

**PARENT INVOLVEMENT COMMITTEE**  
**Monday, January 16, 2023**  
**Board Room – Jim McCuaig Education Centre**

Sherri-Lynne Pharand  
Director of Education

Rae-Ann Rees  
Chair

**AGENDA**  
**6:30 P.M.**

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order, Welcome and Introductions	R. Rees	
2. Land Acknowledgement	R. Rees	
3. Disclosure of Conflict-of-Interest	R. Rees	
4. Approval of the Agenda	R. Rees	
5. Confirmation of Minutes – November 21, 2022	R. Rees	1-4
6. Business Arising from the Minutes	R. Rees	
7. New Business		
7.1 7060 Staff Training and Professional Development Policy & Procedures	AJ Keene	5-8
7.2 6010 Emergency Evacuation and Emergency School Closure Policy & Procedures	M. Probizanski	9-67
7.3 Mental Health Update	M. Semeniuk	
7.4 Parent Involvement Committee/Mental Health Symposium Planning	F. Van Elburg/ S. Jessiman/ M. Semeniuk	
7.5 New e-Learning Requirements for Graduation	J. Lower	
7.6 Aboriginal Education Advisory Committee Report	S. Essex	Verbal
8. Director's Report	S. Pharand	Verbal
9. Other Business		
10. Next Meeting Date: Monday, March 6, 2023		
11. Adjournment		

LAKEHEAD DISTRICT SCHOOL BOARD

**MINUTES OF PARENT INVOLVEMENT COMMITTEE**

Board Room  
Jim McCuaig Education Centre

2022 NOV 21  
6:30 p.m.

**MEMBERS PRESENT:**

Anne Antenucci  
Serena Essex  
Shannon Jessiman  
Sherril-Lynne Pharand  
Laura Prodanyk  
Rae-Ann Rees

George Saarinen  
Jena Samakese  
Fred Van Elburg

**RESOURCE:**

Judy Hill, Executive Assistant

**MEMBERS ABSENT, WITH REGRET:**

Robin Cawlishaw  
Chitra Jacob  
Stephanie Rea

**GUESTS:**

Mehar Mago, Student Trustee

1. **Call to Order, Welcome and Introductions**

Director Pharand called the meeting to order and welcomed everyone. Introductions were made around the table.

2. **Land Acknowledgement**

Director Pharand acknowledged the lands and traditional territory.

3. **Disclosures of Conflict of Interest**

There were no disclosures of conflict of interest.

4. **Election of Parent Involvement Committee Chair**

Director Pharand called for nominations for chair of the Parent Involvement Committee. Rae-Ann Rees, School Council Representative, self-nominated. Director Pharand called for further nominations. As no further nominations were forthcoming, Rae-Ann Rees was acclaimed as chair of the Parent Involvement Committee.

Moved by Serena Essex and seconded by Shannon Jessiman that nominations be closed. Carried.

5. Election of Parent Involvement Committee Vice-Chair

Chair Rees called for nominations for vice-chair of the Parent Involvement Committee. Trustee Saarinen nominated Jena Samakese, parent member. Jena accepted the nomination. Chair Rees called for further nominations. As no further nominations were forthcoming, Jena was acclaimed as vice-chair of the Parent Involvement Committee.

Moved by Laura Prodanyk and seconded by Serena Essex that nominations be closed. Carried.

6. Confirmation of Minutes – September 12, 2022

The minutes were approved by consensus.

7. Business Arising from the Minutes

There was no business arising from the minutes.

8. Summer Learning Programs

Fred Van Elburg, Elementary Program Coordinator, provided a power point presentation on the Summer Learning Programs. Funding for these programs is provided by the Ministry. Three Hundred and forty-four students attended 18 camps. Fifty to sixty educators worked on the programs and a number of community partners participated. At the end of the program, each student received a certificate of participation. There was an inquiry as to how or can PIC be involved.

9. Student Trustee Report

Student Trustee, Mehar Mago, provided an update on her work to date:

- focusing on hearing back from students re their concerns and needs;
- Mehar and Indigenous Student Trustee, Alexa Sagutcheway, had the opportunity to meet with Education Minister Stephen Lecce and MP Patty Hajdu when they visited Superior CVI. Director Pharand commented on how articulate and well spoken both student trustees were and represented the Board well;
- hoping to have an elementary student senate mentored by the secondary student senate.

10. Parent Involvement Committee Representative on School Year Calendar Committee

Director Pharand asked for a Parent Involvement Committee member to sit on the School Year Calendar Committee. The committee meets once in December and once in January. Serena Essex volunteered to be the PIC representative.

11. Aboriginal Education Advisory Committee (AEAC) and Special Education Advisory Committee (SEAC) Funding for 2022-2023

The Parent Involvement Committee agreed, by consensus, to fund AEAC and SEAC \$2,000.00 each for the purpose of parent engagement. Letters will be sent to AEAC and SEAC chairs advising of this decision and requesting a final report by the end of August 2023.

12. Draft Parent Involvement Committee 2022-2023 Meeting Schedule

Director Pharand referred to the proposed 2022-2023 meeting schedule included in the package. The meeting schedule was approved by consensus.

13. PRO Grant 2022-2023

The following suggestions were offered to utilize the PRO Grant funding PIC receives:

- bring school councils together a couple of times a year;
- bring parents together – meal, guest speaker;
- supporting parents as everyone is coming out of the pandemic;
- mental health and wellness.

Fred Van Elburg, Shannon Jessiman and Trustee Saarinen offered to take the lead and bring ideas back to the January 16, 2023 meeting. It was suggested to survey parents whether they would like a session in-person or on Zoom and topics that they might be interested in. Fred and Shannon will develop the survey.

14. Aboriginal Education Advisory Committee Report

Serena Essex, AEAC representative, provided the following update from AEAC's last meeting:

- Treaty Awareness Week – list of resources available;
- working on planning an event in the Spring;
- membership; and
- discussion on renaming of the committee.

15. Special Education Advisory Committee Report

Anne Antennuci, SEAC representative, reported on the following:

- presentations on English Language Learners and Special Education Protocol;
- Right to Read – waiting on response from Ministry regarding next steps;
- staffing for Special Education;
- Kindergarten Registration Evening – SEAC will have a booth; and
- presence at secondary school information evenings.

16. Director's Report

Director Pharand reported on the following:

Reports to the Board included Anti-Sex Trafficking Protocol, Student Achievement, Summer Learning Program Update, Adult Education Report, Multi-Year Capital Forecast, Legal Representation for 2021-2022, Director's Annual Report and committee reports at the Inaugural Meeting.

Three new trustees were elected to the Board – Donica LeBlanc, Leah Vanderwey and Pat Johansen.

Ellen Chambers was re-elected Chair of the Board and Donica LeBlanc Vice-Chair at the November 15, 2022, Inaugural meeting of the Board.

The Government and CUPE have reached a tentative agreement. This is the first of nine agreements to be completed this year. Serena Essex thanked the Board for keeping schools open during the CUPE labour disruption and putting students first.

Kindergarten Information Evening will be held January 30, 2023 at Ecole Elsie MacGill Public School.

17. Other Business

Director Pharand stated that the Board is in regular contact with the Thunder Bay District Health Unit. As a Board, we will not mandate masking as it is a health decision. Education Minister, Stephen Lecce, has said that schools will not close this year due to the pandemic. If we reach 30 percent illness, we will report to the Health Unit.

18. Next Meeting Date

Monday, January 16, 2023.

19. Adjournment

The meeting adjourned at 8:07 p.m.





<b>PERSONNEL AND EMPLOYEE RELATIONS</b>	<b>7000</b>
<b>DRAFT – FEBRUARY 14, 2023</b>	
<b>STAFF TRAINING AND PROFESSIONAL DEVELOPMENT PROCEDURES</b>	<b>7060</b>

1. Policy

Lakehead District School Board expects and supports effective staff training and professional development for all Board personnel.

2. Definitions

2.1 Staff Training - is a series of learning activities intended to increase a person's effectiveness by developing knowledge, skills, strategies and values in order to address organization and individual goals.

2.2 Professional Development - provides appropriate opportunities for staff to engage in learning that is:

- collaborative;
- constructive;
- cyclical;
- sustained; and
- job-embedded.

Effective professional development is most likely to result in a permanent change in knowledge, skills, strategies and values.

3. Procedures

3.1 Individuals or groups responsible for the planning-of professional development and the allocation of funds must adhere to the practices developed for the identified group.

3.1.1 These practices will address the following as applicable: Board priorities, Ministry guidelines, long range plans, application procedures, reporting methods, Board guidelines for travel expenses, delegate numbers, retirement and equitable participation.

3.1.2 The approved practices must be consistent with Board priorities. Should the practices be in conflict with the collective agreement, the collective agreement will take precedence.

3.1.3 The appropriate Superintendent must approve all practices.

3.2 All personnel of Lakehead District School Board requesting professional development funding must use the approved application form.

3.3 Individual or group professional development activities shall reflect Ministry of Education, Board, school and/or approved individual professional development plans.



<b>PERSONNEL AND EMPLOYEE RELATIONS</b>	<b>7000</b>
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- 3.4 Final authorization for the disbursement of professional development funds is the responsibility of the designated Superintendent.
- 3.5 Out of Town Professional Development
- i) Prior to travel, the participant must submit a travel approval form to his/her supervisor for approval.
  - ii) Upon completion of the professional development experience, all personnel must submit an Expense Report form to the appropriate Superintendent.
  - iii) Individuals who have submitted their resignation or intent to retire from the Board will not normally be eligible for funding assistance.
  - iv) Travel approval will be in accordance with 3074 Expense and Travel Reimbursement Procedures.
- 3.6 All professional development activities will be monitored by the designated Superintendent.
- 3.7 A professional development calendar will be developed and maintained centrally.
4. Reports on training and professional development programs and activities will be presented to the Board by the appropriate Superintendent.
5. Review
- These procedures shall be reviewed in accordance with 2010 Policy Development and Review Policy.

<b><u>Cross Reference</u></b>	<b><u>Date Received</u></b>	<b><u>Legal Reference</u></b>
3074 Expense and Travel Reimbursement Procedures	March 25, 1992	_____
_____	<b><u>Date Revised</u></b>	_____
	October 28, 2014	

<b>STUDENT SERVICES</b>  <b>DRAFT – FEBRUARY 14, 2023</b>  <b>EMERGENCY EVACUATION AND EMERGENCY SCHOOL CLOSURE POLICY</b>	<b>6000</b>          <b>6010</b>
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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.

<b>STUDENT SERVICES</b>	<b>6000</b>
<b>DRAFT – FEBRUARY 14, 2023</b>	
<b>EMERGENCY EVACUATION AND EMERGENCY SCHOOL CLOSURE POLICY</b>	<b>6010</b>

- 3.3 The development of a high level of consciousness concerning security and safety by all staff members is important.
- 3.4 The principal, as appropriate will, in consultation with a supervisory officer and an appropriate agency or department, make the decision whether or not to evacuate the school.
- 3.5 The director of education or designate will make the decision to close schools.

4. 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>
	December, 1977	
	<u>Date Revised</u> June 24, 2008 June 23, 2015 May 26, 2020	

<b>STUDENT SERVICES</b>  <b>DRAFT – FEBRUARY 14, 2023</b>  <b>EMERGENCY EVACUATION AND EMERGENCY SCHOOL CLOSURE PROCEDURES</b>	<b>6000</b>          <b>6010</b>
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1. Policy

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- to have comprehensive system plans that outline actions to be taken in emergency situations; and
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2. Definitions

Emergency - is a situation requiring evacuation or closure of schools, or cancellation or delay of transportation etc., due to fire, flood, inclement weather, bomb threats, firearms, chemical spills, etc.

3. Guidelines

- 3.1 Senior administration shall establish System Emergency Response Plans to assist schools in the development of school emergency planning.
- 3.2 Every principal shall establish a School Emergency Response Plan that shall be followed in the event of emergency situations.
- 3.3 Every principal shall hold emergency drills pertaining to evacuation of the school in accordance with the School Emergency Response Plan to ensure a smooth evacuation process and compliance with all legislative requirements i.e. Ontario Fire Code requires three drills in the fall and three in the spring.
- 3.4 Principals should notify school crossing guard's supervisor of an early dismissal due to emergency situations.
- 3.5 Each principal shall distribute to parents or guardians, early in September, a letter addressing the subject of Emergency School Closure procedures and a copy of the school's plan to meet emergency situations. Each plan, where necessary, should address transportation, alternate evacuation sites, the use of an escort system for younger pupils and under some severe conditions to retain pupils in the school to await parental pick-up. Special arrangements may be necessary for students requiring assistance.

The letter to parents/guardians must clearly point out that parents/guardians may decide not to send their children to school if they deem weather conditions too severe.

<b>STUDENT SERVICES</b>	<b>6000</b>
<b>DRAFT – FEBRUARY 14, 2023</b>	
<b>EMERGENCY EVACUATION AND EMERGENCY SCHOOL CLOSURE PROCEDURES</b>	<b>6010</b>

3.6 When buses are cancelled, schools are not closed unless authorized by the director of education or designate. Staff will report for work and engage in meaningful activities 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

<b>STUDENT SERVICES</b>	<b>6000</b>
<b>DRAFT – FEBRUARY 14, 2023</b>	
<b>EMERGENCY EVACUATION AND EMERGENCY SCHOOL CLOSURE PROCEDURES</b>	<b>6010</b>

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 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 all 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.



<p><b>STUDENT SERVICES</b></p> <p><b>DRAFT – FEBRUARY 14, 2023</b></p> <p><b>EMERGENCY EVACUATION AND EMERGENCY SCHOOL CLOSURE PROCEDURES</b></p>	<p><b>6000</b></p> <p><b>6010</b></p>
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9.1.1 Schools and departments will establish a 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' contact telephone numbers in the event that a shutdown decision is made outside of normal business hours. Individuals responsible to implement the communication will need to keep a copy of the communication list available for use after normal business hours.

9.1.2 The method of communicating 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.

9.4 Principal or designate must communicate with the school superintendent as appropriate.

9.5 The superintendent will communicate with the director's office and/or property services department to provide regular situation updates and direction.

9.6 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 pickup area is compromised.

11. ALTERNATE EVACUATION SITE

11.1 The safety of students and staff members will take priority during any emergency situation.



<b>STUDENT SERVICES</b>	<b>6000</b>
<b>DRAFT – FEBRUARY 14, 2023</b>	
<b>EMERGENCY EVACUATION AND EMERGENCY SCHOOL CLOSURE PROCEDURES</b>	<b>6010</b>

- 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>
<hr/> <p><b>See reference section Appendix G</b></p> <hr/>	<p>December 1977</p> <p><u>Date Revised</u> June 24, 2008 June 23, 2015 May 26, 2020</p>	<hr/> <p><b>See reference section Appendix G</b></p> <hr/>

**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

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**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

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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 Lockdowns 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

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.

## APPENDIX A 6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE

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### TYPE I THREAT RESPONSE LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE

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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;

**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

---

**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

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- 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.

## APPENDIX A 6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE

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### TYPE I THREAT RESPONSE LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE

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#### 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.

**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

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**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

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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.

**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

---

**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

---

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.

**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

---

**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

---

- 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.



**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

---

**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

---

- 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;
  - 7.3.4 the identity or description of the suspect (build, clothing, etc.)
  - 7.3.5 description of weapons;
  - 7.3.6 possible motive or threats made; and
  - 7.3.7 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.

**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

---

**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

---

**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.

**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

---

**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

---

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.

**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

---

**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

---

- 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.

**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

---

**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

---

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 lunchroom 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.

**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

---

**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

---

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.

**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

---

**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

---

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.

**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

---

**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

---

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.



**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

---

**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

---

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.

**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

---

**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

---

**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 may 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.

**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

---

**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

---

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).

**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

---

**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

---

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.

**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

---

**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

---

- 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.

**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

---

**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

---

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?

**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

---

**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

---

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.

**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

---

**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

---

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.



**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

---

**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

---

35. BOMB THREAT PROCEDURE

35.1 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.

35.2 Definitions

35.2.1 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.

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

35.2.3 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.

35.3 Roles and Responsibilities

LDSB shall:

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

35.3.2 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.

**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

---

**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

---

- 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.

35.3.3 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.

35.3.4 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.

35.3.5 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.

35.3.6 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.

**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

---

**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

---

- 35.3.7 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.
- 35.3.8 Emergency Medical Services (EMS) will provide urgent medical care in the event of an explosives incident.
- 35.3.9 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).
- 35.4 Floor Plans and Facilitation of Access
- 35.4.1 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.
- 35.4.2 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.
- 35.4.3 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.
- 35.4.4 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.

**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

---

**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

---

35.5 Bomb Threat Intake Procedures

- 35.5.1 All bomb threats must be taken seriously and not as a hoax.
- 35.5.2 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.
- 35.5.3 School staff who receive the threat should take detailed notes in order to provide as much information to police services as possible.
- 35.5.4 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.
- 35.5.5 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.
- 35.5.6 Communication among staff members must utilize appropriate tools and methods as necessary.

35.6 Initial Assessment

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.

**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

---

**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

---

35.7 Initiating a Bomb Threat Response

35.7.1 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.

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

35.7.3 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.

35.7.4 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.

35.7.4 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.

35.8. Location of a Suspicious Device/Package

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.

**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

---

**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

---

35.9. Evacuation Procedures

- 39.9.1 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.
- 39.9.2 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.
- 39.9.3 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.
- 39.9.4 The principal shall work with emergency services personnel to evaluate the need to relocate evacuees and/or command posts.

35.10 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.

35.11 Procedures Following an Explosives Incident

- 35.11.1 When an explosives incident occurs, the principal must be notified immediately and informed of any action taken.
- 35.11.2 The area around the explosion scene should be immediately evacuated, and evacuees directed to a designated evacuation location.
- 35.11.3 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.

**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

---

**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

---

35.12 Training

35.12.1 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.

35.12.2 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.

35.13 Drills

35.13.1 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.

35.13.2 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.

35.13.3 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.

35.14 Communication

35.14.1 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.

35.14.2 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.

**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

---

**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

---

35.14.3 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.

35.15 School Recovery Following an Incident

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

35.15.2 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, or in the perceived threat of a suspicious package/device or explosives incident.

35.16 Plan Review

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

35.16.2 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.



**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

---

**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

---

LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE PREPARATION, COMMUNICATION, PRACTICE DRILLS, TRAINING AND PREVENTION
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36. PLANNING AND PREPARATION FOR LOCKDOWNS, HOLD AND SECURE, SHELTER IN PLACE

- 36.1 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.
- 36.2 Each school shall conduct a minimum of-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.
- 36.3 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.
- 36.4 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.
- 36.5 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.
- 36.6 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.
- 36.7 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.
- 36.8 Administrators must have their mobile device with them and turned on at all times during the school day.

**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

---

**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

---

37. COMMUNICATING THE PLAN

- 37.1 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.
- 37.2 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.
- 37.3 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.
- 37.4 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.
- 37.5 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.
- 37.6 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.
- 37.7 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.

**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

---

**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

---

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

- 38.1 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.
- 38.2 Elementary and secondary schools are required to have three practice Lockdowns and one Hold and Secure drill each school year.
- 38.3 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.
- 38.4 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.
- 38.5 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.
- 38.6 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.

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

- 39.1 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.
- 39.2 Prior to practicing a drill, schools should consider assemblies to prepare 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.

40. 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.

**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

---

**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

---

41. BUILDING KEYS AND DOOR LOCK MANAGEMENT

- 41.1 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.
- 41.2 Principals must develop and maintain a system to track the assignment of building keys to staff, including itinerant or occasional staff.
- 41.3 Principals must ensure that staff are aware that they must report any misplaced or stolen keys immediately to the principal.
- 41.4 Principals must ensure that staff are aware that keys must be returned to the principal when relocating or retiring from the building.
- 41.5 Board practice, collection of keys from transferring staff, addresses specific details about key and lock standards used in all Board facilities.
- 41.6 For those schools that utilize the key fob system, the principal and designates must have an understanding of their operations and use.

**APPENDIX A**  
**6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

---

**TYPE I**  
**THREAT RESPONSE**  
**LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

---

Form 6010-A-1  
Door Sign

**Name of School**

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

Hold and Secure

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 \_\_\_\_\_

**APPENDIX A  
6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

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**TYPE I  
THREAT RESPONSE  
LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE**

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Form 6010-A-2  
Door sign

**Name of School**

**We are currently in  
“SHELTER IN PLACE”**

Shelter in Place

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 \_\_\_\_\_

# APPENDIX B

## 6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURES

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### TYPE II FIRE SAFETY PLAN

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#### 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.

## **APPENDIX B**

# **6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURES**

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### **TYPE II FIRE SAFETY PLAN**

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- 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 deportment of the class.
- 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.



## APPENDIX B

# 6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURES

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### TYPE II FIRE SAFETY PLAN

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- 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.
- 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.

## APPENDIX B

# 6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURES

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### TYPE II FIRE SAFETY PLAN

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#### 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

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### TYPE III SITUATIONS REQUIRING CONSULTATION WITH POLICE

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#### 1. PURPOSE

Lakehead District School Board 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

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### TYPE IV MUNICIPAL LEVEL EMERGENCIES

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#### 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 Lakehead District School Board 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

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### TYPE V PROPERTY EMERGENCIES

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#### 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

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### TYPE V PROPERTY EMERGENCIES

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#### 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

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### TYPE VI WEATHER PRACTICES

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#### 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

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### TYPE VI WEATHER PRACTICES

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- 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

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### TYPE VI WEATHER PRACTICES

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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

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### TYPE VI WEATHER PRACTICES

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#### 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

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### TYPE VI WEATHER PRACTICES

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#### 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

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### REFERENCES

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#### 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*.