AND MEMBERS OF
THE STANDING COMMITTEE – Public Session

RE: POLICY REVIEW – 6010 EMERGENCY EVACUATION AND EMERGENCY SCHOOL CLOSURE

1. Background

- 1.1 It is the policy of Lakehead District School Board that policies will be developed or reviewed in accordance with 2010 Policy Development and Review Policy.
- 1.2 The 6010 Emergency Evacuation and Emergency School Closure Policy was last revised on June 23, 2015.
- 1.3 At the May 28, 2019 Regular Board Meeting, the 6010 Emergency Evacuation and Emergency School Closure Policy was approved for review during the 2022-2023 school year as part of the policy development and review cycle.
- 1.4 Due to recent events at Hammarskjold High School, at the January 28, 2020 Regular Board Meeting, trustees approved moving 6010 Emergency Evacuation and Emergency School Closure Policy from the 2022-2023 school year to the 2019-2020 school year to revise the policy and provide clarification to plan and prepare for emergency situations.

2. Situation

- 2.1 Due to the events at Hammarskjold High School, the education officer and senior team began a review of 6010 Emergency Evacuation and Emergency School Closure policy and procedures.
- 2.2 Appropriate Board staff and community members were contacted for input to this revision.
- 2.3 The Police School Board Protocol was also updated with our community partners as part of this revision.
- 2.4 The revised policy is attached as Appendix A and the procedures as Appendix B.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 6010 Emergency Evacuation and Emergency School Closure Policy, Appendix A to Report No. 043-20.

Respectfully submitted,

JEFF UPTON
Education Officer

MICHELLE PROBIZANSKI
Superintendent of Education

IAN MACRAE
Director of Education

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1. Rationale

Lakehead District School Board (LDSB) is committed to providing a safe environment for all members of the school community and is committed to establishing principles and directives for occasions when a school or schools must be evacuated and/or closed due to an unforeseen emergency.

This policy is designed to assist in preparing for an emergency and maximize the efficiency with which schools' Emergency Response Teams and local emergency services can respond.

The nature of a crisis incident or emergency demands that preparations, communication and planning is a priority. Thus, emergency situations require preplanning, preparation, promptness, communication, co-ordination, and understanding in order that appropriate action may be initiated with confidence and that the safety of students and personnel will be of the highest priority with the least amount of disruption to the education program.

2. Policy

It is the policy of LDSB:

- (a) to have comprehensive system plans that outline actions to be taken in emergency situations; and
- (b) that each school must have in place a comprehensive emergency plan appropriate for the school's particular situation and be prepared to act accordingly. The school plan should be formulated to allow for the school's uniqueness but also meet the need for the school to act in concert with the system.

3. Guiding Principles

3.1 System Emergency Response Plans (ERP):

The plans should provide for prompt action and understanding by all concerned. They should be made known through the school to staff, students, and parents/guardians. Adherence to the procedures is essential to avoid confusion or misunderstanding.

3.2 School Emergency Response Plans (ERP):

Each school is required to develop a plan to meet emergency situations. This plan should incorporate awareness of alternative accommodation, communication with parents, safety of students and staff, and security of premises. This plan should be clear and communicated to staff, students, and parents/guardians, as early in the school year as possible, and available for implementation when necessary.

3.3 The development of a high level of consciousness concerning security and safety by all staff members is important.

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whether students are present or not. Employees are not expected to travel on roads which are in hazardous condition, i.e. warnings to stay off roads have been made by police authorities, roads are closed, or in the opinion of the employee roads are too dangerous for driving.

Where hazardous road conditions exist and staff are unable to safely travel, staff are expected to go to the alternate school previously arranged with their principal.

Staff will return to their home school when notified it is open and roads are no longer too dangerous for driving

Principals must attempt to have some staff present during the entire school day in order that any student arriving at school or unable to return home has safekeeping.

4. Types of Emergency Responses

Table of Contents		
System Emergency Response Planning Outline		Section 5-13
Procedure 6010-A	Type I – Threat Response	Appendix A
Procedure 6010-B	Type II – Fire Safety Plan	Appendix B
Procedure 6010-C	Type III – Situations Requiring Consultation with Police	Appendix C
Procedure 6010-D	Type IV – Municipal Level Emergencies	Appendix D
Procedure 6010-E	Type V – Property Emergencies	Appendix E
Procedure 6010-F	Type VI – Weather Practices	Appendix F
References		Appendix G

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SYSTEM EMERGENCY RESPONSE PLANNING OUTLINE

5. **SCHOOL EMERGENCY RESPONSE PLANS**

- 5.1 The school principal is responsible for the annual update and submission of the school's School Safety Plan (School Emergency Response Plan) and the school's Fire Safety Plan. Both plans must be submitted to the health and safety officer by **September 30** ~~March 31st~~ and are valid for a one year period. Current School Response Team and Emergency Contact List must be available to the school in the event of any emergency situation. The Safe Schools binder shall be updated annually, and as necessary, and located in the main office.
- 5.2 Each principal shall ensure that the school develops emergency response plans that are stored in the school Safe Schools binder.
- 5.3 *Each principal shall ensure that the emergency response plans are communicated with school staff annually.***

6. **SAFE SCHOOLS BINDER**

Each school shall have a Safe Schools binder that contains the following:

- communication plan;
- system emergency contact information;
- a list of School Emergency Response Team members;
- Emergency Contact List for staff and students;
- transportation plan;
- alternate evacuation site;
- copy of the School Safety Plan (School Emergency Response Plan);
- copy of the school's Fire Safety Plan;
- copy of 6010 Emergency Evacuation and Emergency School Closure Procedures;
- keys (as appropriate), ***if not on a fob system;***
- any other school specific information necessary to maintain communications; and
- ***laminated school floor plans.***

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7. SCHOOL EMERGENCY RESPONSE TEAM

7.1 The School Emergency Response Team shall include the principal and/or vice principal, secretary, custodian and other staff as required. The principal or their delegated team members shall be assigned the following roles:

- liaison and overall school co-ordination;
- reception / egress of students and staff or parents at the site;
- communications;
- issues such as heat, electricity, hygiene, sanitation, etc.;
- transportation liaison and coordination;
- alternate evacuation site plan; and
- property protection.

7.2 Alternate staff members must be assigned to carry out the above roles in the absence of the originally assigned staff member.

8. EMERGENCY CONTACT LIST

8.1 Each School Emergency Response Plan shall include an emergency contact list with the following information:

- staff list indicating contact numbers;
- student list including medication needs, phone numbers for parents/guardians;
- senior administration contact list;
- police, fire, ambulance phone numbers;
- phone numbers for transportation - Student Transportation Services of Thunder Bay; and
- communications officer, education officer, and property services manager phone numbers.

8.2 Plans need to consider a means of communication for students and the staff to contact families if retention is for an extended period.

9. COMMUNICATION PLAN

9.1 Each school shall have in place an Emergency Response Communication Plan in order to contact persons listed in the Emergency Contact list. An emergency phone tree system may be activated as necessary.

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- 9.1.1 Schools and departments will establish a “~~phone tree~~” **method of communicating with staff** to notify employees in the event of a school or Board-wide shut down. Each school and department will maintain an up-to-date list of employees’ ~~home~~ **contact** telephone numbers in the event that a shutdown decision is made outside of normal business hours. Individuals responsible to implement the **communication** ~~phone tree~~ will need to keep a copy of the call list available for use after normal business hours.
- 9.1.2 The “phone tree” should include designated alternative personnel to follow through with the notification procedure in the event of absence of the primary person.
- 9.2 Principal and staff will be familiar with emergency operation of telephone systems in the event of power failure or loss of one or more telephone lines.
- 9.3 The principal and staff members shall consider alternate forms of communication if telephone lines are out of commission, such as cell phones, two-way radios, or a neighbour’s telephone. ~~Note: that cell phones are not considered a reliable communication means in an emergency.~~
- 9.4 Principal **or designate** ~~and staff~~ must include communication **communicate** with the school superintendent **as appropriate**. ~~Property Services Department and Director’s Office to allow regular situation updates and direction.~~
- 9.5 The superintendent will communicate with the director’s office and/or property services department to provide regular situation updates and direction.**
- 9.56 Consideration must be given for a means of communication for students and the staff to contact families if retention is for an extended period.
10. TRANSPORTATION PLAN
- 10.1 Schools must develop a plan for transportation (walking and or bussing) of students and staff in the event of an evacuation to another site or to home in co-ordination with Student Transportation Services of Thunder Bay and the transportation manager.
- 10.2 If communications fail, and Student Transportation Services is unable to be contacted, schools will need to contact the appropriate superintendent for direction.
- 10.3 **The transportation plan is to include a designated alternative loading zone in the case that the main pick up area is compromised.**
11. ALTERNATE EVACUATION SITE
- 11.1 The safety of students and staff members will take priority during any emergency situation.

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11.2 Plans must include provision of shelter for the staff and students, evacuation of the school, first aid measures and continued care until students and staff may return safely to their homes. Evacuation of the school may include relocation to another site such as a school or any other community or private facility that will provide safe accommodation. Evacuation may include transportation by ground vehicles such as buses.

11.3 Principals must indicate the location of the alternate evacuation site as part of their school's Safety Plan (Emergency Response Plan).

11.4 Prior to evacuation, communication with the alternative evacuation site is necessary in order to confirm that the alternative site is safe to receive students.

12. PROPERTY PROTECTION

It is vital that after concerns for the safety of students and staff members have been addressed, that building systems be protected and the building made secure.

13. TRAINING AND PRACTICE

13.1 Principals will ensure all staff members are aware of the Threats to School Safety Response procedures, the school's Fire Safety Plan, and this administrative procedure by including the information in a staff meeting agenda before the end of September.

13.2 After staff members are familiar with the plans, the principal shall arrange appropriate drills. **Refer to Appendix A: Lockdown, Hold and Secure and Shelter In Place Drills.**

14. Review

These procedures shall be reviewed in accordance with 2010 Policy Development and Review Policy.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
_____	December 1977	_____
See reference section Appendix G	<u>Date Revised</u> June 24, 2008 June 23, 2015	See reference section Appendix G
_____		_____

6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURES

1. PURPOSE

The level of preparedness to deal with Threat Response by school staff members, students and police will have a major impact on the final outcome. Practices for Lockdown, Hold and Secure and Shelter in Place will be held twice during the school year at all schools and at all Lakehead District School Board (LDSB) sites.

2. DEFINITIONS

Lockdown

~~Lockdown is a response to a major incident or threat of school violence within the school, or the immediate area of the school. A Lockdown isolates students, the staff and others from danger by requiring everyone to remain inside the building in secure locations. All staff members within the school are responsible for ensuring that no one leaves the secure locations until the Lockdown is removed by the principal or police. Staff and students take immediate precautions to ensure safety, taking cover in the closest secure location. The principal or designate will call 911 and will notify the Director's Office.~~

Hold and Secure

~~Hold and Secure is a response to an ongoing situation inside or outside the school when it is desirable to secure the school. In this situation staff and students will remain in classrooms or will report to the closest classroom/ secure location until such time as the situation is resolved. Classroom doors are locked however, classroom activities continue. External doors are locked and monitored. Signs are placed on external door windows with school phone number and website. (See Form #6010-A-1). A call is placed to the Director's Office by the principal or designate.~~

Shelter in Place

~~Shelter in Place is a response to an external situation which may or may not be related to the school (e.g., an environmental situation such as a chemical spill or an extreme weather related situation in the neighbourhood). Staff and students move freely within the school. The external doors are locked and monitored. Signs are placed on external door windows with school phone number and website. (See Form # 6010-A-2) A call is placed to the Director's office by the principal or designate.~~

Lockdown

The response to a major incident or threat of school violence within the school or the immediate area of the school.

Hold and Secure

The response to a direct threat to an ongoing situation inside or outside the school when it is desirable to secure the school.

Hold and Secure is also used when the school is secured due to an ongoing situation outside and not related to the school that requires all persons to remain in the building.

Shelter in Place

The response to an indirect threat which may or may not be related to the school. It is used for an environmental, weather and wildlife related situation, or where it is necessary to keep all occupants within school to protect them.

Concealed Weapons

The response to the presence of weapons on the premises.

Bomb Threat

The response the threat of a bomb on the premises.

LOCKDOWN: Highest Level Response

Explanation

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

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

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

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

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

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

A lockdown is usually initiated on the advice of police services, sometimes by the principal or school personnel.

Possible Causes

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

Actions

- ***a Lockdown isolates students, the staff and others from danger by requiring everyone to remain inside the building in secure locations;***
- ***the principal or designate will call 911 and will notify the director's office;***
- ***staff and students take immediate precautions to ensure safety, taking cover in the closest secure location – enter nearest room & lock doors;***
- ***exterior school doors and windows are locked, if threat is outside of building; cover inner glass panes where possible;***
- ***lights are turned off;***
- ***window blinds are closed; if there is a window in the classroom door, consider a cover for the window if safe to do so;***
- ***staff and students stay silent and hidden away in the safest area of the room and stay away from doors and windows;***
- ***staff and students become aware of sight lines;***
- ***staff and students take cover, if available (get behind something solid);***
- ***all remain absolutely quiet;***
- ***if possible, teachers take attendance;***
- ***no cell phone use unless necessary to communicate regarding the incident; cell phones should be shut off; lights from cell phones may draw unwanted attention;***
- ***all movement within the school is restricted;***
- ***all staff members within the school are responsible for ensuring that no one leaves the secure locations until the Lockdown is removed by the principal or police; and***
- ***no one will enter or exit the building except on the direction of the police.***

HOLD AND SECURE: Moderate Level Response

Explanation

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

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

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

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

Hold and Secure is usually initiated on the advice of police services, sometimes by the principal or school personnel.

Possible Causes

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

Actions

- *a call is placed to the director's office by the principal or designate;*
- *staff and students who are outside of the school return indoors;*
- *close and lock exterior doors; close windows and any window coverings;*
- *teachers reassure students that they are safe while they remain inside the classroom and school;*
- *external doors are monitored; all movement in and out of the school is restricted, no one enters or exits without permission of the principal or designate or on the direction of the police;*
- *regular classroom instruction and regular school routines and activity within the building continues;*
- *a staff member is posted near each entrance to ensure no one leaves the building;*
- *signs are placed on external door windows with school phone number and website; and*
- *on the advice of police, director or designate, the school will be notified when it can come out of 'Hold and Secure'.*

SHELTER IN PLACE: Low Level Response

Explanation

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

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

This is usually initiated on the advice of police services, sometimes by the principal or school personnel, and may be recommended by police, fire department, emergency medical service (EMS), etc.

Possible Causes

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

Actions

- ***a call is placed to the director's office by the principal or designate;***
- ***people enter and remain in the building – return indoors;***
- ***teachers reassure students that they are safe while they remain inside the school;***
- ***close windows and exterior doors;***
- ***the external doors are monitored and people may be allowed to enter or exit the building on the direction of the principal and/or police;***
- ***signs are placed on external door windows with school phone number and website;***
- ***lights stay on and classroom doors are kept open;***
- ***regular classroom instruction continues;***
- ***students follow the normal daily rotation of classes;***
- ***staff and students move freely within the school and normal operations may continue; and***
- ***if appropriate, fans, including heating and air conditioning units, should be turned off to prevent outside air from entering the building.***

3. **SYSTEM COMMUNICATION**

In the case of a Lockdown, Hold and Secure or Shelter in Place, the director's office will issue a communication to all employees regarding the emergency status and will issue a further communication when the emergency status has been removed.

LOCKDOWN PROCEDURES

Principals will refer to the procedures as outlined in the Emergency Response Plan binder and the Police School Board Protocol found within the binder.

Additional Considerations

4. LOCKDOWN PROCEDURES IN CLASSROOMS AND WASHROOMS

- 4.1 Staff members will direct students out of hallways to the closest secure classroom, remain with the students, and lock doors to the room. If the door does not lock, the staff will bar the door or move furniture against it. Staff members will assess whether anyone is injured and the severity of the injuries and take appropriate measures to assist the injured without jeopardizing their own safety or that of others. Classroom doors should be kept in the locked position throughout the day as a matter of regular practice.
- 4.2 Where there are curtains or blinds, they will be closed, and the lights turned off. Students are to move away from doors and windows. In consideration of sight lines into the room, students are usually safest when sitting along the length of the inside wall of the classroom. Students must remain quiet and follow staff or police instructions. The classroom should look and sound empty. Staff members must prepare students for staying in a Lockdown situation for an extensive period of time.
- 4.3 Individuals are to contact the office ONLY with vital information regarding the incident; for example: "I see the intruder in the southwest hallway".
- 4.4 Cell phones and text messaging are NOT to be used by the staff or by students unless communicating vital emergency information about the incident or calling 911. No calls ***are to be made unless it is an emergency.*** A ringing cell phone or cell phone light may alert an intruder to a particular location. Students and staff are instructed not to use phones until cleared to do so.
- 4.5 Teachers will take attendance in class noting students who are outside the class and any additional students who have entered the room.
- 4.6 Students will not be allowed to use washrooms or lockers, ***except on the advice of the police.*** No one will be released, except by direction of the principal ***and/or*** police ***or*** when the "Lockdown is over" message is given. ***Refer to Section 11: Ending a Lockdown.***
- 4.7 Staff and students need to be moved from washrooms into classrooms/secure areas but not if it means moving into immediate danger.
 - 4.7.1 For elementary schools, it is recommended that plans identify an adult who normally works in close proximity to student washrooms, to check the washroom(s) prior to locking down themselves, if it is safe to do so. This adult would quickly check both male and female washrooms to which they have been assigned in the planning phase, and take any students found in the washrooms to their classroom(s)/closest secure area to lock down.

4.7.2 For secondary schools, it is recommended that training include an explanation to students that they are responsible to get out of the washrooms immediately upon hearing a Lockdown announced and get to the nearest classroom or other area which has been identified as a safe area. As a last resort, staff or students trapped in a washroom, should attempt to somehow secure the washroom door, enter a stall, lock the stall door and climb on top of the toilet. Staff members will attempt to collect students from the washroom when Lockdown has been removed and it is safe to do so.

4.8 Students and staff must not answer the door. If necessary, the principal will use the master key to enter classrooms and other sites.

4.9 All occupants of the building will disregard the fire alarm system and school bells unless fire or smoke is obvious. If fire poses an imminent danger, all occupants will evacuate.

5. LOCKDOWN PROCEDURES IN OPEN AREAS

5.1 Lunchroom supervisors will follow these procedures in the cafeteria or lunch room if the Lockdown occurs during the lunch hour or during class changes.

5.2 Depending on the individual school plan and the locations and actions of the intruder, consideration must be given to staying inside and hiding, or to the controlled evacuation of students from the cafeteria, library, gymnasium and other open areas of the school to secure areas or to outside of the school, especially if there are doors or windows leading directly to the exterior. Open areas are the most vulnerable during an emergency situation. The school must have a contingency plan for a Lockdown during a lunch period or class changes when many students are in open areas of the school. It is critical during staff and student training, that everyone understands what to do and where to go in the event that a Lockdown is called and they are in an open area.

6. LOCKDOWN PROCEDURES OUTSIDE THE BUILDING

6.1 Staff members will direct students in outdoor areas to immediately take cover. Students must be aware of a pre-planned designated location a safe distance from the school.

6.2 Students and staff SHALL NOT ENTER the school. Staff members' who are with students, whether conducting an outdoor class, supervising at recess, or the lunch break, shall endeavor to have students remain in the designated area outside and take attendance.

6.3 It is also important to have a pre-determined location for parent/guardians and the media away from the school building.

6.4 When the Lockdown is over, students may be released to parents/guardians, and the staff will attempt to monitor student departures.

7. CONFIRMATION OF AN EMERGENCY SITUATION REQUIRING LOCKDOWN

- 7.1 Anyone observing a violent incident or threat to school safety must notify the school office immediately. After confirming that a violent incident/threat to school safety is in progress, the office staff will immediately implement the Lockdown and focus on remaining calm.
- 7.2 When a violent incident or threat is reported, the staff member in the school office needs to obtain as much detail about the incident or threat as possible from the initial observer. The priority is to confirm that a violent incident is occurring, and then to be able to direct police quickly to the correct location.
- 7.3 If it is safe to do so, the observer should obtain the following details for the report to the office:
 - 7.3.1 location and number of suspects;
 - 7.3.2 if the suspect is moving or stationary;
 - 7.3.3 the direction of travel of the suspect;**
 - 7.3.34 the identity or description of the suspect (build, clothing, etc.)
 - 7.3.45 description of weapons;
 - 7.3.56 possible motive or threats made; and
 - 7.3.67 any known injuries and location of casualties.
- 7.4 The observer shall not confront an armed intruder or suspect.
- 7.5 If gunshots are heard, or a weapon such as a knife is seen, the staff and students should know to go immediately into Lockdown. A staff member or student would then notify the office to initiate the Lockdown, if possible to do so.

8. ANNOUNCING LOCKDOWN FROM OFFICE PA SYSTEM

- 8.1 All staff, especially those working in the main office, should be trained that when information is received in the office of a situation requiring a Lockdown (e.g., a violent incident in progress or weapon observed), whoever receives that information will immediately activate the school's Public Address (PA) system, announcing the Lockdown.
- 8.2 The staff member receiving the report shall activate LOCKDOWN, call 911, and notify the principal or designate as quickly as possible, by assigning tasks to different office staff members, if possible.
- 8.3 If there is only one person available in the office, LOCKDOWN shall be initiated before calling 911.

- 8.4 The person receiving the report of a violent incident or threat initiates the LOCKDOWN procedure as follows:
- 8.4.1 activates all public address (PA) systems inside and outside the building; and
 - 8.4.2 announces clearly and calmly on the public address system
"This is _____ (give name) the _____ (state role e.g., principal). "Name of School" is now in LOCKDOWN. I repeat "Name of School" is now in LOCKDOWN. (It is recommended that this announcement be pre-printed and placed on or near the microphone)
- 8.5 Upon hearing the LOCKDOWN announcement, the staff will immediately initiate Lockdown procedures. The staff must take into consideration those within a site that may require alternate forms of communication.

9. THE 911 CALL DURING LOCKDOWN

- 9.1 A call to 911 will initiate assistance from police services, as well as fire and ambulance services if required.
- 9.2 The person calling 911 will remain on the line and provide the following information as prompted by the operator:
- 9.2.1 the caller's name, the school name and full address;
 - 9.2.2 a description of the situation;
 - 9.2.3 whether anyone is injured and the severity of the injuries;
 - 9.2.4 a safe route to the building and a safe entrance for police, where police will be met by the principal or designate (if it is safe to do so);
 - 9.2.5 confirm last known location of suspect; and**
 - 9.2.6 the direction of travel of the suspect.**

10. NOTIFICATION OF LOCKDOWN

- 10.1 The principal or designate will notify the director's office who will notify the school superintendent, property services, and Student Transportation Services of Thunder Bay.
- 10.2 As per the school plan, the director's office will contact the local fire department as well as alternate sites outlined on the school site specific information.
- 10.3 As per the school plan, the director's office will notify other school boards and community partners as appropriate.**

11. ENDING A LOCKDOWN

- 11.1 Plans to end a Lockdown will vary depending on the incident. Conclusion may involve a general announcement via the PA system by the principal or may involve a room to room visit from police/school administration with some sort of identification process so that occupants of locked rooms know the Lockdown conclusion is authentic.
- 11.2 Lockdown plans should include procedures for ending Lockdowns at other sites (e.g., twinned schools, alternate/adult education sites, elementary/secondary shared sites). In all cases where police have responded, plans should clearly indicate that the decision to end a Lockdown shall only be made after approval from the on-scene police supervisor.

12. THE ROLE OF THE POLICE AND EMERGENCY PERSONNEL IN LOCKDOWNS

- 12.1 The police are responsible for responding to and investigating Lockdowns. During a Lockdown, the police will assume command and control of the response and investigation but will liaise and work closely with school administrators throughout the process.
- 12.2 Police services are required to ensure that all members who may be dispatched to a call for service at a school are fully trained in this Lockdown procedure. Police will be met by the principal or designate at the entrance recommended during the 911 call (if it is safe to do so) and have immediate access to the school plan, including a floor plan of the school.
- 12.3 Police will implement the immediate rapid deployment method to stop the threat. This means that police officers will enter the building immediately.
- 12.4 Police will make the decision as to whether controlled evacuation of a school under Lockdown is a viable option (e.g., in the event of a prolonged situation or a situation where the threat has been contained). Police will direct the controlled evacuation process.
- 12.5 A police command post is the focal point for command and control of the emergency situation by police. This will not be a communication area for parents/guardians.
- 12.6 Staff members, students and other occupants of the building need to be aware that any site may contain crime scene evidence. They should avoid tampering with or disturbing evidence. All objects, to the greatest extent possible, should be left exactly as they are found, to assist with law enforcement investigations.
- 12.7 The police will set up a media relations center in the designated area outside the incident site. The police will be responsible for media relations regarding the incident and police response. The director of education or designate will be responsible for media relations regarding issues dealing with the students and school. It is recommended that media personnel from police and the Board share press releases prior to release to the media so that both police and school officials are each aware of what the other is saying.
- 12.8 ***Staff and students should not have anything in their hands; keep hands clearly visible to law enforcement and follow all commands.***

13. FOLLOW-UP TO THE LOCKDOWN INCIDENT

- 13.1 Actions taken following Lockdowns can have a major impact on the well-being of the staff, students and the broader school community. Debriefing should occur in all situations following a Lockdown. The nature and severity of the incident will determine who should be included in the debriefing. In all incidents of a Lockdown, which was not a drill, it is recommended that communication with all staff and teacher federations be made at the conclusion of the Lockdown and that communication to parents be sent home at the conclusion of the school day or as soon as possible.
- 13.2 Follow-up procedures may include the following:
- 13.2.1 involving the Tragic Events team to provide counselling for the staff and students;
 - 13.2.2 providing appropriate and timely information to parents/guardians, the staff, students and school community regarding the incident;
 - 13.2.3 follow-up by police of school administrators present at the time of the incident;
 - 13.2.4 coordinating police and Board news releases;
 - 13.2.5 evaluating the adequacy of the Lockdown plan and making modifications as necessary;
 - 13.2.6 identifying lessons learned and developing further preventative measures;
 - 13.2.7 maintaining close contact with any injured victims and families;
 - 13.2.8 maintaining close cooperation with police services to facilitate completion of investigations; and
 - 13.2.9 completing all necessary legal, insurance and administrative forms and documents as required.

HOLD AND SECURE PROCEDURES

Principals will refer to the procedures as outlined in the Emergency Response Plan binder and the Police School Board Protocol found within the binder

Additional Considerations

14. HOLD AND SECURE PROCEDURES IN CLASSROOMS AND WASHROOMS

- 14.1 *If necessary to the situation, staff members will direct students out of hallways to the closest secure classroom, remain with the students, and lock doors to the room. Classroom doors should be kept in the locked position throughout the day as a matter of regular practice.***
- 14.2 *Where there are curtains or blinds, they will be closed. Regular classroom and school activities continue.***
- 14.3 *As regular classroom activities will be occurring, the regular school and Board rules regarding cell phone use apply.***
- 14.4 *Teachers will take attendance in class noting students who are outside the class and any additional students who have entered the room.***
- 14.5 *Students will not be allowed to use washrooms or lockers, except on the advice of the principal and/or police. No one will be released, except by direction of the principal and/or police or when the “Hold and Secure is over” message is given. Refer to Section 21: Ending a Hold and Secure.***
- 14.6 *If advised to stay in classrooms, students and staff must not answer the door. If necessary, the principal will use the master key to enter classrooms and other sites.***
- 14.7 *All occupants of the building will disregard the fire alarm system and school bells unless fire or smoke is obvious. If fire poses an imminent danger, all occupants will evacuate.***

15. HOLD AND SECURE PROCEDURES IN OPEN AREAS

- 15.1 *Lunchroom supervisors will follow these procedures in the cafeteria or lunch room if the Hold and Secure occurs during the lunch hour or during class changes.***
- 15.2 *Depending on the individual school plan and the situation, consideration may be given to the controlled evacuation of students from the cafeteria, library, gymnasium and other open areas of the school to secure areas. Open areas are the most vulnerable during an emergency situation. Unless otherwise advised, most school activities can continue during a hold and secure.***

16. HOLD AND SECURE PROCEDURES OUTSIDE THE BUILDING

- 16.1** *Staff members will direct students in outdoor areas to immediately return inside the school.*
- 16.2** *It is also important to have a pre-determined location for parents/guardians and the media away from the school building.*
- 16.3** *When the Hold and Secure is over, students may be released to parents/guardians, and the staff will monitor student departures.*

17. CONFIRMATION OF AN EMERGENCY SITUATION REQUIRING HOLD & SECURE

- 17.1** *Anyone observing a direct threat to an ongoing situation inside or outside the school must notify the school office immediately. After confirming that a direct threat to school safety is in progress, the office staff will immediately implement the Hold and Secure and focus on remaining calm.*
- 17.2** *When a direct threat is reported, the staff member in the school office needs to obtain as much detail about the incident or threat as possible from the initial observer. The priority is to confirm that a direct threat is occurring, and then to be able to direct police quickly to the correct location.*
- 17.3** *If it is safe to do so, the observer should obtain the following details for the report to the office (if there is a threat outside of the building, if inside building, call lockdown):*
 - 17.3.1** *location and number of suspects;*
 - 17.3.2** *if the suspect is moving or stationary;*
 - 17.3.3** *the direction of travel of the suspect;*
 - 17.3.4** *the identity or description of the suspect (build, clothing, etc.);*
 - 17.3.5** *description of weapons;*
 - 17.3.6** *possible motive or threats made;*
 - 17.3.7** *any known injuries and location of casualties; and*
 - 17.3.8** *the observer shall not confront an armed intruder or suspect.*

18. ANNOUNCING HOLD AND SECURE FROM OFFICE PA SYSTEM

- 18.1** *All staff, especially those working in the main office, should be trained that when information is received in the office of a situation requiring a Hold and Secure, whoever receives that information will immediately activate the school's public address (PA) system, announcing the Hold and Secure.*
- 18.2** *The staff member receiving the report shall notify the principal or designate as quickly as possible.*

18.3 The person receiving the report initiates the Hold and Secure procedure as follows:

18.3.1 activates all public address (PA) systems inside and outside the building; and

**18.3.2 announces clearly and calmly on the public address system
“This is _____ (give name) the _____ (state role e.g., principal).
“Name of School” is now in HOLD AND SECURE. I repeat “Name of School” is now in HOLD AND SECURE. (It is recommended that this announcement be pre-printed and placed on or near the microphone)**

18.4 Upon hearing the Hold and Secure announcement, the staff will immediately initiate Hold and Secure procedures. The staff must take into consideration those within a site that may require alternate forms of communication.

19. THE 911 CALL DURING HOLD AND SECURE

19.1 If the decision to initiate a Hold and Secure is site based, a call to 911 will initiate assistance from police services, as well as fire and ambulance services if required.

19.2 The person calling 911 will remain on the line and provide the following information as prompted by the operator:

19.2.1 the caller’s name, the school name and full address;

19.2.2 a description of the situation;

19.2.3 whether anyone is injured and the severity of the injuries;

19.2.4 a safe route to the building and a safe entrance for police, where police will be met by the principal or designate (if it is safe to do so);

19.2.5 confirm the last known location of the suspect (if applicable); and

19.2.6 direction of travel of the suspect (if applicable).

20. NOTIFICATION OF HOLD AND SECURE

20.1 The principal or designate will notify the director’s office who will notify the school superintendent, property services, and Student Transportation Services of Thunder Bay.

20.2 As per the school plan, the director’s office will contact the local fire department as well as alternate sites outlined on the school site specific information.

20.3 As per the school plan, the director’s office will notify other school boards and community partners as appropriate

21. ENDING A HOLD & SECURE

21.1 Plans to end a Hold and Secure will vary depending on the incident. Conclusion may involve a general announcement via the PA system by the principal or may involve a room to room visit from police/school administration with some sort of identification process so that occupants of locked rooms know the Hold and Secure conclusion is authentic.

- 21.2** *Hold and Secure plans should include procedures for ending Hold and Secure at other sites (e.g., twinned schools, alternate/adult education sites, elementary/secondary shared sites). In all cases where police have responded, plans should clearly indicate that the decision to end a Hold and Secure shall only be made after approval from principal/superintendent/director's office/police.*

22. THE ROLE OF THE POLICE AND EMERGENCY PERSONNEL IN HOLD & SECURE

- 22.1** *The police are responsible for responding to and investigating Hold and Secure. During a Hold and Secure, the police will assume command and control of the response and investigation but will liaise and work closely with school administrators throughout the process.*
- 22.2** *Police services are required to ensure that all members who may be dispatched to a call for service at a school are fully trained in this Hold and Secure procedure. Police will be met by the principal or designate at the entrance recommended during the 911 call (if it is safe to do so) and have immediate access to the school plan, including a floor plan of the school.*
- 22.3** *Police will make the decision as to whether controlled evacuation of a school under Hold and Secure is a viable option (e.g., in the event of a prolonged situation or a situation where the threat has been contained). Police will direct the controlled evacuation process.*
- 22.4** *A police command post is the focal point for command and control of the emergency situation by police. This will not be a communication area for parents/guardians.*
- 22.5** *Staff members, students and other occupants of the building need to be aware that any site may contain crime scene evidence. They should avoid tampering with or disturbing evidence. All objects, to the greatest extent possible, should be left exactly as they are found, to assist with law enforcement investigations.*
- 22.6** *The police will set up a media relations center in the designated area outside the incident site. The police will be responsible for media relations regarding the incident and police response. The director of education or designate will be responsible for media relations regarding issues dealing with the students and school. It is recommended that media personnel from police and the Board share press releases prior to release to the media so that both police and school officials are each aware of what the other is saying.*

23. FOLLOW-UP TO THE HOLD AND SECURE INCIDENT

- 23.1** *Actions taken following Hold and Secure can have a major impact on the well-being of the staff, students and the broader school community. Debriefing should occur in all situations following a Hold and Secure. The nature and severity of the incident will determine who should be included in the debriefing. In all incidents of a Hold and Secure which was not a drill, it is recommended that communication with all staff and teacher federations be made at the conclusion of the Hold and Secure and that communication to parents be sent home at the conclusion of the school day or as soon as possible.*

23.2 Follow-up procedures may include the following:

- 23.2.1 involving the Tragic Events team to provide counselling for the staff and students;**
- 23.2.2 providing appropriate and timely information to parents/guardians, the staff, students and school community regarding the incident;**
- 23.2.3 follow-up by police of school administrators present at the time of the incident;**
- 23.2.4 coordinating police and Board news releases;**
- 23.2.5 evaluating the adequacy of the Hold and Secure plan and making modifications as necessary;**
- 23.2.6 identifying lessons learned and developing further preventative measures;**
- 23.2.7 maintaining close contact with any injured victims and families;**
- 23.2.8 maintaining close cooperation with police services to facilitate completion of investigations; and**
- 23.2.9 completing all necessary legal, insurance and administrative forms and documents as required.**

SHELTER IN PLACE PROCEDURES

Principals will refer to the procedures as outlined in the Emergency Response Plan Binder and the Police School Board Protocol found within the binder

Additional Considerations

24. SHELTER IN PLACE PROCEDURES IN CLASSROOMS AND WASHROOMS

- 24.1 *staff and students move freely within the school;*
- 24.2 *people enter and remain in the building with the doors and windows closed;*
- 24.3 *regular classroom activities continue;*
- 24.4 *external doors are locked and monitored;*
- 24.5 *signs are placed on external door windows with school phone number and website (see FORM #6010-A-2);*
- 24.6 *if applicable, fans, including heating and air conditioning units, should be turned off to prevent outside air from entering the building;*
- 24.7 *normal operations may continue within the building;*
- 24.8 *teachers will take attendance in class noting students who are outside the class and any additional students who have entered the room; and*
- 24.9 *if the fire alarm sounds, specific directions regarding evacuation will be provided over the P.A. system. If fire poses an imminent danger, all occupants will evacuate.*

25. SHELTER IN PLACE PROCEDURES IN OPEN AREAS

- 25.1 *Lunchroom supervisors will follow these procedures in the cafeteria or lunch room if the Shelter in Place occurs during the lunch hour or during class changes.*
- 25.2 *Staff and students move freely within the school.*

26. SHELTER IN PLACE PROCEDURES OUTSIDE THE BUILDING

- 26.1 *Staff members will direct students in outdoor areas to immediately return inside the school.*
- 26.2 *It is also important to have a pre-determined location for parent/guardians and the media away from the school building.*
- 26.3 *People may be allowed to enter or exit the building on the direction of the principal and/or police.*
- 26.4 *When the Shelter in Place is over, students may be released to parents/guardians, and the staff will attempt to monitor student departures.*

27. CONFIRMATION OF AN EMERGENCY SITUATION REQUIRING SHELTER IN PLACE

Anyone observing an indirect threat or hazard outside near a school must notify the school office immediately. After confirming that an indirect threat to school safety is in progress, the office staff will immediately implement the Shelter in Place and focus on remaining calm.

28. ANNOUNCING SHELTER IN PLACE FROM OFFICE PA SYSTEM

- 28.1** *All staff, especially those working in the main office, should be trained that when information is received in the office of a situation requiring a Shelter in Place, whoever receives that information will immediately activate the school's public address (PA) system, announcing the Shelter in Place.*
- 28.2** *The staff member receiving the report shall notify the principal or designate as quickly as possible.*
- 28.3** *The person receiving the report initiates the Shelter in Place procedure as follows:*
- 28.3.1** *activates all public address (PA) systems inside and outside the building;
and*
- 28.3.2** *announces clearly and calmly on the public address system
"This is _____ (give name) the _____ (state role e.g., principal).
"Name of School" is now in SHELTER IN PLACE. I repeat "Name of
School" is now in SHELTER IN PLACE. (It is recommended that this
announcement be pre-printed and placed on or near the microphone).*
- 28.4** *Upon hearing the Shelter in Place announcement, the staff will immediately initiate Shelter in Place procedures. The staff must take into consideration those within a site that may require alternate forms of communication.*

29. THE 911 CALL DURING SHELTER IN PLACE

- 29.1** *If the decision to initiate a Shelter in Place is site based, a call to 911 will initiate assistance from police services, as well as fire and ambulance services if required.*
- 29.2** *The person calling 911 will remain on the line and provide the following information as prompted by the operator:*
- 29.2.1** *the caller's name, the school name and full address;*
- 29.2.2** *a description of the situation;*
- 29.2.3** *whether anyone is injured and the severity of the injuries; and*
- 29.2.4** *a safe route to the building and a safe entrance for police, where police will be met by the principal or designate (if it is safe to do so).*

30. NOTIFICATION OF SHELTER IN PLACE

- 30.1** *The principal or designate will notify the director's office who will notify the school superintendent, property services, and Student Transportation Services of Thunder Bay.*
- 30.2** *As per the school plan, the director's office will contact the local fire department as well as alternate sites outlined on the school site specific information.*
- 30.3** *As per the school plan, the director's office will notify other school boards and community partners as appropriate.*

31. ENDING A SHELTER IN PLACE

- 31.1 *Plans to end a Shelter in Place will vary depending on the incident. Conclusion may involve a general announcement via the PA system by the principal or may involve a room to room visit from police/school administration.***
- 31.2 *Shelter in Place plans should include procedures for ending Shelter in Place at other sites (e.g., twinned schools, alternate/adult education sites, elementary/secondary shared sites). In all cases where police have responded, plans should clearly indicate that the decision to end a Shelter In Place shall only be made after approval from principal/superintendent/directors office/police.***

32. THE ROLE OF THE POLICE AND EMERGENCY PERSONNEL IN SHELTER IN PLACE

- 32.1 *The police are responsible for responding to and investigating Shelter in Place. During a Shelter in Place, the police will assume command and control of the response and investigation, as necessary, but will liaise and work closely with school administrators throughout the process.***
- 32.2 *Police services are required to ensure that all members who may be dispatched to a call for service at a school are fully trained in this Shelter in Place procedure. Police will be met by the principal or designate at the entrance recommended during the 911 call (if it is safe to do so) and have immediate access to the school plan, including a floor plan of the school.***
- 32.3 *Police will make the decision as to whether controlled evacuation of a school under Shelter in Place is a viable option (e.g., in the event of a prolonged situation or a situation where the threat has been contained). Police will direct the controlled evacuation process.***
- 32.4 *A police command post is the focal point for command and control of the emergency situation by police. This will not be a communication area for parents/guardians.***
- 32.5 *Staff members, students and other occupants of the building need to be aware that any site may contain crime scene evidence. They should avoid tampering with or disturbing evidence. All objects, to the greatest extent possible, should be left exactly as they are found, to assist with law enforcement investigations.***
- 32.6 *The police will set up a media relations center in the designated area outside the incident site. The police will be responsible for media relations regarding the incident and police response. The director of education or designate will be responsible for media relations regarding issues dealing with the students and school. It is recommended that media personnel from police and the Board share press releases prior to release to the media so that both police and school officials are each aware of what the other is saying.***

33. FOLLOW-UP TO THE SHELTER IN PLACE INCIDENT

33.1 *Actions taken following Shelter in Place can have a major impact on the well-being of the staff, students and the broader school community. Debriefing should occur in all situations following a Shelter in Place. The nature and severity of the incident will determine who should be included in the debriefing. In all incidents of a Shelter in Place, which was not a drill, it is recommended that communication with all staff and teacher federations be made at the conclusion of the Shelter in Place and that communication to parents be sent home at the conclusion of the school day or as soon as possible.*

33.2 *Follow-up procedures may include the following:*

33.2.1 *involving the Tragic Events team to provide counselling for the staff and students;*

33.2.2 *providing appropriate and timely information to parents/guardians, the staff, students and school community regarding the incident;*

33.2.3 *follow-up by police of school administrators present at the time of the incident;*

33.2.4 *coordinating police and Board news releases;*

33.2.5 *evaluating the adequacy of the Shelter in Place plan and making modifications as necessary;*

33.2.6 *identifying lessons learned and developing further preventative measures;*

33.2.7 *maintaining close contact with any injured victims and families;*

33.2.8 *maintaining close cooperation with police services to facilitate completion of investigations; and*

33.2.9 *completing all necessary legal, insurance and administrative forms and documents as required.*

34. CONCEALED WEAPONS

34.1 *Presence of Weapons*

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

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

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

34.1.1 Gather Information

Determine the likelihood that the information is valid.

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

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

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

34.1.2 Contact Police

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

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

34.1.3 Determine Appropriate Response

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

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

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

Police will quickly take control of the student and their property and conduct a search for the weapon. For safety reasons, it is recommended that the location used be relatively empty of staff and students.

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

34.2 Factors to Consider:

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

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

34.2.2 *Determine if the staff member is comfortable assisting the police and approaching the student. Decide if the staff member or the principal should approach the student.*

34.2.3 *If a police officer, rather than a staff member, makes the initial approach, the student may react by immediately attempting to flee or react violently (fight or flight response). It is vital that police confront the student in as controlled a situation as possible.*

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

34.3 Non-Students

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

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

BOMB THREAT PROCEDURE

1.0 Purpose

The purpose of this procedure is to ensure consistent Bomb Threat Response procedures and practices in schools and Board owned buildings throughout the jurisdiction of the Board that are consistent with the practices outlined in the Police School Board Protocol.

2.0 Definitions

***Bomb Threat** – a threat, usually verbal or written, to detonate an explosive or incendiary device to cause property damage, death or injuries, whether or not such a device actually exists.*

***Emergency** – a serious, unexpected, and often dangerous situation requiring immediate action.*

***Incendiary Device** – any firebomb or device designed or specifically adapted to cause physical harm to persons or property by means of fire and consisting of an incendiary substance or agency and a means to ignite it.*

3.0 Roles and Responsibilities

3.1 *LDSB shall:*

3.1.1 *LDSB shall provide resources and support to school administrators to assist schools in the implementation and maintenance of individual school Bomb Threat Response Plans.*

3.1.2 *Principal or designate shall:*

- ***Be responsible for the development of the individual school plan as part of the school's Emergency Response Plan.***
- ***Be responsible for inviting police, fire and emergency medical service to participate in the development or review of the plan and subsequent drills.***
- ***Ensure that the plan is reviewed and updated yearly and is easily accessible in the school's Emergency Response binder.***
- ***Schedule and practice a minimum of one bomb threat drill a year.***
- ***Ensure that staff and students are trained on how to respond to a Bomb Threat.***
- ***Seek the assistance of the school's Emergency Response Team in all of the above.***
- ***Cooperate fully with the police and continue to exercise their duties to the extent possible in support of the emergency responder's management of the situation.***
- ***Be the authority responsible for the initial assessment and related decisions, including those regarding visual scans and evacuations.***
- ***Contact their superintendent and report threat and status, when safe to do so.***

3.1.3 *School staff shall be familiar with the Bomb Threat Response Plan in order to respond quickly to the direction of administration or emergency responders. School staff should refer to the Emergency Response Procedures for directions as to the response required. School staff have the responsibility for the training, safety and well-being of students with regards to a Bomb Threat Response.*

- 3.1.4** *Students shall be familiar with the Bomb Threat Response plan in order to respond quickly to the direction of administration, emergency responders or members of the school's Emergency Response team during a bomb threat or explosives incident. Any student with information on or prior knowledge of anyone or anything that may be associated with or result in a bomb threat, the placement of a suspicious package/device, or an explosives incident must come forward with that information as soon as possible.*
- 3.1.5** *Childcare and other facility occupants are to be included in the development and implementation of Bomb Threat Response Planning and participate whenever possible in all relevant aspects of training and drills.*
- 3.1.6** *Police are responsible for responding to and investigating bomb threats and explosives incidents. During any such incident, police will assume command and control of the response and investigation and will liaise and work closely with the principal and other emergency services throughout the process. The police must be notified of all bomb threat incidents, regardless of other actions taken by the schools. For ongoing incidents, the police are responsible for management of the threat and any subsequent criminal investigation.*
- 3.1.7** *Parents/guardians must be informed of the existence of this plan and should be encouraged to reinforce with their children the responsibilities that all students have to follow directions during an incident and to disclose any information they may have prior to or during an incident.*
- 3.1.8** *Emergency Medical Services (EMS) will provide urgent medical care in the event of an explosives incident.*
- 3.1.9** *The fire department can be present during bomb threat incidents in the event that fire suppression operations are needed and will provide fire suppression and rescue operations in explosives incidents. The fire department (Assistants to the Fire Marshal) must report all explosions to the Office of the Fire Marshal and Emergency Management (OFMEM).*

3.2 *Floor Plans and Facilitation of Access*

- 3.2.1** *Floor plans must be posted throughout the school at appropriate designated places. In multi-level buildings, only the floor plans relevant to a specific level should be posted on that level.*
- 3.2.2** *Floor plans are to be made available to all emergency service responders who may be involved in a search of the premises when they arrive on the scene. Police should be provided with both hard copies and electronic copies of floor plans where possible.*

- 3.2.3 Floor plans should clearly identify entrances and exits, and all rooms (with room numbers indicated) within the building. Outer buildings should be clearly numbered. Evacuation routes for staff and students should be included.**
- 3.2.4 Each plan must designate primary, secondary, and off-site command post locations. The main office is the initial command post, with an alternate command post identified. A third off-site location should be designated should the two school sites be unavailable. An off-site evacuation location should also be included. Command post locations and off-site evacuation locations should not be included on posted floor plans but kept in the Emergency Response binder and on copies to be given to the police.**

3.3 Bomb Threat Intake Procedures

- 3.3.1 All bomb threats must be taken seriously and not as a hoax.**
- 3.3.2 School staff, who due to their positions, are the persons most likely to receive bomb threats (i.e., by phone, mail, text or other means), will be identified in school plans and will receive training in proper procedures.**
- 3.3.3 School staff who receive the threat should take detailed notes in order to provide as much information to police services as possible.**
- 3.3.4 The person receiving the threat must get the attention of another staff member who will contact 911. The staff member must also contact the principal or designate immediately after the 911 call has been placed. The Bomb Threat Telephone procedure should guide their communication and be used to record the exact wording of the threat.**
- 3.3.5 The fire department should also be notified of the bomb threat. When notifying the fire department, it is important to clarify that no explosion has occurred and that the police have been informed.**
- 3.3.6 Communication among staff members must utilize appropriate tools and methods as necessary.**

3.4 Initial Assessment

3.4.1 *The principal or designate will evaluate the information provided on the Bomb Threat Telephone procedure form and make an initial assessment of the situation, considering:*

- *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.*

3.5 Initiating a Bomb Threat Response

3.5.1 *The initiation of a Bomb Threat Response will be made over the school P.A. system; it will be situation dependent as to the announcement made.*

3.5.2 *Staff member(s) designated to conduct visual scans should be given basic information about conducting safe, visual scans.*

3.5.3 *Under no circumstances should a staff member, student or facility occupant, 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.*

3.5.4 *Areas to be examined by designated staff who are most familiar with these areas:*

- *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.*

3.5.5 *Continued assessment must take place and the principal must be informed if a suspicious package/device is located, of any interference with any type of evacuation that is underway, and if an explosive incident occurs.*

3.6 Location of a Suspicious Device/Package

3.6.1 *When a suspicious package/device is located:*

- *the object is not to be touched or moved and is should be contained immediately;*
- *the principal must be notified immediately of the discovery of a suspicious package/device and of any action taken to that point; and*
- *police shall be notified or updated when confirmation is received regarding the precise location of the package/device. Once the police have been notified, fire department and EMS personnel shall be contacted so that they will be nearby or on the scene in stand-by mode.*

3.7 Evacuation Procedures

3.7.1 *Staff and students must be directed to quietly leave the location, proceed in a calm and orderly manner and assemble in their designated evacuation location. In order to expedite a police search, evacuees must be directed to bring only personal belongings (backpacks, lunch bags, personal technology) in their immediate possession.*

3.7.2 *The evacuation of students requiring specialized assistance is the overall responsibility of the principal and is to be carried out by the appropriate classroom teacher or designated supervisor. Those involved in the evacuation of students requiring specialized assistance shall be specifically trained for such purpose.*

3.7.3 *Evacuation routes and locations must be inspected prior to, or immediately upon, the arrival of evacuees to ensure that a secondary explosive device has not been placed in these areas.*

3.7.4 *The principal shall work with emergency services personnel to evaluate the need to relocate evacuees and/or command posts.*

3.8 Re-entry Procedures

An announcement must be made by the principal or designate to end the partial or full evacuation. This may be a general announcement or room by room/group by group communication.

3.9 Procedures Following an Explosives Incident

3.9.1 *When an explosives incident occurs, the principal must be notified immediately and informed of any action taken.*

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

3.9.3 *Emergency first aid should be provided to any persons injured in the explosives incident. Information regarding injuries should be communicated to the command post. Attendance should be taken and a list of any missing staff or students should be communicated to the command post.*

3.10 Training

3.10.1 *Initial and ongoing training of all staff as well as students and, where possible, visitors to the school must take place at the beginning of each school year.*

3.10.2 *All new staff must be included in mandatory training in bomb threat responses. Schools will establish bomb threat review training for all staff during the beginning of each school year.*

3.11 Drills

3.11.1 *Drills and education related to evacuation, following a bomb threat or explosives incident, help maintain order in the event of an incident. Such drills must be held as part of a school's emergency response drills.*

3.11.2 *Schools are required to find age-appropriate ways to train students on bomb threat procedures as well as explosive incident procedures and related evacuation plans. Schools should consider holding grade level assemblies to train secondary students. Due to the young age of some elementary students, classroom teachers are responsible for training students at an elementary level.*

3.11.3 *The principal is responsible for setting the date of drills and overseeing the drill, with police support/assistance. Schools should hold, at minimum, one bomb threat response drill per school year. Notification should be given of upcoming drills. A short debrief should be completed after the drill to identify areas of improvement.*

3.12 Communication

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

3.12.2 *All communication with the media must be referred to the Board's communications officer. School officials, police and other services must work closely with each other on media issues. Police are responsible to address media with respect to the criminal incident and police response. The principal and Board communications staff are responsible for media on issues of staff and student safety.*

3.12.3 Communication of an actual bomb threat or explosives incident should occur as follows: When permitted to do so, school and Board staff will make every effort to ensure that parents/guardians, students, employees, trustees and other stakeholders receive prompt and clear communications that have been authorized by the director/superintendent or designate and the communications officer. These communications can be delivered using a variety of resources including:

- *the board website;*
- *automated telephone calling system;*
- *dedicated telephone line for response to concerns; and*
- *written communication to stakeholders.*

3.13 School Recovery Following an Incident

3.13.1 A debriefing shall occur following the receipt of a bomb threat, following the location of a suspicious device/package or following an explosives incident.

3.13.2 The Board's trauma response plan will be initiated if there is a suspicious package/device located or in the event of an explosives incident.

3.14 Plan Review

3.14.1 Each school plan, as well as the Board plan, shall be reviewed annually, at the commencement of the school year.

3.14.2 Schools shall conduct a review of all Emergency Response procedures, including Bomb Threat Response for all staff during each school year. The Thunder Bay/OPP Police Services liaison officer is another resource to assist with this review.

<p style="text-align: center;">LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE PREPARATION, COMMUNICATION, PRACTICE DRILLS, TRAINING AND PREVENTION</p>
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14.34. PLANNING AND PREPARATION FOR LOCKDOWNS, HOLD AND SECURE, SHELTER IN PLACE

- 14.4**34.1** This administrative procedure provides a recommended plan of action for use in all schools of LDSB. All schools must follow this administrative procedure as printed and not change the plan except to customize it for site specific needs with superintendent approval.
- 14.2**34.2** Each school shall conduct a minimum of ~~two~~ **three** Lockdown drills during each school year as mandated by the Ministry of Education. ***Each school shall conduct a minimum of one Hold and Secure drill during each school year.***
- 14.3**34.3** Schools and all LDSB sites shall prepare up-to-date floor plans outlining safe areas that can be locked and open areas (e.g., cafeterias, gymnasiums, libraries) in the school and shall familiarize staff, students and the police with these areas. It is essential to involve the school custodian in the development of the school plan because of the custodian's detailed knowledge of the building.
- 14.4**34.4** It is recommended that floor plans be posted throughout the school and at least at every entry point to the school. Other buildings existing on the school grounds, portables and off-site evacuation locations should also be identified and included with the floor plans. Hard copies of floor plans and if possible, electronic copies should be provided to the police in advance of a Lockdown.
- 14.5**34.5** The police will be involved in consulting on the school Lockdown plan, including the provision of feedback on Lockdown drills. The school superintendent must approve any modifications to the Lockdown plan once the plans are on file with the superintendent and police.
- 14.6**34.6** Site specific needs include mechanisms to communicate messages to those who may not adequately hear verbal communications and those who may not be readily mobile without assistance. If a school has a childcare center, other tenants, or community groups using school premises, it is important that principals ensure that staff members from those organizations are included in the development and implementation of Lockdown procedures.
- 14.7**34.7** If a school has other sites (e.g., twinned schools, alternative / adult education sites, elementary/secondary shared sites) the principal will include representatives from these sites in the development and implementation of Lockdown procedures.
- 14.8**34.8** Administrators must have their mobile device with them and turned on at all times during the school day.

4535. COMMUNICATING THE PLAN

45.435.1 Each school must develop a simple and concise school plan outlining the procedures to be followed for Lockdown, Hold and Secure and Shelter in Place. All occasional staff members, volunteers and school visitors must be made aware of the school plans and be provided with a poster version of the plans. They must wear visitor name tags at all times and understand that they will be expected to respond quickly to the direction of the principal or designate in an emergency situation.

45.235.2 A system poster shall be printed and posted in each classroom, washroom, staff room, cafeteria, gymnasium, library, office, computer lab and all other pertinent areas in the school.

45.335.3 Students must be familiar with the plan and aware of their responsibility to respond quickly and quietly to the direction of the staff during a crisis. Students must be informed that in the event of a Lockdown or Hold and Secure, all students must report to the nearest classroom if they are not able to safely and quickly reach their own classroom. If they are outside at the time of the Lockdown, they must not enter the building.

45.435.4 Parents and guardians need to be aware of the Lockdown, Hold and Secure and Shelter in Place plans and must reinforce with their children the responsibilities of students to follow directions during an emergency. Parents and guardians should encourage their children to disclose any information they may have that could pose a threat to school safety. It is recommended that Lockdown, Hold and Secure and Shelter in Place plan information and the importance of parental support for the plans be sent home in a newsletter at the beginning of the school year.

45.535.5 Members of school councils can support the school plans and assist school administrators in promoting awareness of Lockdown, Hold and Secure and Shelter in Place procedures throughout the broader school community.

45.635.6 Parents/guardians and community members must understand that they are not to call the school during a Lockdown. They will not be permitted access to the building or to students until it is determined that it is safe for them to enter.

45.735.7 Emergency plans are of little value in a crisis situation if the plan is not exercised on a regular basis. School administrators are required to review this administrative procedure and the school Lockdown, Hold and Secure and Shelter in Place plans with the staff at least twice during each school year.

4636. LOCKDOWN, HOLD AND SECURE AND SHELTER IN PLACE DRILLS

46.136.1 Implementation of the Lockdown, Hold and Secure and Shelter in Place plan is the school's responsibility. Although police will assist with training and drills, the police are unlikely to be in the school at the outset of an incident. The entire staff must be prepared to implement the school plan quickly and effectively. The extent of the impact of the incident will be dependent on the ability of the school to respond as quickly as possible.

- ~~46.2~~**36.2** Elementary and secondary schools are required to have ~~two~~ **three** practice Lockdowns and **one** Hold and Secure and ~~one~~ Shelter in Place drill each school year. These practice drills can be held at the same time going from Lockdown to Hold and Secure to Shelter in Place. It is an effective practice to conduct one drill with the fire alarm ringing at the time of the drill to reinforce the need to ignore a fire alarm or school bells once a Lockdown is initiated (unless fire or smoke are obvious in which case evacuation should take place).
- ~~46.3~~**36.3** The principal will plan the Lockdown, Hold and Secure and Shelter in Place drills, ensuring that there are no surprise drills and no secret codes. Drills should be announced as practice drills. The focus is on open sharing of every detail of the school plan so that students can be expected to follow staff directions promptly.
- ~~46.4~~**36.4** Police should be invited to attend practice drills to monitor proceedings and participate in providing feedback following the drill. The school is entirely responsible for implementing the Lockdown.
- ~~46.5~~**36.5** Each school's Lockdown procedure should include a plan to alert neighbouring schools of Lockdown drills especially if the fire department and police have been invited to participate.
- ~~46.6~~**36.6** Each school is required to keep a record of the dates of the Lockdown, Hold and Secure and Shelter in Place drills. This record shall be appended to the fire drill log required at each school site.

47.37. LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE TRAINING

- ~~47.1~~**37.1** Schools must establish a method to conduct Lockdown, Hold and Secure and Shelter in Place training for all staff, students and visitors each school year.
- ~~47.2~~**37.2** **Prior to practicing a drill**, schools should consider assemblies to ~~train~~ **prepare** secondary students on Lockdown, Hold and Secure and Shelter in Place procedures. Due to the young age of some elementary students, it is suggested that classroom teachers be responsible for training **and preparation of** students at the elementary level.

48.38. PREVENTION

All staff and students must be proactive in identifying students who may be at risk of involvement in a violent incident so that action can be taken before a crisis develops.

49.39. BUILDING KEYS AND DOOR LOCK MANAGEMENT

- ~~49.1~~**39.1** In any lockdown situation and for general building security, it is critical to ensure that keys are only available to persons with a specific need to access the building and classrooms.
- ~~49.2~~**39.2** Principals must develop and maintain a system to track the assignment of building keys to staff, including itinerant or occasional staff.
- ~~49.3~~**39.3** Principals must ensure that staff are aware that they must report any misplaced or stolen keys immediately to the principal.

~~19.4~~**39.4** Principals must ensure that staff are aware that keys must be returned to the principal when relocating or retiring from the building.

~~19.5~~**39.5** Board practice, collection of keys from transferring staff, addresses specific details about key and lock standards used in all Board facilities.

39.6 *For those schools that utilize the key fob system, the principal and designates must have an understanding of their operations and use.*

Form 6010-A-1
Door Sign

Name of School

**We are currently in
“HOLD AND SECURE”**

~~**Hold and Secure** — Hold and Secure is a response to an ongoing situation inside or outside the school, when it is desirable to secure the school. In this situation staff and students will remain in classrooms or will report to the closest classroom/ secure location until such time as the situation is resolved. Classroom doors are locked however, classroom activities continue. External doors are locked and monitored. Signs are placed on external door windows with school phone number and website.~~

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

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

As a precautionary measure, outer doors are locked and no one enters or leaves the building; classroom doors are locked; classroom activities continue; and there is no movement in the school.

In this situation, staff and students will remain in classrooms or will report to the closest classroom/secure location until such time as the situation is resolved.

Hold and Secure is usually initiated on the advice of police services, sometimes by the principal or school personnel.

Please call the school at #####

Or go to our school website at _____

Form 6010-A-2
Door sign

Name of School

**We are currently in
"SHELTER IN PLACE"**

~~**Shelter in Place** – Shelter in Place is a response to an external situation which may or may not be related to the school (e.g., environmental or weather related situation in the neighbourhood). Staff and students move freely within the school. The external doors are locked and monitored. Signs are placed on external door windows with school phone number and website.~~

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

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

Usually initiated on the advice of police services, sometimes by the principal or school personnel and may be recommended by police, fire department, emergency medical service (EMS), etc.

Please call the school at #####

Or go to our school website at _____

6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURES

TYPE II FIRE SAFETY PLAN

1. PURPOSE

Principals are responsible for Fire Safety Plan for their school. Fire safety and evacuation in other district buildings is the responsibility of the director of education and/or site supervisor.

2. FIRE SAFETY PLAN

- 2.1 Each principal or supervisor shall have a program in actual practice and a formal document on record outlining the detailed Fire Safety Plan for the building.
- 2.2 Principals will annually submit an electronic copy of Section A of their School Fire Safety Plan to the health and safety officer by the end of September.
- 2.3 Copies of the Fire Safety Plan will be kept in the Fire Safety Plan box in the main office, custodial office, on the second floor (if multiple floor building) and in the school's Safe Schools binder.
- 2.4 Every teacher/staff member and pupil must know all exits, corridors and routes of traffic. With these precautions, no one need ever be lost in an emergency.
- 2.5 All rooms in the school, all fire stations, exits and routes must be clearly marked with the appropriate printed cards provided by Lakehead District School Board (LDSB) and approved by the local fire departments.
- 2.6 Every teacher/staff member and every student must be familiar with all signals, horns, electric bells and hand bells.

3. INSTRUCTION

- 3.1 Classroom procedures must be thoroughly explained, perhaps diagrammed and rehearsed in slow motion with possible stops to check procedures.
- 3.2 Routes in hallways and outdoors must be similarly explained and learned.
- 3.3 Drills should be held by individual teachers with their own classes.

4. FIRE DRILLS

- 4.1 Regulations under the Fire Code require the principal or supervisor to hold fire drills at least three times during the fall term and at least three times during the spring term.
- 4.2 The principal or supervisor may make the situation simulate genuine emergencies by the blocking of a corridor, a staircase or an exit.

6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURES

TYPE II FIRE SAFETY PLAN

- 4.3 The principal or supervisor and staff shall correct confusions or faults at the time and do a re-run immediately.
- 4.4 Staff members must be appointed to check all washrooms, change rooms, and other ancillary spaces.

5. DUTIES OF THE PRINCIPAL/SUPERVISOR

The principal/supervisor shall:

- 5.1 Appoint staff members to check all washrooms, locker rooms, ancillary spaces, and someone to call the fire department.
- 5.2 Determine that all doors are kept unlocked and unobstructed.
- 5.3 Assign staff to assist pupils who are incapable of walking out with the class.
- 5.4 Ensure that the needs of students with special needs are addressed in all emergency evacuation plans.
- 5.5 Ensure occasional staff and visitors are aware of evacuation procedures.
- 5.6 Ensure that all persons evacuate the building.
- 5.7 Assign the shortest route from classrooms and alternate routes in case of obstruction.
- 5.8 Provide for clearance of all vehicular approaches for firefighting crews.
- 5.9 Designate staff member to take the Safe Schools binder with them in each evacuation.
- 5.10 Annually submit an electronic copy of their School Fire Safety Plan to the health and safety officer by the end of March.

6. DUTIES OF TEACHERS AND OTHER STAFF

Staff shall:

- 6.1 Know the location of every alarm signal, traffic route, stairwell and exit which will be used by the pupils under their care.
- 6.2 Be responsible for the direction and department of the class.

6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURES

TYPE II FIRE SAFETY PLAN

- 6.3 Ensure that all motors and other equipment in the immediate area are shut off immediately after the alarm is sounded if teaching a technology or laboratory class. Note: custodians are also responsible for shutting off all motors and other equipment.
- 6.4 Close the classroom windows.
- 6.5 Ensure that the classroom is evacuated.
- 6.6 Close the classroom door.
- 6.7 Carry the class register or class list of the class the teacher is with at the time of the fire drill when leaving the building.
- 6.8 Know the absentees.
- 6.9 Check the attendance roll for the class as soon as possible after evacuation and then send or take a written report to the principal or designate.

7. GENERAL

- 7.1 The use of student monitors may be necessary to hold doors until evacuation is complete.
- 7.2 Staff members shall ensure doors and windows are closed and not locked in their immediate working area.
- 7.3 Some drills must be conducted with hand bells to prepare for possible power failures.
- 7.4 The minimum distance of evacuation from the school must be 40 feet.
- 7.5 The fire marshal may ask a staff member unannounced and at random to sound an alarm.
- 7.6 The principal, or designate, shall be positioned outside the building to receive all class reports. The principal/designate will choose a location which will be convenient for the receipt of class reports, and also to be able to meet and pass on information to the incoming fire department.
- 7.7 NOTE: During a time, other than regular school hours, there may be community use functions taking place in a school building in the absence of the principal. In this case, it is important to understand that the custodian on duty is designated the on-site Board representative.

6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURES

TYPE II FIRE SAFETY PLAN

- 7.8 To ensure that the school is “fire-safe”, principals shall refer to the LDSB Fire Safety Plan.
- 7.9 Secretary or designate should report to the principal with a visitor list (i.e. sign in list) at the time of the fire drill when leaving the building as per 6.7, 6.8, 6.9.

8. DUTIES OF CUSTODIAL AND MAINTENANCE STAFF

Custodians/maintenance staff shall:

- 8.1 Be familiar with and follow the fire safety program for the building(s) in which they work.
- 8.2 In case of fire, activate the fire alarm immediately and contact the fire department.
- 8.3 Treat any fire as “the real thing”.
- 8.4 When the fire alarm is sounded check the areas in which they are working, close the windows and doors and proceed to the nearest exit.
- 8.5 After the building is evacuated, report to the person designated in the fire safety program or to the custodian in charge at the pre-arranged safe outside location.
- 8.6 Be responsible for shutting off all motors/equipment.
- 8.7 Report incidents of refusal to evacuate to the person designated or custodian in charge who shall report the person to the proper authorities.
- 8.8 Together with a back-up person, and only if it is safe to do so, go to the annunciator panel to determine where the alarm originated. The area identified is to be checked.
- 8.9 Notify the fire department when there is a false alarm or faulty equipment. Only after the fire department has given permission, can the alarm system be re-set.
- 8.10 Extinguish a fire that the custodian feels competent to extinguish. If the size or nature of the fire is beyond the custodian’s control, the fire is to be left to the fire department.
- 8.11 Allow people back into the building only when it is completely safe to do so after the fire department has given permission.

Appendix C

6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURES

TYPE III SITUATIONS REQUIRING CONSULTATION WITH POLICE

1. PURPOSE

LDSB recognizes that there will be situations in which it is unknown whether the best course of action is to evacuate or lockdown. An example of such a situation would be a bomb threat. In these types of situations, principals will exercise their best judgment in the interest of the safety of students and staff in consultation with local police, as required.

2. DUTIES OF THE PRINCIPAL

- 2.1 The principal or designate shall ensure that all staff are aware of Administrative Practice, Police School Protocol, at the beginning of each school year.
- 2.2 Principals are to familiarize themselves with the Bomb Threat Protocol found in the Police School Protocol.

Appendix D

6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURES

TYPE IV MUNICIPAL LEVEL EMERGENCIES

1. PURPOSE

- 1.1 In the event of a municipal emergency declared by municipal authorities, the municipality may, through the director of education, request the use of a school building as an evacuation shelter. The municipality has the authority to commandeer the building and will be responsible for administration of the site as a shelter including reception, food, sleeping accommodation and first aid.
- 1.2 LDSB will retain responsibility for operation of building heating, electricity, lighting and water, wherever and whenever possible.
- 1.3 In the event of a municipal level emergency, the director, superintendents and manager of property services must be contacted.

Appendix E

6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURES

TYPE V PROPERTY EMERGENCIES

1. PURPOSE

In the event of an emergency such as fire, flood, intrusion, natural disaster, failure of a utility service or other event that impacts the operation or integrity of a building or property, the Board's Emergency Operations Committee will take steps to respond to the emergency and notify necessary Board staff, municipal officials and authorities having jurisdiction. Such emergency response services will be in effect 24 hours per day, each day of the year. The intent of this procedure is to ensure appropriate emergency response after normal school hours through the year; however, certain events may have an impact on the Board's ability to maintain operation of day school programs.

2. GENERAL

2.1 Property services maintains an alarm monitoring service with a security service provider. A property services supervisor is designated on a rotating basis to respond to calls from the alarm monitoring service as alarms are received.

2.2 The property services supervisor will contact the manager of property services regarding the nature of the alarm and level of emergency action required.

3. PHONE TREE

3.1 The Board's security and monitoring provider receives alarms from an automated system at each building location, including: fire, intrusion, power loss, heat loss and flooding.

3.2 Security and monitoring provider notifies the head custodian, police or fire departments, or property services supervisor depending upon the nature of the alarm. The property services supervisor makes a decision to call others based on the nature of the emergency.

3.3 The property services supervisor notifies the manager of property services. The Emergency Operations Committee then co-ordinates contacts to the director of education, superintendents, school administrators and other necessary officials.

3.4 The manager of property services provides senior administration with status updates and the nature of the emergency to assist in preparation of appropriate action.

3.5 The manager of transportation informs Student Transportation Services of Thunder Bay (STSDB), if required.

Appendix E

6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURES

TYPE V PROPERTY EMERGENCIES

4. RESPONSE

- 4.1 Depending on the nature of the emergency, decisions regarding school closure will be forwarded to the director of education or designate.
- 4.2 Property services will take every reasonable action to protect the building and property and restore services as soon as possible.
- 4.3 Property services will contact municipal authorities and utility suppliers to determine estimated times for restoral of services.
- 4.4 The manager of property services will advise the Board's Emergency Operations Committee on the status of the emergency situation on an ongoing basis for the duration of the event.

Appendix F

6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURES

TYPE VI WEATHER PRACTICES

1. PURPOSE

It is the responsibility of the director of education, to make decisions with respect to the early and/or temporary shutdown of schools and Board buildings. The safety and well-being of the students and employees are the main criterion in establishing and implementing this procedure.

2. DEFINITIONS

Inclement weather

Inclement weather is a severe weather condition such as high winds, tornado, rain storms, high volume snow storms, extended freezing rain event or flooding conditions. Inclement weather may be isolated to some regions of the district and may or may not result in bus cancellations.

3. AWARENESS

- 3.1 All supervisory personnel are to be aware of the need to pay careful attention to potentially inclement weather conditions.
- 3.2 A weather watch may be initiated when inclement weather conditions are forecast.
- 3.3 STSTB will monitor weather services for the latest information such as severity of the inclement weather event and expected time of arrival.

4. EARLY DEPARTURE - Situations Arising During School Hours

- 4.1 The bus driver, operator or principal will advise the STSDB office of dangerous travel conditions existent or developing.
- 4.2 The STSTB office will monitor and:
 - gather additional data from other sources, Ontario Provincial Police (OPP), Ministry of Transportation (MTO), local roads boards, Municipalities, City of Thunder Bay, etc.; and
 - inform appropriate Board staff.
- 4.3 The director of education or designate will make decisions with respect to school closures.
- 4.4 Where possible, all boards participating in the Transportation Consortia will issue joint announcements.
- 4.5 Decisions affecting staff shall be applicable to all staff.

Note: Every effort will be made to allow lead time for schools to put into action their emergency plans.

Appendix F

6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURES

TYPE VI WEATHER PRACTICES

- 4.6 If conditions warrant, following consultation with appropriate employees, the director of education or designate may send students home early.
 - 4.6.1 Should it be necessary to send bused students home due to weather conditions, schools will be notified no later than 11:00 a.m.
 - 4.6.2 In the event of an emergency school closure, the principal shall contact their superintendent, the communications officer, and STSTB. Appropriate action will be coordinated between the Board and STSTB.
 - 4.6.3 It may be necessary to dismiss bused students early while students living within walking distance may be required to remain at the school.
 - 4.6.4 In the case of elementary school students, principals must be completely satisfied that someone will be at home watching for the students when the students are dismissed.

5. DECISION PROCESS

- 5.1 When the decision is made to send students home early, the decision may involve the entire district or parts of the district.

- 5.2 Decision for early dismissal

If local inclement weather conditions or a facility failure warrant sending a specific school's students home, the principal will contact the appropriate superintendent for permission to dismiss students.

- 5.3 Safety considerations

Schools shall ensure that a responsible person will be at home when elementary students are sent home early.

6. BUSES CANCELLED - Situation Prior to School Opening

- 6.1 Circumstances may warrant a decision not to operate buses in the morning.
- 6.2 Decision to operate buses begins by 5:30 a.m.
- 6.3 The bus drivers will advise the school bus operators of dangerous travel conditions.
- 6.4 The operator will inform the STSTB.

Appendix F 6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURES

TYPE VI WEATHER PRACTICES

6.5 The STSTB office will:

- gather additional data from other sources, OPP, MTO, local roads boards, municipalities, City of Thunder Bay, etc.;
- make decisions regarding route delays, alterations and/or cancellations; and
- inform appropriate Board staff.

6.6 The director of education or designate will make a decision with respect to any closure or bus cancellations. Such decisions will be made before 7:00 a.m.

6.7 Where possible, all boards participating in the Transportation Consortia will issue joint announcements.

6.8 Notification

6.8.1 The director of education or designate will be responsible for notifying superintendents and the communications officer of the decision to terminate bussing or to close schools.

6.8.2 Superintendents will be responsible for notifying principals. Principals will be responsible for notifying their school staff.

6.8.3 Media notification of school closures or bus cancellations due to weather will be communicated by STSTB before 7:00 am where possible.

6.9 Afternoon Process

When a bus does not travel a route in the morning due to ice or snow conditions, it will not do so in the afternoon.

7. EMERGENCY PLANS

7.1 It may be necessary to implement emergency plan procedures if conditions warrant due to inclement weather or facility failure.

7.2 Retention of students at school

Each school shall have an emergency plan in place in the event that severe weather conditions make it not possible or safe to send students home.

Appendix F

6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURES

TYPE VI WEATHER PRACTICES

7.3 Jim McCuaig Education Centre

7.3.1 The Jim McCuaig Education Centre shall have an emergency plan in place in the event that inclement weather conditions make it not possible for employees to return home.

7.3.2 It may be necessary for certain employees to remain on site to ensure school emergency plans are activated and respond to calls related to an emergency event.

7.4 Designated Building Monitor

School emergency plans shall include the designation of a Board employee (such as the principal, custodian or teacher) who lives within the vicinity of the school to monitor the building in the case of arrival of students, employees or the public who are either unaware of the shutdown, or are seeking refuge from inclement weather. The person may be assigned a set of keys and security system codes.

8. RESPONSIBILITIES OF EMPLOYEES

8.1 Expectation

It is expected that employees will arrive at the job site and remain at the school, Jim McCuaig Education Centre, or workplace until the end of their regularly scheduled shift unless a shutdown has been declared.

8.2 Site-based decision

8.2.1 Employees are responsible for their own safety when traveling from home to the work base during inclement weather. In the event of inclement weather, an employee should inform the immediate supervisor of his/her status.

8.2.3 Supervisors are responsible for consulting the appropriate collective agreement for information with regard to absence coding.

8.3 Safety

Differentiated decision-making by the principal or supervisor is necessary to deal with individual exceptional cases of requests by employees to leave early, based on safety and distance to be travelled. If permission is given, the lost hours of work will not be deducted from the employee's pay or sick leave credits.

Appendix F

6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURES

TYPE VI WEATHER PRACTICES

8.4 Early release

In some circumstances, where safety is a major concern, it may be advisable to release employees early. It may be necessary for some employees to remain on site until all students have been safely dispatched home. These decisions shall be made in consultation with the superintendent.

8.5 Work sites

8.5.1 In some circumstances, an employee may report to an alternate work site. This arrangement may only occur with the prior consent of the supervisors and in consultation with the employee. These arrangements shall be discussed with employees at the beginning of each school year.

8.5.2 Facility failures may occur that require a building or school to shut down or limit occupation. In consultation with property services, employees and the superintendent, the principal will decide the best course of action to ensure the safety of students and employees.

8.5.3 In the event of a shutdown of a site(s) by the director of education, or designate, as a result of a facility failure, inclement weather or other circumstances, those employees who, as a result of the shutdown, are notified by their supervisor not to report to work and those employees directed by their supervisor not to remain at the work site will not have their pay or sick leave plan reduced by the number of hours absent from work.

8.6 Custodian responsibilities

In the event of a total shut down, custodians are expected to ensure that the building is secure and is ready for the next workday. If possible, the custodian in charge should report the closing to the property services department so that others, including late shift personnel, can be notified.

8.7 Communication

Refer to Emergency Response Planning Outline, Section 9, for communication information.

9. PERMIT USE

Groups scheduled to use the building after hours must be notified if the school is shut down.

Appendix G

6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURES

REFERENCES

References

Legal References:

- Education Act, section 265 Duties of Principal; section 285 Duties of Supervisory Officers; section 286 Duties of Supervisory Officers; Part XIII Behaviour, Discipline and Safety
- Ontario Regulation 298—Operation of Schools, section 6 Emergency Procedures
- Regulation 454 of the Revised Regulations of Ontario, 1990 (Fire Code)

Resources:

- Ministry of Education Document – Guidelines for Developing and Maintaining Lockdown Procedures for Elementary and Secondary Schools in Ontario;
- Lakehead District School Board Safe Schools Binder (Communication Protocols, School Emergency Response Plan, Fire Safety Plan, Threat Response, STSTB Emergency Evacuation Plan);
- Lakehead District School Board Police School Protocol;
- Lakehead District School Board Practice – Distribution and Collection of Keys;
- Lakehead District School Board Emergency Plan – Emergency Operations Committee;
- STSTB Transportation Emergency Weather and School Evacuation Procedures;
- Resource Guides: Bullying Prevention and Intervention, Code of Conduct, Progressive Discipline.
- Emergency Response Quick Reference guide;
- *Police School Board Protocol Version 3.0*; and
- Policies and Procedures from the following: *Ottawa-Carleton District School Board*, Hastings and Prince Edward District School Board, Grand Erie District School Board, District School Board Ontario North East, Simcoe County District School Board, and Upper Grand District School Board.

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2020 MAY 12
Report No. 044-20

TO THE CHAIR AND MEMBERS OF
THE STANDING COMMITTEE – Public Session

RE: POLICY REVIEW – 3096 INFORMATION/COMMUNICATION TECHNOLOGY USE

1. Background

- 1.1 On June 24, 2003, the 3096 Information/Communication Technology Use Policy was approved.
- 1.2 At the January 28, 2020 Regular Board Meeting, the 3096 Information/Communication Technology Use Policy was approved for review during the 2019-2020 school year instead of the 2021-2022 school year to include new language from PPM 128.

2. Situation

- 2.1 The revised policy is attached as Appendix A, the procedures as Appendix B, and the Bring Your Own Device (BYOD) Policy/Permission form is attached as Appendix C.
- 2.2 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 3096 Information/Communication Technology Use Policy, Appendix A to Report No. 044-20.

Respectfully submitted,

AJ KEENE
Superintendent of Education

IAN MACRAE
Director of Education

BUSINESS AND BOARD ADMINISTRATION	3000
INFORMATION/COMMUNICATION TECHNOLOGY USE POLICY	3096

1. Rationale

Information and communication technology plays a significant role in teaching and learning and in the administration of Board business.

Technology has changed the educational environment in many positive ways. These technologies also bring challenges to maintaining a safe, caring and orderly learning environment. This policy serves as a basis for ensuring technology is used appropriately and to the benefit of students and employees.

2. Policy

It is the policy of Lakehead District School Board (LDSB) to recognize the use of information and communication technologies as productivity enhancement tools by Board students and employees in support of teaching and learning and Board related business activities. **These technologies may include both LDSB-owned devices as well as personal mobile devices.**

It is the policy of LDSB that the use of personal mobile devices during instructional time is permitted under the following circumstances: for educational purposes, as directed by an educator (student use) or administrator (staff use); for health and medical purposes; and to support special education needs.

3. Guiding Principles

LDSB supports and encourages responsible use of technology through the following guiding principles.

3.1 Supporting Learning

Information technology presents an opportunity for students and teachers to enable authentic learning experiences that interact with the global community and encourage students to be lifelong learners.

3.2 Digital Citizenship

Users are expected to use technology responsibly and ethically. The Board will ensure students learn about digital citizenship in school.

3.3 Equity

The Board will ensure that all students have equitable access to all required technologies.

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3.4 Privacy and Ownership

All data stored on Board technology are owned and may be accessed by the Board. Users should have no expectation of privacy with respect to information created, stored, sent or received using Board technology.

3.5 Security

Users must take reasonable precautions to ensure that data they use is safe and secure. Data should be used for the intended purposes.

3.6 Compliance

Users are required to comply with federal and provincial legislation and all related Board policies and procedures.

4. Failure to Comply

Individuals who do not comply with this policy will be subject to appropriate consequences in accordance with the circumstances of the event and within the parameters of any applicable legislation.

5. Review

This policy shall be reviewed according to 2010 Policy Development and Review Policy.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
3096 Information/ Communication Technology Procedures	June 24, 2003 <u>Date Revised</u> June 26, 2007 September 24, 2013	

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1. Policy

It is the policy of Lakehead District School Board (**LDSB**) to recognize the use of information and communication technologies as productivity enhancement tools by Board students and employees in support of teaching and learning and Board related business activities.

2. Definitions

2.1 Technology

Technology resources include, but are not limited to, computers, mobile devices, servers, networks, Internet services, computer applications, data, email and collaboration tools. **These resources include both LDSB-owned devices as well as personal mobile devices.**

2.2 User

A user is any individual granted authorization to access Board technology. User may include students, parents/guardians, employees, volunteers, visitors, contractors or individuals employed by service providers.

2.3 Cyber-bullying

Cyber-bullying is the repeated use of email, cell phones, social media, text, internet and web sites to threaten, harass, embarrass, socially exclude or damage reputations or friendships.

Cyber-bullying includes:

- creating a web page or blog in which the creator assumes the identity of another person;
- impersonating another person as the author of content or messages posted on the Internet; and
- communicating negative material electronically to more than one individual or posting negative material on a website that may be accessed by one or more individuals. (Policy/Program Memorandum No. 144 released by Ministry of Education, December 5, 2012)

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3. Guiding Principle #1

Supporting Learning

Information technology presents an opportunity for students and teachers to enable authentic learning experiences that interact with the global community and encourage students to be lifelong learners.

Board technology is provided for educational and administrative purposes; technology should be used for these intended purposes. Users should use technology resources responsibly and not waste resources. **Users should also respect the need of others to work in an environment that is conducive to teaching and learning, including by ensuring that personal mobile devices are only used during instructional time for educational purposes, or for medical needs or to support special education needs.**

3.1 Prohibited uses of Board technology include, but are not limited to:

- personal use that is not occasional or interferes with productivity;
- use that violates federal or provincial laws;
- use for commercial or political party purposes;
- use that contravenes Board or school policies or procedures;
- theft of resources including electronic data theft;
- attempts to circumvent any measures that the Board may take to restrict access and protect data;
- unauthorized access, alteration, destruction, removal and/or disclosure of data; this includes Board email addresses, distribution lists and user account information;
- displaying, storing, sending or creating fraudulent, harassing, sexually explicit, profane, obscene, intimidating, defamatory or otherwise inappropriate or unlawful material;
- cyber-bullying;
- copying, downloading, transferring, renaming, adding or deleting information protected under copyright law;

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- use that could reasonably be expected to impair the Board’s computing facilities or interfere with others’ use of Board technology (e.g. knowingly transmitting a virus or spam); and
- agreeing to license or download material for which a fee is charged to the Board without obtaining express written permission from the Board’s Information Technology staff. Purchasing of materials and services must comply with all procurement policies and procedures.

3.2 Technology resources are shared and limited. Users must use resources responsibly and should not waste resources. The Board reserves the right to limit any activity that consumes a high level of resources that may impact Board services or other users (e.g. file storage, bandwidth, Internet access).

3.3 Personal materials not relevant to educational and administrative purposes will not be stored on Board servers or services.

4. Guiding Principle #2

Digital Citizenship

Users are expected to use technology responsibly and ethically. The Board will ensure that students learn how to become good digital citizens.

4.1 The Board has a responsibility to ensure that schools provide the instruction necessary to use technology responsibly and ethically. This includes where, when, and how the use of social media is appropriate and what constitutes cyber-bullying.

4.2 Teachers will permit the use of personal electronic devices for academic purposes where their use does not conflict with current classroom activities. Students will be encouraged to Bring Your Own Device (BYOD) (Appendix A) to enhance the learning experience.

4.3 Online and digital resources will be incorporated into teachers’ lessons.

4.4 Students will accept all terms and conditions of the Lakehead District School Board network and internet use (Appendix B).

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5. Guiding Principle #3

Equity

The Board will ensure that all students have equitable access to all required technologies. This includes providing access to devices for those students who cannot bring their own to school, as well as ensuring sufficient bandwidth to schools regardless of their location.

6. Guiding Principle #4

Privacy and Ownership

All data stored on Board technology are owned and may be accessed by the Board. Users should have no expectation of privacy with respect to information created, stored, sent or received using Board technology.

6.1 Data stored on Board technology, including email, electronic files and information in computer systems, are Board property and may be reviewed, monitored and accessed by authorized individuals, as required. Data is also subject to relevant legislation and may be accessed through Freedom of Information requests.

6.2 Information stored on personally owned devices is the responsibility of the device owner/user. However, personally owned devices on Board property which are used for displaying, storing, sending or creating fraudulent, harassing, sexually explicit, profane, obscene, intimidating, defamatory or otherwise inappropriate or unlawful materials will result in a full investigation and necessary action will be taken where appropriate.

6.3 The Board collects data to assist in monitoring the health and usage of systems. Examples include network, application and internet access logs. These logs may be reviewed periodically.

7. Guiding Principle #5

Security

Users must take reasonable precautions to ensure that data access and storage are secure and safe. Data should be used for the intended purposes.

7.1 Staff are provided access to data in order to perform their roles.

7.2 Data may include, but is not limited to, student records, employee records, confidential assessments, and other personal information.

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- 7.3 Users are responsible for managing their accounts and passwords that provide access to data and to any personal device that accesses or holds Board data. Users must not disclose their passwords to any unauthorized persons.
- 7.4 Users must exercise reasonable care to ensure the safety of the data entrusted to them. All confidential data not held on Board owned servers must be fully encrypted. This applies to all confidential data stored on Board and personally owned computers. The storage of confidential Board data on servers not owned by the Board is strictly prohibited without prior approval by the appropriate superintendent.
- 7.5 Users will not connect devices to the wired or wireless network without prior Board approval.
- 7.6 Users must comply with all security measures implemented by the Board. Users are responsible for implementing appropriate security measures such as virus scanning on personally owned devices that hold or access Board technology.
- 7.7 Remote access or wireless access to Board resources is only permitted through the Board's approved infrastructure. Users will not attempt to by-pass the Board's security.

8. Guiding Principle #6

Compliance

Users are expected to comply with all federal and provincial legislation and all related Board policies and procedures.

- 8.1 The storage of unlawful materials on Board property or premises is strictly prohibited. Board resources may not be used in any manner to create, store, send, display or make available to others material that contravenes federal or provincial laws or regulations.
- 8.2 Users must comply with the school Code of Conduct and adhere to the principles of academic integrity.
- 8.3 Users must comply with any restrictions on access to the Board's technology resources.
- 8.4 Personal materials not relevant to educational and administrative purposes will not be stored on Board servers. The Board may impose retention periods for various types of data, either temporarily or permanently.

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9. Failure to Comply

Individuals who do not comply with this policy will be subject to appropriate consequences in accordance with the circumstances of the event and within the parameters of any applicable legislation.

10. Review

These procedures shall be reviewed according to 2010 Policy Development and Review Policy.

<u>Cross Reference</u>	<u>Date Received</u>	<u>Legal Reference</u>
3096 Information/ Communication Technology Policy	June 24, 2003 <u>Date Revised</u> June 26, 2007 September 24, 2013	

BRING YOUR OWN DEVICE (BYOD)

1. Rationale

Lakehead District School Board (LDSB) supports the use of personal **mobile** devices at school under the direction of teachers in order to engage students and enhance learning experiences.

2. Definitions

Personal **mobile** devices (**PMDs**) include, but are not limited to:

- cell phones (including smart phones);
- video capture devices and cameras;
- iPods and other audio/video players;
- personal gaming systems;
- laptop computers, including tablets (iPad, Playbook, etc.); and
- emerging technologies.

3. Guidelines

3.1 Use of Technology

Technology continues to change the world in which we live in many positive ways. The Board recognizes the benefits of the use of technology such as:

- 3.1.1 promoting adaptive and constructive uses of technology by students and staff in support of learning;
- 3.1.2 supporting openness to, and the educated use of, new and future technologies;
- 3.1.3 improving instruction through purposeful use of personal **mobile** devices (**PMD**) that contributes to teaching and learning; and
- 3.1.4 supporting individual learning plans for some students for whom they are a requirement in their Individual Education Plan (IEP).

3.2 Learning and Teaching Environments in Schools

The use of some technology has also brought challenges related to safety, privacy, and disruption in schools. The Board supports the use of PMDs at school to engage students and enhance learning experiences, **to ensure the health and safety of students or to support special education needs**. The Board will allow students to bring their own PMDs to school, provided they adhere to the follow expectations:

- 3.2.1 students are not required to provide personal communication and/or computing devices for educational purposes;
- 3.2.2 the Board will ensure that all students have equitable access to all required technologies;
- 3.2.3 personal **mobile** devices (**PMDs**) must be off/in silent mode in instructional areas unless otherwise directed by the teacher/supervisor;
- 3.2.4 unless approved by department chairs, personal **mobile** devices are not allowed in examination rooms or areas;
- 3.2.5 the use of personal **mobile** devices is subject to the expectations in LDSB policies and procedures such as: 8070 Safe Schools -System Expectations, 3096 Information/Communication Technology Use, and 8071 Bullying Prevention and Intervention; and
- 3.2.6 principals have the authority to restrict the use of personal **mobile** devices in schools. Inappropriate use of **PMD's** will be governed by the school Code of Conduct.

3.3 Responsibility for Personal **Mobile** Devices

- 3.3.1 students carrying a personal electronic device on Board premises, including school buses or at Board sponsored events, will comply with all of the requirements of this policy and procedures;
- 3.3.2 the secure storage of these devices is the sole responsibility of the owner/user;
- 3.3.3 the Board does not accept responsibility for lost or stolen personal **mobile** devices or data residing on those devices. Students bring the devices to school at their own risk;
- 3.3.4 to ensure equitable access, schools will provide devices for teachers to sign out for students use;
- 3.3.5 the electronic transmission or posting of photographic, video or audio images or sounds of a person or persons on school property, at school events, and during school activities, is prohibited without the express permission of the person or persons being photographed, their parent/guardian, and/or the principal or designate. The Authorization to Release Photographic Image form must be completed; and
- 3.3.6 the student and parent/guardian will be required to sign an annual declaration outlining the student responsibility for personal **mobile** devices.



BRING YOUR OWN DEVICE

Technology has changed the educational environment in many positive ways, and we are embracing those changes here at *Name of School*. However, these technologies also bring new challenges to maintaining a safe, caring and orderly learning environment, one that maximizes the benefits while minimizing the negative impact of technology.

Mobile Devices

Personal **mobile** devices include, but are not limited to:

- cell phones;
- video capture devices and cameras;
- iPods and other audio/video players;
- personal gaming systems;
- laptop computers, including tablets (iPad, Playbook, etc); and
- emerging technologies.

The Learning Environment

The Board supports the use of personal mobile devices at school to engage students and enhance learning experiences. We will be allowing students to bring their own personal mobile devices to school, provided they adhere to the expectations outlined in this policy:

- personal **mobile** devices must be in silent mode in instructional areas during the instructional periods;
- devices are not to be used in the classroom setting without express permission by the classroom teacher;
- the use of personal mobile devices should reflect the expectations in Lakehead District School Board (LDSB):: e.g. Code of Conduct, Character Education including polices 8070 Safe Schools System Expectations, 3096 Information/Communication Technology Use and 8071 Bullying Prevention and intervention; and
- principals have the authority to restrict the use of personal **mobile** devices in schools. Inappropriate use of **PMDs**, will be governed by the school Code of Conduct.

Responsibility for Personal Mobile Devices

- all students bringing personal **mobile** devices to school will adhere to the requirements of this policy;
- the secure storage of these devices is the sole responsibility of the owner/user;
- LDSB does not accept responsibility for lost or stolen personal **mobile** devices; students bring the devices to school at their own risk;
- the school will provide devices for teachers to sign out for student use during appropriate lessons - students are NOT REQUIRED to provide their own device, but may do so if they wish;
- the electronic transmission or posting of photographic, video or audio images or sounds of a person or persons on school property, at school events, and during school activities, is prohibited without the express permission of the person or persons being photographed, their parent/guardian and/or the principal or designate. The Authorized to Release Photographic Image form must be completed; and
- the principal may authorize permission to use these devices on certain occasions, e.g. to photograph or video a sporting event.

✂ clip and return ✂

I hereby grant permission for my child _____ to bring their personal electronic device to school. We have discussed this policy and they have agreed to adhere to the expectations outlined within.

Student Signature

Parent Signature

Date

Date