



Office of the Director

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

BOARD ADVISORY COMMITTEE
Tuesday, February 14, 2023
Jim McCuaig Education Centre

Sherrilynne Pharand
Director of Education

Donica LeBlanc
Chair

AGENDA

PUBLIC SESSION
7:30 p.m. – in the Board Room/Microsoft Teams

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order		
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. Resolve into Committee of the Whole – Closed Session		
5. COMMITTEE OF THE WHOLE - Closed Session – 7:00 p.m. (SEE ATTACHED AGENDA)		
6. Land Acknowledgement		
7. Delegations/Presentations		
8. Approval of Minutes		
8.1 Board Advisory Committee Meeting - January 10, 2023	D. LeBlanc	1-3
9. Business Arising from the Minutes		

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

LAKEHEAD DISTRICT SCHOOL BOARD

MATTERS NOT REQUIRING A DECISION:

10.	Information Reports		
10.1	Aboriginal Education Advisory Committee Meeting Minutes – November 3, 2022	AJ Keene	4-6
10.2	Aboriginal Education Advisory Committee Meeting Minutes – December 8, 2022	AJ Keene	7-9
11.	First Reports		

MATTERS FOR DECISION:

12.	Postponed Reports		
13.	Ad Hoc and Special Committee Reports		
14.	New Reports		
14.1	School Calendar 2023-2024 (034-23)	AJ Keene	10-14

It is recommended that Lakehead District School Board:

1. *Approve the proposed 2023-2024 elementary school year calendar, including the opening and closing dates and professional activity days, as described in Appendix A in Report No. 034-23.*
2. *Approve the proposed 2023-2024 secondary school year calendar, including the opening and closing dates, professional activity days and examination days, as described in Appendix B in Report No. 034-23.*

14.2	Policy Review – 6010 Emergency Evacuation and Emergency School Closure (036-23)	M. Probizanski	15-101
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It is recommended that Lakehead District School Board approve 6010 Emergency Evacuation and Emergency School Closure Policy as amended, Appendix A to Report No. 036-23.

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

		<u>Resource Person</u>	<u>Pages</u>
14.3	Policy Development – 7050 Conflict of Interest (037-23)	M. Probizanski	102-108
	<i>It is recommended that Lakehead District School Board approve 7050 Conflict of Interest Policy as indicated in Report No. 037-23.</i>		
14.4	Policy Review – 7060 Staff Training and Professional Development (038-23)	AJ Keene	109
	<i>It is recommended that Lakehead District School Board defer the review of 7060 Staff Training and Professional Development Policy.</i>		
14.5	Policy Review – 9015 Facility Partnership (035-23)	K. Alaksa	110-116
	<i>It is recommended that Lakehead District School Board approve 9015 Facility Partnership Policy as amended, Appendix A to Report No. 035-23.</i>		
15.	New Business		
16.	Notices of Motion		
17.	Information and Inquiries		
18.	Adjournment		

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



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BOARD ADVISORY COMMITTEE
Tuesday, February 14, 2023
Jim McCuaig Education Centre

Sherrilynne Pharand
Director of Education

Donica LeBlanc
Chair

AGENDA

COMMITTEE OF THE WHOLE – Closed Session
7:00 p.m. – in the Sibley Room

	<u>Resource Person</u>	<u>Pages</u>
5.1 Approval of Committee of the Whole - Closed Session Minutes		
5.1.1 Board Advisory Committee Meeting - January 10, 2023	D. LeBlanc	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Property Matter (039-23)	K. Alaksa	3-5
5.3.2 Personnel Matter	M. Probizanski	Verbal
5.3.3 Personnel Matter	S. Pharand	Verbal
5.4 Information and Inquiries		
5.5 Rise and Ask Leave to Sit in Public Session		

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

LAKEHEAD DISTRICT SCHOOL BOARD

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF BOARD ADVISORY COMMITTEE

Board Room/Microsoft Teams
Jim McCuaig Education Centre

2023 JAN 10
7:30 p.m.

TRUSTEES PRESENT:

Donica LeBlanc (Chair)
Ellen Chambers
Pat Johansen
Ron Oikonen
George Saarinen

Trudy Tuchenhagen
Leah Vanderwey
Scottie Wemigwans
Mehar Mago (Student Trustee)
Alexa Sagutcheway (Indigenous Student Trustee)

TRUSTEE ABSENT, WITH REGRET:

Ryan Sitch

SENIOR ADMINISTRATION:

AJ Keene, Acting Director of Education
Michelle Probizanski, Superintendent of Education
Kirsti Alaksa, Superintendent of Business

FEDERATION/UNION REPRESENTATIVES:

Angela Lee-Wiwcharyk, Managers

PUBLIC SESSION:

1. Approval of Agenda

Moved by Trustee Tuchenhagen

Seconded by Trustee Johansen

“THAT the Agenda for Board Advisory Committee Meeting, January 10, 2023 be approved.”

CARRIED

2. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Vanderwey

Seconded by Trustee Wemigwans

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

- *Confirmation of Committee of the Whole – Closed Session Minutes*
 - *October 11, 2022*
- *Personnel Matter*

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

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION:

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

PUBLIC SESSION:

4. Trustee Character Award – Lakehead Public Schools Social Work Team

Trustee Chambers, on behalf of the Board, presented Megan Semeniuk, Mental Health Lead, Carmen Kijanen, Secondary Social Worker, Debra Parks, Secondary Social Worker, Erin Murphy, Secondary Social Worker, Amy Rubino-Start, Elementary Social Worker, Tegan Tsubouchi, Elementary Social Worker, Kyla Francis, Elementary Social Worker, and Lisa Stone, Elementary Social Worker, with the Trustee Character Award. The award was presented to Lakehead Public Schools Social Work Team for their dedication, commitment and support to Lakehead Public Schools’ students during the global pandemic.

5. Superior Collegiate and Vocational Institute – Celebrating Five Years of International Baccalaureate Programme Excellence at Superior Collegiate and Vocational Institute

Michelle Probizanski, Superintendent of Education, introduced Ryan McDonnell, Principal, Superior Collegiate and Vocational Institute, Karen Watt, International Baccalaureate (IB) Programme Co-ordinator, Emily Drake, Grade 10 IB Programme student, and Lily Hardy, Grade 11 IB Programme student, who presented their report on *Celebrating Five Years of International Baccalaureate Programme Excellence at Superior Collegiate and Vocational Institute*. All trustees’ questions were addressed.

6. Confirmation of Minutes

Moved by Trustee Chambers

Seconded by Trustee Johansen

“THAT the Board Advisory Committee approve the minutes of the Board Advisory Committee Meeting, October 11, 2022.”

CARRIED

MATTERS NOT FOR DECISION:

7. Health and Safety Program – Semi-Annual Report (023-23)

Kirsti Alaksa, Superintendent of Business, introduced Kyle Ulvang, Health and Safety Officer, who presented the report. All trustees' questions were addressed.

8. Work from Home Administrative Practice (028-23)

Michelle Probizanski, Superintendent of Education, presented the report. All trustees' questions were addressed.

MATTERS FOR DECISION:

9. Policy Review – 1011 Access to System Programs (026-23)

Moved by Trustee Vanderwey

Seconded by Trustee Chambers

“THAT Lakehead District School Board approve 1011 Access to System Programs Policy, Appendix A to Report No. 026-23.”

CARRIED

10. Policy Review – 3070 Allowance for Use of Personal Vehicle (024-23)

Moved by Trustee Oikonen

Seconded by Trustee Johansen

“THAT Lakehead District School Board approve 3070 Allowance for Use of Personal Vehicle Policy, Appendix A to Report No. 024-23.”

CARRIED

11. Policy Review – 9020 Library Resource Centre (027-23)

Moved by Trustee Saarinen

Seconded by Trustee Johansen

“THAT Lakehead District School Board approve 9020 Library Resource Centre Policy, Appendix A to Report No. 027-23.”

CARRIED

12. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Tuchenhagen

“THAT we do now adjourn at 9:14 p.m.”

CARRIED



ABORIGINAL EDUCATION ADVISORY COMMITTEE MINUTES



DATE: Thursday, November 3, 2022 – 9:30 am – 12:00pm – Boardroom/Virtual Meeting via Microsoft Teams

CO-CHAIR: AJ Keene
Serena Essex

MEMBERS PRESENT: Shelby Ch'ng, Trustee Ellen Chambers, Elliot Cromarty, Tisha Duncan, Student Representative, Pauline Fontaine, Sharon Kanutski, Leanna Marshall, Elder Gerry Martin, Brent Parres, Indigenous Student Trustee Alexa Sagutcheway, Yolanda Wanakamik,

ALTERNATES: Dinah Jung, James Rimkus, Leland Waboose, Student Representative

RESOURCES: Anika Guthrie, Ashley Nurmela, Jasmine Sgambelluri, Fred Van Elburg

GUESTS: Morning Star Tom, Sherri-Lynne Pharand, Director of Education, Neil Workman

ABSENT WITH REGRETS: Kathy Beardy, Kristy Boucher, Trustee Susan Doughty-Smith, Linda Grassia, Cheryl King-Zewiec, Dave Paddington, Patti Pella, Education Officer, Indigenous Education Office, Ministry of Education, Trustee George Saarinen, Elder/Knowledge Keeper Renee Tookenay, Indigenous Trustee Scottie Wemigwans

	AGENDA ITEM	DISCUSSION	ACTION
1.	Opening Ceremonies	Elder Gerry Martin called the meeting to order.	Elder Gerry Martin
2.	2.1 Land Acknowledgement	Co-chair Essex acknowledged the lands and traditional territory.	Serena Essex
	2.2 Welcome and Introductions	Co-chair Keene welcomed everyone to the meeting and had all members introduce themselves.	AJ Keene

3.	Agenda and Minutes		
	3.1 Approval of Agenda - November 3, 2022	<p>Moved by Pauline Fontaine and seconded by Sharon Kanutski that the agenda for the November 3, 2022, AEAC meeting be approved with the following amendments:</p> <p>That item 5.1 may need to be removed if Director Pharand is unable to join us to make the announcement; and</p> <p>Co-chair Keene will be leading the discussion of item 5.2.</p> <p>Carried</p>	Serena Essex
	3.2 Approval of Minutes – September 15, 2022	<p>Moved by Sharon Kanutski and seconded by Elliott Cromarty that the minutes for the September 15, 2022 AEAC meeting be approved as written.</p> <p>Carried</p>	AJ Keene
4.	Business Arising from the Minutes		
	4.1 September 30 th PA Day	<p>Anika Guthrie, FNMI Education Coordinator, shared details and feedback about the activities that took place on the September 30th PA Day.</p> <p>All members' questions were addressed.</p>	Anika Guthrie
	4.2 Naming of Committee	<p>The committee discussed the process, next steps, and options regarding the possibility of changing the name of the committee.</p> <p>All members' questions were addressed.</p>	Serena Essex
	4.3 Membership	<p>Anika Guthrie, FNMI Education Coordinator shared that with the committee's new student representatives and parent representatives, the membership is now compliant with its committee policy.</p>	Anika Guthrie
5.	New Business		
	5.1 New Indigenous Education and Reconciliation Advisor	<p>Director of Education, Sherri-Lynne Pharand, announced that the new Indigenous Education and Reconciliation Advisor position was awarded to Anika Guthrie. Director Pharand explained that in consultation with Anika, the job title will possibly change.</p>	Sherri-Lynne Pharand
	5.2 AEAC Event Conversation	<p>Co-chair Keene invited Sharon Kanutski to lead a discussion about a possible AEAC event occurring in the spring.</p> <p>All members' questions were addressed.</p>	AJ Keene Sharon Kanutski

	5.3 Board Membership	Co-chair Keene shared information with the committee about the changes made to the Board membership following the recent election. All members' questions were addressed.	AJ Keene
6.	Presentations		
	6.1 Treaties Recognition Week	Jasmine Sgambelluri, FNMI Education Resource Teacher, shared a presentation with the committee about Treaties Recognition week and the resources that were provided to elementary and secondary teachers. All members' questions were addressed.	Jasmine Sgambelluri
	6.2 EQAO	Co-chair Keene shared information with the committee about EQAO and what the upcoming results from the most recent testing will show and what the data means. All members' questions were addressed.	AJ Keene
7.	Ongoing Business		
	Indigenous Student Trustee Update	Indigenous Student Trustee, Alexa Sagutcheway, gave a brief update to the committee.	Alexa Sagutcheway
8.	Information and Inquiries	Brent Parres asked the committee for feedback on whether members would be comfortable if there were times when he had to attend the meetings in his police uniform. Ashley Nurmela shared that IYARA will be hosting its last in-person event this year. It will then be turned into a scholarship and bursary program supporting education. All members' questions were addressed.	
9.	Closing	Serena Essex closed the meeting.	
10.	Next Meeting	Thursday, December 8, 2022.	
11.	Adjournment	Moved by Pauline Fontaine and seconded by Trustee Chambers, the meeting was adjourned at 12:08p.m.	



ABORIGINAL EDUCATION ADVISORY COMMITTEE MINUTES



DATE: Thursday, December 8, 2022 – 9:30 am – 12:00pm – Boardroom/Virtual Meeting via Microsoft Teams

CHAIR: Serena Essex

MEMBERS PRESENT: Shelby Ch’ng, Elliott Cromarty, Tisha Duncan, Student Representative, Pauline Fontaine, Trustee Pat Johansen, Cheryl King-Zewiec, Ashley Nurmela, Brent Parres, Indigenous Student Trustee Alexa Sagutcheway, Yolanda Wanakamik, Indigenous Trustee Scottie Wemigwans

ALTERNATES: Trustee Ellen Chambers, Dinah Jung, Leland Waboose, Student Representative

RESOURCES: Anika Guthrie, Jasmine Sgambelluri, Fred Van Elburg, Neil Workman

GUESTS: Pattie Pella, Education Officer, Indigenous Education Office, Ministry of Education, Sherri-Lynne Pharand, Director of Education, Morning Star Tom

ABSENT WITH REGRETS: Kathy Beardy, Kristy Boucher, Linda Grassia, Anna Fern Kakegamic, Sharon Kanutski, AJ Keene, Leanna Marshall, Elder Gerry Martin, Dave Paddington, James Rimkus, Trustee Ryan Sitch, Elder/Knowledge Keeper Renee Takenay

	AGENDA ITEM	DISCUSSION	ACTION
1.	Opening Ceremonies	Chair Essex called the meeting to order. Anika Guthrie, Principal of Indigenous Education opened the meeting with a tobacco ceremony.	Serena Essex Anika Guthrie
2.	2.1 Land Acknowledgement	Chair Essex acknowledged the lands and traditional territory.	Serena Essex
	2.2 Welcome and Introductions	Chair Essex welcomed everyone to the meeting and had all members introduce themselves.	Serena Essex

3.	Agenda and Minutes		
	3.1 Approval of Agenda - December 8, 2022	Moved by Trustee Pat Johansen and seconded by Pauline Fontaine that the agenda for the December 8, 2022, AEAC meeting be approved. Carried	Serena Essex
	3.2 Approval of Minutes – November 3, 2022	Moved by Indigenous Student Trustee, Alexa Sagutcheway and seconded by Pauline Fontaine that the minutes for the November 3, 2022 AEAC meeting be approved as written. Carried	Serena Essex
4.	Business Arising from the Minutes		
	4.1 Naming of Committee	Anika Guthrie, Principal of Indigenous Education, updated the committee about the process, and next steps regarding the re-naming of the committee. Anika asked for input from the committee to be brought forward at an upcoming meeting with Language Speakers. All members' questions were addressed.	Anika Guthrie
	4.2 Indigenous Evening Event	Anika Guthrie updated the committee about next steps for the planning of the Indigenous Evening Event. All members' questions were addressed.	Anika Guthrie
	4.3 Treaties Week Activities	Jasmine Sgambelluri, FNMI Education Resource Teacher, shared a presentation with the committee about treaties week activities that took place in Lakehead Public Schools and feedback received from educators and students. All members' questions were addressed.	Jasmine Sgambelluri
5.	New Business		
	5.1 LPS FNMI Team	Anika Guthrie shared with the committee the upcoming job postings for a Secondary FNMI Student Success Resource Teacher and FNMI Partnerships Coordinator.	Anika Guthrie
	5.2 FNMI Partnerships Coordinator	Anika Guthrie shared with the committee the role of the FNMI Partnerships Coordinator and asked for input before the job is posted. All members' questions were addressed.	Anika Guthrie

	5.3 Alternate for PIC	Chair Essex shared with the committee the role of the Parent Involvement Committee Alternate and asked if there were any members interested in the position. All members' questions were addressed.	Serena Essex
6.	Presentations Embedding Indigenous Perspectives	Anika Guthrie and Jasmine Sgambelluri shared a presentation about the professional learning that is happening with teachers focused on embedding about Indigenous perspectives in the classroom. All members' questions were addressed.	Anika Guthrie Jasmine Sgambelluri
7.	Ongoing Business		
	Indigenous Student Trustee Update	Indigenous Student Trustee, Alexa Sagutcheway, gave a brief update to the committee. All members' questions were addressed.	Alexa Sagutcheway
8.	Information and Inquiries	Student Representative, Tisha Duncan, shared a concern with the committee regarding an experience with the Four Directions program. All members' questions were addressed.	
9.	Closing	Serena Essex closed the meeting.	
10.	Next Meeting	Thursday, February 9, 2022.	
11.	Adjournment	The meeting was adjourned at 11:55 a.m.	

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 FEB 14
Report No. 034-23

TO THE CHAIR AND MEMBERS OF
THE BOARD ADVISORY COMMITTEE - Public Session

RE: SCHOOL YEAR CALENDAR 2023-2024

1. Background

- 1.1 Ministry of Education Regulation 304 requires that district school boards prepare, adopt, and submit a proposed school year calendar to the Minister for the 2023-2024 school year by March 1, 2023.
- 1.2 Regulation 304 indicates that the school year shall consist of a minimum of 194 school days, of which at least three days must be designated as professional activity (PA) days. In addition, Lakehead District School Board may designate up to four extra days as professional activity days. Criteria and topics for professional activity days are set out in PPM 151.
- 1.3 Professional activity days for elementary schools are referred to in the collective agreement. Two days are to be designated for the purpose of assessment and completion of report cards, one day each, prior to the first and second report card dates.
- 1.4 Regulation 304 allows up to ten exam days for secondary schools. Five exam days are traditionally allocated in each semester.

2. Situation

- 2.1 The School Year Calendar Committee is comprised of the following individuals who provided input on behalf of their constituent groups:

AJ Keene	Lakehead District School Board;
Dave Paddington	LETO;
Nancy Nix	Lakehead Elementary Occasional Teachers;
Dinah Neilson	OSSTF Teachers;
Kari Simpson	OSSTF Student Support Persons;
Shelley Crupi	OSSTF Early Childhood Educators;
Jana Matikainen	COPE;
Rod McGee	CUPE;
Serena Essex	Parent Involvement Committee;
Heather Harris	OPC (Elementary);
Meghan Smelow	OPC (Secondary);
Patricia Johansen	Trustee;
Stephanie Rea	Communications Officer;
Alexa Sagutcheway	Indigenous Student Trustee; and
Mehar Mago	Student Trustee.

- 2.2 The committee met on December 15, 2022, and January 17, 2023, with the responsibility to provide input on a school year that best serves the educational needs of our students and is least disruptive to the community of Thunder Bay.

Discussion focused on the dates for school opening and closing, professional activity days, and the need to balance the instructional days between the two secondary school semesters and the elementary school terms. In addition, there was discussion regarding coordination of professional activity days and examination days between the three member boards of the Transportation Consortium (Thunder Bay Catholic District School Board, Lakehead Public Schools, Conseil Scolaire des Aurores boréales).

- 2.3 The School Year Calendar Committee intends to make all members of our school community and community-at-large aware of the proposed school year calendar through various modes of communication once approval is received from the Board of Trustees.
- 2.4 Each year, as is our practice, we consulted with the Thunder Bay Catholic District School Board and the Conseil Scolaire des Aurores boréales regarding their school year calendar.
- 2.5 Professional activity days devoted to provincial education priorities for elementary and secondary will be as follows:

Elementary Professional Activity Days
1. September 5, 2023
2. October 2, 2023
3. November 17, 2023
4. January 26, 2024
5. March 1, 2024
6. April 26, 2024
7. June 14, 2024

Secondary Professional Activity Days
1. September 5, 2023
2. October 2, 2023
3. November 17, 2023
4. February 1, 2024
5. February 2, 2024
6. April 26, 2024
7. June 28, 2024

- 2.6 Proposed school year calendars for the 2023-2024 school year are attached:
- Elementary School Year Calendar - Appendix A; and
 - Secondary School Year Calendar - Appendix B.

RECOMMENDATIONS

It is recommended that Lakehead District School Board:

1. Approve the proposed 2023-2024 elementary school year calendar, including the opening and closing dates and professional activity days, as described in Appendix A in Report No. 034-23.
2. Approve the proposed 2023-2024 secondary school year calendar, including the opening and closing dates, professional activity days and examination days, as described in Appendix B in Report No. 034-23.

Respectfully submitted,

AJ KEENE
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education



2023-2024 ELEMENTARY

SEPTEMBER 2023

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

JANUARY 2024

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

MAY 2024

SUN	MON	TUE	WED	THU	FRI	SAT
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5	6	7	8	9	10	11
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26	27	28	29	30	31	

OCTOBER 2023

SUN	MON	TUE	WED	THU	FRI	SAT
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29	30	31				

FEBRUARY 2024

SUN	MON	TUE	WED	THU	FRI	SAT
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JUNE 2024

SUN	MON	TUE	WED	THU	FRI	SAT
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NOVEMBER 2023

SUN	MON	TUE	WED	THU	FRI	SAT
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MARCH 2024

SUN	MON	TUE	WED	THU	FRI	SAT
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17	18	19	20	21	22	23
24 31	25	26	27	28	29	30

First Day of School for Students
September 6, 2023

Holidays & Breaks *(Schools Closed)*

- Labour Day September 4, 2023
- Thanksgiving Day October 9, 2023
- Family Day February 19, 2024
- Good Friday March 29, 2024
- Easter Monday April 1, 2024
- Victoria Day May 20, 2024

Winter Break
December 25 - January 5

March Break
March 11-15, 2024

Professional Activity Day (PA Day)

(Students do not attend school)

- September 5, 2023
- October 2, 2023
- November 17, 2023
- January 26, 2024
- March 1, 2024
- April 26, 2024
- June 14, 2024

Final Day of School for Students
June 28, 2024

DECEMBER 2023

SUN	MON	TUE	WED	THU	FRI	SAT
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APRIL 2024

SUN	MON	TUE	WED	THU	FRI	SAT
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2023-2024 SECONDARY

SEPTEMBER 2023

SUN	MON	TUE	WED	THU	FRI	SAT
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OCTOBER 2023

SUN	MON	TUE	WED	THU	FRI	SAT
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NOVEMBER 2023

SUN	MON	TUE	WED	THU	FRI	SAT
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DECEMBER 2023

SUN	MON	TUE	WED	THU	FRI	SAT
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24 31	25	26	27	28	29	30

JANUARY 2024

SUN	MON	TUE	WED	THU	FRI	SAT
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28	29	30	31			

FEBRUARY 2024

SUN	MON	TUE	WED	THU	FRI	SAT
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4	5	6	7	8	9	10
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25	26	27	28	29		

MARCH 2024

SUN	MON	TUE	WED	THU	FRI	SAT
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APRIL 2024

SUN	MON	TUE	WED	THU	FRI	SAT
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21	22	23	24	25	26	27
28	29	30				

MAY 2024

SUN	MON	TUE	WED	THU	FRI	SAT
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JUNE 2024

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

First Day of School for Students
September 6, 2023

Holidays & Breaks (Schools Closed)

- Labour Day** September 4, 2023
- Thanksgiving Day** October 9, 2023
- Family Day** February 19, 2024
- Good Friday** March 29, 2024
- Easter Monday** April 1, 2024
- Victoria Day** May 20, 2024

Winter Break
December 25 - January 5

March Break
March 11-15, 2024

First Day of Semester 2
February 5, 2024

Final Day of School for Students
June 28, 2024

Professional Activity Day (PA Day)
(Students do not attend school)
September 5, 2023
October 2, 2023
November 17, 2023
February 1, 2024
February 2, 2024
April 26, 2024
June 28, 2024

Examination Periods
January 25 - January 31, 2024
June 21 - 27, 2024

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 FEB 14
Report No. 036-23

TO THE CHAIR AND MEMBERS OF
THE BOARD ADVISORY COMMITTEE-Public Session

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

1. Background

- 1.1 It is the policy of Lakehead District School Board (LDSB) that policies will be developed/reviewed in accordance with 2010 Policy Development and Review Policy.
- 1.2 Policy 6010 Emergency Evacuation and Emergency School Closure Policy was last revised on May 26, 2020.
- 1.3 At the May 24, 2022, Regular Board Meeting, 6010 Emergency Evacuation and Emergency School Closure Policy was approved for review during the 2022-2023 school year as part of the policy development and review cycle.
- 1.4 On December 7, 2022, the draft policy and procedures were posted on the LDSB website and distributed to constituent groups for review and comment with input to be received by January 25, 2023.

2. Situation

- 2.1 The revised policy is attached as Appendix A, procedures as Appendix B and appendices as Appendix C.
- 2.2 Upon final approval, the policy and procedures will be distributed according to LDSB procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 6010 Emergency Evacuation and Emergency School Closure Policy as amended, Appendix A to Report No. 036-23.

Respectfully submitted,

MICHELLE PROBIZANSKI
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

<p>STUDENT SERVICES</p> <p>DRAFT – February 14, 2023</p> <p>EMERGENCY EVACUATION AND EMERGENCY SCHOOL CLOSURE POLICY</p>	<p>6000</p> <p>6010</p>
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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. **Application and Scope**

This policy applies to all students and employees of LDSB.

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

Schools and school-related activities, such as extra-curricular activities and excursions comprise the learning and working environment, fall within the scope of this policy, as do LDSB offices and facilities.

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**EMERGENCY EVACUATION AND EMERGENCY
SCHOOL CLOSURE POLICY****6010**4. Guiding Principles

4.1 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.

4.2 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.

4.3 ***Specialized accommodation plans will be created at the beginning of each year for students and staff identified as needing extra support in emergency situations.***

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

4.5 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.

4.6 The director of education or designate will make the decision to close schools.

5. 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	
6010 Emergency Evacuation and Emergency School Closure Procedures	<u>Date Revised</u> June 24, 2008 June 23, 2015 May 26, 2020	Provincial Model for a local Police/School Board Protocol 2015 issued by Ministry of Education 2015
8070 Safe Schools - System Expectations		

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1. Policy

It is the policy of Lakehead District School Board (LDSB):

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

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.

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

Hold and Secure refers to a protocol used in response to an external danger (off school property) which poses no immediate threat to the school. This could be a police pursuit, a crime in progress or an active search by local police for a known dangerous offender. Staff, students and visitors are considered to be safe inside the school, once they do not leave the building.

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

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

Concealed Weapon, for the purpose of these procedures, refers to a protocol used in response to information received by school staff or the police about a student(s) carrying a weapon.

3. Guidelines

- 3.1 Senior administration shall establish System Emergency Response Plans to assist schools in the development of school emergency planning.

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SYSTEM EMERGENCY RESPONSE PLANNING OUTLINE

5. SCHOOL EMERGENCY RESPONSE PLANS

- 5.1 The school principal is responsible for the annual update and submission of the school's School Safety Plan (School Emergency Response Plan) and the school's Fire Safety Plan. Both plans must be submitted to the health and safety officer by September 30 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.

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7. SCHOOL EMERGENCY RESPONSE TEAM

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

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

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

8. EMERGENCY CONTACT LIST

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

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

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

9. COMMUNICATION PLAN

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

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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 LDSB-wide shutdown. 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.

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- 11.2 Plans must include provision of shelter for the staff and students, evacuation of the school, first aid measures and continued care until students and staff may return safely to their homes. Evacuation of the school may include relocation to another site such as a school or any other community or private facility that will provide safe accommodation. Evacuation may include transportation by ground vehicles such as buses.
- 11.3 Principals must indicate the location of the alternate evacuation site as part of their school’s Safety Plan (Emergency Response Plan).
- 11.4 Prior to evacuation, communication with the alternative evacuation site is necessary in order to confirm that the alternative site is safe to receive students.

12. PROPERTY PROTECTION

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

13. TRAINING AND PRACTICE

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

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

14. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
_____	December 1977	_____
See reference section Appendix G	<u>Date Revised</u> June 24, 2008 June 23, 2015 May 26, 2020	See reference section Appendix G
_____		_____

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

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

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

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LOCKDOWN RESPONSE PLAN

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

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

Explanation-LOCKDOWN

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

~~Staff call 911 and everyone must remain silent, out of sight, with the lights off and behind locked doors. Once police arrive, they Police 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, **or in relation to the school**. A lockdown minimizes access and visibility in an effort to shelter students, staff and visitors in secure locations. All outer doors are locked **if possible**.

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~~

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TYPE I THREAT RESPONSE LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE, BOMB THREAT, CONCEALED WEAPONS

~~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. ***Once police are on scene, they are in control of the situation.***

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

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 ***either directly or through the superintendent;***
- staff and students take immediate precautions to ensure safety, taking cover in the closest secure location – enter nearest room & lock doors;
- exterior school doors and windows are locked, if threat is outside of building; cover inner glass panes where possible;
- lights are turned off;
- window blinds are closed; if there is a window in the classroom door, consider a cover for the window if safe to do so;
- staff and students stay silent and hidden away in the safest area of the room and stay away from doors and windows;
- staff and students become aware of sight lines;
- staff and students take cover, if available (get behind something solid); ***staff ensure that students with physical or other disabilities who cannot take cover on their own, ie. wheelchair use, are moved to a secure place in the classroom and furniture is used to create a barricade;***

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- *individual plans must be created and followed for all students and staff with identified needs (including those who have a temporary need for accommodation);*
- 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.

Additional Considerations

~~LOCKDOWN PROCEDURES IN CLASSROOMS AND WASHROOMS~~

CONFIRMATION OF AN EMERGENCY SITUATION REQUIRING LOCKDOWN

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.***
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.***
3. ***If it is safe to do so, the observer should obtain the following details for the report to the office:***
 - ***location and number of suspects;***
 - ***if the suspect is moving or stationary;***
 - ***the direction of travel of the suspect;***
 - ***the identity or description of the suspect (build, clothing, etc.);***
 - ***description of weapons;***
 - ***possible motive or threats made; and***
 - ***any known injuries and location of casualties.***
4. ***The observer shall not confront an armed intruder or suspect.***

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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.*

ANNOUNCING LOCKDOWN FROM OFFICE PA SYSTEM

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.*
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.*
3. *If there is only one person available in the office, LOCKDOWN shall be initiated before calling 911.*
4. *The person receiving the report of a violent incident or threat initiates the LOCKDOWN procedure as follows:*
 - *activates all public address (PA) systems inside and outside the building; and*
 - *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).
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.*

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THE 911 CALL DURING LOCKDOWN

1. *A call to 911 will initiate assistance from police services, as well as fire and ambulance services if required.*
2. *The person calling 911 will remain on the line and provide the following information as prompted by the operator:*
 - *the caller's name, the school name and full address;*
 - *a description of the situation;*
 - *whether anyone is injured and the severity of the injuries;*
 - *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);*
 - *confirm last known location of suspect; and*
 - *the direction of travel of the suspect.*

NOTIFICATION OF LOCKDOWN

1. *The principal or designate will notify the director's office either directly or through the superintendent, who will notify, property services, and Student Transportation Services of Thunder Bay (STSTB).*
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.*
3. *As per the school plan, the director's office will notify other school boards and community partners as appropriate.*

CONSIDERATIONS

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.*

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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.*
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. *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. 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. There could be an issue with weapon confusion.*
5. *Teachers will take attendance in class noting students who are outside the class and any additional students who have entered the room.*
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.*
7. *Staff and students need to be moved from washrooms into classrooms/secure areas but not if it means moving into immediate danger.*
8. *For elementary schools, it is recommended that plans identify an adult who normally works near 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.*

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9. *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 washrooms when lockdown has been removed and it is safe to do so.*
10. *Students and staff must not answer the door. If necessary, the principal will use the master key to enter classrooms and other sites.*
11. *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.*

LOCKDOWN PROCEDURES IN OPEN AREAS

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.*
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.*

LOCKDOWN PROCEDURES OUTSIDE THE BUILDING

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.*

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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.*

ENDING A LOCKDOWN

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.*
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.*
3. *It is also important to have a pre-determined location for parent/guardians and the media away from the school building*
4. *When the lockdown is over, students may be released to parents/guardians, and the staff will attempt to monitor student departures.*

THE ROLE OF THE POLICE AND EMERGENCY PERSONNEL IN LOCKDOWNS

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.*
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.*
3. *Police will implement the immediate rapid deployment method to stop the threat. This means that police officers will enter the building immediately.*

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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.*
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.*
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.*
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 LDSB 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.*

FOLLOW-UP TO THE LOCKDOWN INCIDENT

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.*

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2. Follow-up procedures may include the following:

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

HOLD AND SECURE: Moderate Level Response

HOLD AND SECURE RESPONSE PLAN

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

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

Explanation- HOLD AND SECURE

~~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 ***an ongoing direct threat to the school community*** 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~~ ***needs to be*** secured due to an ongoing situation outside and not related to the school that requires all persons to remain in the building.

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

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

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

Possible Causes

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

ACTIONS

- a call is placed to ***the hold and secure is communicated to the police, and the director's office either directly or through the superintendent*** 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

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- on the advice of police, director or designate, the school will be notified when it can come out of 'Hold and Secure'.

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

CONFIRMATION OF AN EMERGENCY SITUATION REQUIRING HOLD & SECURE

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.***
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.***
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):***
 - ***location and number of suspects;***
 - ***if the suspect is moving or stationary;***
 - ***the direction of travel of the suspect;***
 - ***the identity or description of the suspect (build, clothing, etc.);***
 - ***description of weapons;***
 - ***possible motive or threats made;***
 - ***any known injuries and location of casualties; and***
 - ***the observer shall not confront an armed intruder or suspect.***

ANNOUNCING HOLD AND SECURE FROM OFFICE PA SYSTEM

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.***

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2. *The staff member receiving the report shall notify the principal or designate as quickly as possible.*
3. *The person receiving the report initiates the Hold and Secure procedure as follows:*
 - *activates all public address (PA) systems inside and outside the building; and*
 - *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)*
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.*

THE 911 CALL DURING HOLD AND SECURE

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.*
2. *The person calling 911 will remain on the line and provide the following information as prompted by the operator:*
 - *the caller’s name, the school name and full address;*
 - *a description of the situation;*
 - *whether anyone is injured and the severity of the injuries;*
 - *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);*
 - *confirm the last known location of the suspect (if applicable); and*
 - *direction of travel of the suspect (if applicable).*

NOTIFICATION OF HOLD AND SECURE

1. *The principal or designate will notify the director’s office either directly or through the superintendent who will notify ~~the school superintendent~~, property services, and STSTB.*

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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.*
3. *As per the school plan, the director's office will notify other school boards and community partners as appropriate.*

CONSIDERATIONS

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.*
2. *Where there are curtains or blinds, they will be closed. Regular classroom and school activities continue.*
3. *As regular classroom activities will be occurring, the regular school and LDSB rules regarding cell phone use apply.*
4. *Teachers will take attendance in class noting students who are outside the class and any additional students who have entered the room.*
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.*
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.*
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.*

HOLD AND SECURE PROCEDURES IN OPEN AREAS

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.*

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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.*

HOLD AND SECURE PROCEDURES OUTSIDE THE BUILDING

1. *Staff members will direct students in outdoor areas to immediately return inside the school.*

ENDING A HOLD & SECURE

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.*
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.*

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

1. *The police are responsible for responding to and investigating Hold and Secure. During a police led 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.*
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.*

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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.*
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.*
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.*
6. *If needed, 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.*

FOLLOW-UP TO THE HOLD AND SECURE INCIDENT

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.*

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2. Follow-up procedures may include the following:

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

SHELTER IN PLACE: Low Level Response

SHELTER IN PLACE RESPONSE PLAN

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

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

Explanation

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. 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.

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

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

Possible Causes

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

Actions

ACTIONS

- a call is placed ***the Shelter in Place is communicated*** to the director's office ***directly or through the superintendent*** 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.

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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.

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.

ANNOUNCING SHELTER IN PLACE FROM OFFICE PA SYSTEM

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 notify the principal.*
2. *The principal or designate initiates the Shelter in Place procedure as follows:*
 - a. *activates all public address (PA) systems inside and outside the building; and*
 - b. *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).*
3. *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.*

THE 911 CALL DURING SHELTER IN PLACE

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. Normally the shelter in place will be initiated by the police.

NOTIFICATION OF SHELTER IN PLACE

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1. *The principal or designate will notify the director's office either directly or through the superintendent of education who will notify property services, and STSTB.*
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, if necessary*
3. *As per the school plan, the director's office will notify other school boards and community partners as appropriate.*

CONSIDERATIONS

1. *Staff and students move freely within the school.*
2. *People enter and remain in the building with the doors and windows closed.*
3. *Regular classroom activities continue.*
4. *External doors are locked and monitored.*
5. *Signs are placed on external door windows with school phone number and website (see FORM #6010-A-2).*
6. *If applicable, fans, including heating and air conditioning units, should be turned off to prevent outside air from entering the building.*
7. *Normal operations may continue within the building.*
8. *Teachers will take attendance in class noting students who are outside the class and any additional students who have entered the room.*
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.*

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SHELTER IN PLACE PROCEDURES IN OPEN AREAS

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.*
2. *Staff and students may move freely within the school.*

SHELTER IN PLACE PROCEDURES OUTSIDE THE BUILDING

Staff members will direct students in outdoor areas to immediately return inside the school.

ENDING A SHELTER IN PLACE

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.*
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.*

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

1. *The police are responsible for 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.*
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.*

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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.*
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.*

FOLLOW-UP TO THE SHELTER IN PLACE INCIDENT

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.

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 Washroom~~
 - ~~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~~

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~~must prepare students for staying in a Lockdown situation for an extensive period of time.~~

~~4.3 Individuals are to contact the office ONLY with vital information regarding the incident; for example: "I see the intruder in the southwest hallway".~~

~~4.4 Cell phones and text messaging are NOT to be used by the staff or by students unless communicating vital emergency information about the incident or calling 911. No calls are to be made unless it is an emergency. A ringing cell phone or cell phone light may alert an intruder to a particular location. Students and staff are instructed not to use phones until cleared to do so.~~

~~4.5 Teachers will take attendance in class noting students who are outside the class and any additional students who have entered the room.~~

~~4.6 Students will not be allowed to use washrooms or lockers, except on the advice of the police. No one will be released, except by direction of the principal and/or police or when the "Lockdown is over" message is given. Refer to Section 11: Ending a Lockdown.~~

~~4.7 Staff and students need to be moved from washrooms into classrooms/secure areas but not if it means moving into immediate danger.~~

~~4.7.1 For elementary schools, it is recommended that plans identify an adult who normally works in close proximity to student washrooms, to check the washroom(s) prior to locking down themselves, if it is safe to do so. This adult would quickly check both male and female washrooms to which they have been assigned in the planning phase, and take any students found in the washrooms to their classroom(s)/closest secure area to lock down.~~

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

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

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

~~5. LOCKDOWN PROCEDURES IN OPEN AREAS~~

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

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

~~6. LOCKDOWN PROCEDURES OUTSIDE THE BUILDING~~

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

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

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

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

~~7. CONFIRMATION OF AN EMERGENCY SITUATION REQUIRING LOCKDOWN~~

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- ~~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.

~~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.

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~~8.4 The person receiving the report of a violent incident or threat initiates the LOCKDOWN procedure as follows:~~

~~8.4.1 activates all public address (PA) systems inside and outside the building; and~~

~~8.4.2 announces clearly and calmly on the public address system "This is _____ (give name) the _____ (state role e.g., principal). "Name of School" is now in LOCKDOWN. I repeat "Name of School" is now in LOCKDOWN. (It is recommended that this announcement be pre-printed and placed on or near the microphone)~~

~~8.5 Upon hearing the LOCKDOWN announcement, the staff will immediately initiate Lockdown procedures. The staff must take into consideration those within a site that may require alternate forms of communication.~~

~~9. THE 911 CALL DURING LOCKDOWN~~

~~9.1 A call to 911 will initiate assistance from police services, as well as fire and ambulance services if required.~~

~~9.2 The person calling 911 will remain on the line and provide the following information as prompted by the operator:~~

~~9.2.1 the caller's name, the school name and full address;~~

~~9.2.2 a description of the situation;~~

~~9.2.3 whether anyone is injured and the severity of the injuries;~~

~~9.2.4 a safe route to the building and a safe entrance for police, where police will be met by the principal or designate (if it is safe to do so);~~

~~9.2.5 confirm last known location of suspect; and~~

~~9.2.6 the direction of travel of the suspect.~~

~~10. NOTIFICATION OF LOCKDOWN~~

~~10.1 The principal or designate will notify the director's office who will notify the school superintendent, property services, and Student Transportation Services of Thunder Bay.~~

~~10.2 As per the school plan, the director's office will contact the local fire department as well as alternate sites outlined on the school site specific information.~~

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~~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.~~

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~~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 or school administrators present at the time of the incident;

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- ~~13.2.4 coordinating police and Board news releases;~~
- ~~13.2.5 evaluating the adequacy of the Lockdown plan and making modifications as necessary;~~
- ~~13.2.6 identifying lessons learned and developing further preventative measures;~~
- ~~13.2.7 maintaining close contact with any injured victims and families;~~
- ~~13.2.8 maintaining close cooperation with police services to facilitate completion of investigations; and~~
- ~~13.2.9 completing all necessary legal, insurance and administrative forms and documents as required.~~

HOLD AND SECURE PROCEDURES

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

Additional Considerations

~~14. HOLD AND SECURE PROCEDURES IN CLASSROOMS AND WASHROOMS~~

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

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~~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.~~

~~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.~~

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~~17.2 When a direct threat is reported, the staff member in the school office needs to obtain as much detail about the incident or threat as possible from the initial observer. The priority is to confirm that a direct threat is occurring, and then to be able to direct police quickly to the correct location.~~

~~17.3 If it is safe to do so, the observer should obtain the following details for the report to the office (if there is a threat outside of the building, if inside building, call lockdown):~~

~~_____ 17.3.1 location and number of suspects;~~

~~_____ 17.3.2 if the suspect is moving or stationary;~~

~~_____ 17.3.3 the direction of travel of the suspect;~~

~~_____ 17.3.4 the identity or description of the suspect (build, clothing, etc.);~~

~~_____ 17.3.5 description of weapons;~~

~~_____ 17.3.6 possible motive or threats made;~~

~~_____ 17.3.7 any known injuries and location of casualties; and~~

~~_____ 17.3.8 the observer shall not confront an armed intruder or suspect.~~

~~18. ANNOUNCING HOLD AND SECURE FROM OFFICE PA SYSTEM~~

~~18.1 All staff, especially those working in the main office, should be trained that when information is received in the office of a situation requiring a Hold and Secure, whoever receives that information will immediately activate the school's public address (PA) system, announcing the Hold and Secure.~~

~~18.2 The staff member receiving the report shall notify the principal or designate as quickly as possible.~~

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

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

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

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

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~~19. THE 911 CALL DURING HOLD AND SECURE~~

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

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

~~19.2.1 the caller's name, the school name and full address;~~

~~19.2.2 a description of the situation;~~

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

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

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

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

~~20. NOTIFICATION OF HOLD AND SECURE~~

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

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

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

~~21. ENDING A HOLD & SECURE~~

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

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

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

~~22.1 The police are responsible for responding to and investigating Hold and Secure. During a Hold and Secure, the police will assume command and control of the response and investigation but will liaise and work closely with school administrators throughout the process.~~

~~22.2 Police services are required to ensure that all members who may be dispatched to a call for service at a school are fully trained in this Hold and Secure procedure. Police will be met by the principal or designate at the entrance recommended during the 911 call (if it is safe to do so) and have immediate access to the school plan, including a floor plan of the school.~~

~~22.3 Police will make the decision as to whether controlled evacuation of a school under Hold and Secure is a viable option (e.g., in the event of a prolonged situation or a situation where the threat has been contained). Police will direct the controlled evacuation process.~~

~~22.4 A police command post is the focal point for command and control of the emergency situation by police. This will not be a communication area for parents/guardians.~~

~~22.5 Staff members, students and other occupants of the building need to be aware that any site may contain crime scene evidence. They should avoid tampering with or disturbing evidence. All objects, to the greatest extent possible, should be left exactly as they are found, to assist with law enforcement investigations.~~

~~22.6 The police will set up a media relations center in the designated area outside the incident site. The police will be responsible for media relations regarding the incident and police response. The director of education or designate will be responsible for media relations regarding issues dealing with the students and school. It is recommended that media personnel from police and the Board share press releases prior to release to the media so that both police and school officials are each aware of what the other is saying.~~

~~23. FOLLOW UP TO THE HOLD AND SECURE INCIDENT~~

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

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~~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 or 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.~~

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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.~~

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~~26.4 When the Shelter in Place is over, students may be released to parents/guardians, and the staff will attempt to monitor student departures.~~

~~27. CONFIRMATION OF AN EMERGENCY SITUATION REQUIRING SHELTER IN PLACE~~

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

~~28. ANNOUNCING SHELTER IN PLACE FROM OFFICE PA SYSTEM~~

~~28.1 All staff, especially those working in the main office, should be trained that when information is received in the office of a situation requiring a Shelter in Place, whoever receives that information will immediately activate the school's public address (PA) system, announcing the Shelter in Place.~~

~~28.2 The staff member receiving the report shall notify the principal or designate as quickly as possible.~~

~~28.3 The person receiving the report initiates the Shelter in Place procedure as follows:~~

~~28.3.1 activates all public address (PA) systems inside and outside the building;
and~~

~~28.3.2 announces clearly and calmly on the public address system
 _____ "This is _____ (give name) the _____ (state role e.g., principal).
 "Name of School" is now in SHELTER IN PLACE. I repeat "Name of
 School" is now in SHELTER IN PLACE. (It is recommended that this
 announcement be pre-printed and placed on or near the microphone).~~

~~28.4 Upon hearing the Shelter in Place announcement, the staff will immediately initiate~~

~~_____ Shelter in Place procedures. The staff must take into consideration those within a site that may require alternate forms of communication.~~

~~29. THE 911 CALL DURING SHELTER IN PLACE~~

~~29.1 If the decision to initiate a Shelter in Place is site based, a call to 911 will initiate assistance from police services, as well as fire and ambulance services if required.~~

~~29.2 The person calling 911 will remain on the line and provide the following information as prompted by the operator:~~

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- ~~29.2.1 the caller's name, the school name and full address;~~
- ~~29.2.2 a description of the situation;~~
- ~~29.2.3 whether anyone is injured and the severity of the injuries; and~~
- ~~29.2.4 a safe route to the building and a safe entrance for police, where police will be met by the principal or designate (if it is safe to do so).~~

~~30. NOTIFICATION OF SHELTER IN PLACE~~

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

~~31. ENDING A SHELTER IN PLACE~~

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

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

- ~~32.1 The police are responsible for responding to and investigating Shelter in Place. During a Shelter in Place, the police will assume command and control of the response and investigation, as necessary, but will liaise and work closely with school administrators throughout the process.~~
- ~~32.2 Police services are required to ensure that all members who may be dispatched to a call for service at a school are fully trained in this Shelter in Place procedure. Police will be met by the principal or designate at the entrance recommended~~

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during the 911 call (if it is safe to do so) and have immediate access to the school plan, including a floor plan of the school.

~~32.3~~ Police will make the decision as to whether controlled evacuation of a school under Shelter in Place is a viable option (e.g., in the event of a prolonged situation or a situation where the threat has been contained). Police will direct the controlled evacuation process.

~~32.4~~ A police command post is the focal point for command and control of the emergency situation by police. This will not be a communication area for parents/guardians.

~~32.5~~ Staff members, students and other occupants of the building need to be aware that any site may contain crime scene evidence. They should avoid tampering with or disturbing evidence. All objects, to the greatest extent possible, should be left exactly as they are found, to assist with law enforcement investigations.

~~32.6~~ The police will set up a media relations center in the designated area outside the incident site. The police will be responsible for media relations regarding the incident and police response. The director of education or designate will be responsible for media relations regarding issues dealing with the students and school. It is recommended that media personnel from police and the Board share press releases prior to release to the media so that both police and school officials are each aware of what the other is saying.

~~33.~~ FOLLOW-UP TO THE SHELTER IN PLACE INCIDENT

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

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

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

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

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- ~~33.2.3 follow up by police of school administrators present at the time of the incident;~~
- ~~33.2.4 coordinating police and Board news releases;~~
- ~~33.2.5 evaluating the adequacy of the Shelter in Place plan and making modifications as necessary;~~
- ~~33.2.6 identifying lessons learned and developing further preventative measures;~~
- ~~33.2.7 maintaining close contact with any injured victims and families;~~
- ~~33.2.8 maintaining close cooperation with police services to facilitate completion of investigations; and~~
- ~~33.2.9 completing all necessary legal, insurance and administrative forms and documents as required.~~

~~34. CONCEALED WEAPONS
CONCEALED WEAPONS RESPONSE PLAN~~

~~34.1 Presence of Weapons~~

~~**PRESENCE OF WEAPONS**~~

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

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

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

- ~~1. 34.1.1 Gather Information~~
- ~~2. 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?; **and**~~
 - ~~• Is the source reliable?.~~~~
- ~~3. 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~~~~

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- 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?; **and**
- What is the best location for police to confront the student?;

4. *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

5. 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

6. Factors to Consider:

- type of weapon;
- past conduct of the suspect;

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

34.2.1

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

34.2.2

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

34.2.3

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

34.2.4

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

34.3

7. 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.

35. BOMB THREAT PROCEDURE

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BOMB THREAT RESPONSE PLAN

PURPOSE

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

~~35.2~~ Definitions

DEFINITIONS

1. ~~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.
2. ~~35.2.2~~ Emergency – a serious, unexpected, and often dangerous situation requiring immediate action.
3. ~~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

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~~

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subsequent drills.

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

~~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~~

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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.~~

~~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).~~

1. ***Lakehead District School Board shall provide resources and support to school administrators to assist schools in the implementation and maintenance of an individual school's Bomb Threat Response Plan that will be kept in the school's Crisis Response Binder.***
2. ***Principal or designate shall:***
 1. ***Be familiar with the Police/School Board Protocol found in the school's Crisis Response Binder.***
 2. ***Be responsible for the development of the individual school plan as part of the school's Emergency Response Plan.***
 3. ***Be responsible for inviting police, fire and emergency medical service to participate in review of the plan and subsequent drills.***
 4. ***Ensure that the plan is reviewed and updated yearly and is easily accessible in the school's Crisis Response Binder.***
 5. ***Schedule and practice a minimum of one bomb threat drill a year.***
 6. ***Ensure that staff and students are trained on how to respond to a Bomb Threat.***
 7. ***Seek the assistance of the school's Emergency Response Team***

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- in all of the above.*
8. *In the event of a situation, 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.*
 9. *In the event of a situation, be the authority responsible for the initial assessment and related decisions, including those regarding visual scans and evacuations.*
 10. *In the event of a situation, contact their superintendent and report threat and status, when safe to do so.*
-
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 or 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.*
 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.*
 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.*
 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.*
 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.*

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8. *Emergency Medical Services (EMS) – EMS personnel will provide urgent medical care in the event of an explosives incident.*
9. *Fire Department – The fire department can be present during bomb threat incidents in the event that fire suppression operations are needed and will provide fire suppression and rescue operations in explosives incidents. Further, the fire department (Assistants to the Fire Marshal) must report all explosions to the Office of the Fire Marshal and Emergency Management (OFMEM).⁸ The OFMEM provides a 24-hour response for all explosions. The OFMEM is notified immediately of all fatal fires, explosions, and incidents causing injuries so that an OFMEM investigator can be assigned*

~~35.4~~ Floor Plans and Facilitation of Access

FLOOR PLANS, COMMAND POST AND FACILITATION OF ACCESS

~~35.4.1~~

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~~

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~~

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.

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35.4.4

- 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.
- 5.** *The careful assessment of a school facility and the development and implementation of sound security and planning measures may reduce the potential for bomb threats and explosives incidents. Local police services can be a useful resource when such assessments are conducted:*
- *determine likely locations in and around the school for the placement of suspicious packages/devices;*
 - *provide for controlled access to critical areas of all facilities (e.g., the main office, electrical rooms, mechanical rooms);*
 - *consider the use of electronic surveillance or closed-circuit television (CCTV), and, if such surveillance is adopted, post signage regarding its use;*
 - *address ways to ensure that emergency exits are kept clear from obstructions;*
 - *provide for the regular inspection of first aid and firefighting equipment;*
 - *include, and provide for the regular review of, document-safeguarding procedures;*
 - *assess whether interior/exterior and auxiliary lighting is adequate; and*
 - *develop an inspection procedure for all incoming packages and consider other potential threats.*

35.5 Bomb Threat Intake Procedures

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BOMB THREAT INTAKE PROCEDURES

~~35.5.1~~

- ~~1. All bomb threats must be taken seriously and not as a hoax.~~

~~35.5.2~~

- ~~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.~~

The person receiving the threat must record details of the call (see Bomb Threat Telephone Procedure within) and 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~~

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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.

35.7 Initiating a Bomb Threat Response

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.~~

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~~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.~~

1. ***Only the principal or designate makes the decision whether to evacuate, whether it will be full or partial, and will use the PA system to communicate.***
2. ***The announcement to evacuate must be unambiguous, and the evacuation location(s) must be clearly understood. Fire alarms should not be used to signal an evacuation in response to a bomb threat, as this may cause confusion regarding the nature of the emergency. When announcing an evacuation, it is advisable to use clear, concise language rather than codes. Evacuations should be conducted in a quiet and systematic way, giving consideration to the threat location and students and staff most at risk.***
3. ***Every school plan must detail procedures to facilitate a safe and effective partial or full evacuation of the facility. Plans should also detail the process to end any partial or full evacuation. Although bomb threat drills and fire drills will involve evacuation plans that are similar in many ways, the two plans should be treated and practiced separately. The decision to direct an evacuation should be made only after careful consideration of the risks. As the most likely location for a bomb is in a common area, evacuation through common areas can increase risk.***
4. ***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 if it is safe to do so.***
5. ***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 and the use of a student specific plan will be used.***

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6. *In the process of evacuating, all staff are to perform a visual scan for any suspicious looking packages*
7. *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.*
8. *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.*

~~35.8. 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.~~

~~35.9. Evacuation Procedures~~

~~35.9.1 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.~~

~~35.9.2 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.~~

~~35.9.3 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.~~

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~~35.9.4 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.~~

LOCATION OF A SUSPICIOUS DEVICE/PACKAGE

If 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;*
- *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;*
- *the school principal will work with emergency services personnel, which may include first responders, investigators, and bomb technicians, to evaluate the need to relocate evacuees and/or command posts; and*
- *legitimate property may have been left behind in an evacuated area, so attempts should be made to establish ownership of any suspicious device/ package. This should be done by making inquiries, not by handling the package/device.*

35.11 Procedures Following an Explosives Incident

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PROCEDURES FOLLOWING AN EXPLOSIVES INCIDENT

35.11.1

- 1. *Every plan must include procedures for dealing with an explosives incident that occurs within a school building or in the school yard. Explosives incidents may occur without warning or after a bomb threat has been received. Explosives incidents do not always require a full evacuation of the school. Under certain circumstances, and if it is determined that there is no fire, a partial evacuation of the building may be appropriate.***
- 2. *The principal or designate should be notified immediately and informed of any action taken.***
3. When an explosives incident occurs, the principal must be notified immediately and informed of any action taken.

35.11.2

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

35.11.3

5. 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.

35.12 Training

TRAINING

35.12.1

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

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-DRILLS

1. ~~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.
2. ~~35.13.2~~ Schools are required to find age-appropriate ways to train students on

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

3. ~~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~~ **COMMUNICATION**

1. ~~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.
2. ~~35.14.2~~ All communication with the media must be referred to LDSB'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 LDSB communications staff are responsible for media on issues of staff and student safety.

~~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.~~

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~~35.15 School Recovery Following an Incident~~

SCHOOL RECOVERY FOLLOWING AN INCIDENT

- 1. ~~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.
- 2. ~~35.15.2~~ Lakehead District School 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.~~

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

- 1. ~~36.4~~ 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.
- 2. ~~36.2~~ Each school shall conduct a minimum of ~~three~~ two 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.~~
- 3. ~~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.

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4. ~~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.
5. ~~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.
6. ~~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.
7. ~~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.
8. ~~36.8~~ Administrators must have their mobile device with them and turned on at all times during the school day.

37. COMMUNICATING THE PLAN

37.1

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

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.

APPENDIX A
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TYPE I
THREAT RESPONSE
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CONCEALED WEAPONS

~~37.3~~

- 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~~

- 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~~

- 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~~

- 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~~

- 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.

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6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE

TYPE I
THREAT RESPONSE
LOCKDOWN, HOLD AND SECURE, SHELTER IN PLACE, BOMB THREAT,
CONCEALED WEAPONS

~~38.~~

LOCKDOWN, HOLD AND SECURE AND SHELTER IN PLACE DRILLS

1. ~~38.4~~ 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.
2. ~~38.2~~ Elementary and secondary schools are required to have ~~three~~ **two** practice lockdowns and ~~one Hold and Secure drill each school year.~~
3. ~~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.
4. ~~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.
5. ~~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.
6. ~~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

1. ~~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.
2. ~~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.~~

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

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

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.

41. BUILDING KEYS AND DOOR LOCK MANAGEMENT

1. 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.
2. 41.2 Principals must develop and maintain a system to track the assignment of building keys to staff, including itinerant or occasional staff.
3. 41.3 Principals must ensure that staff are aware that they must report any misplaced or stolen keys immediately to the principal.
4. 41.4 Principals must ensure that staff are aware that keys must be returned to the principal when relocating or retiring from the building.
5. 41.5 Board practice, collection of keys from transferring staff, addresses specific details about key and lock standards used in all LDSB facilities.
6. 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, BOMB THREAT,
CONCEALED WEAPONS**

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**

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

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 A
6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURE**

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

*Form 6010-A-3
Individual Emergency and Lockdown Plan*

<i>Student Information:</i>	<i>Name:</i>
	<i>Homeroom:</i>
<i>Student Strengths that might help them in a crisis</i>	
<i>Medical Needs</i>	
<i>Communication Needs</i>	
<i>Sensory Needs</i>	
<i>Other Critical Information</i>	

APPENDIX B

6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURES

TYPE II FIRE SAFETY PLAN

1. PURPOSE

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

2. FIRE SAFETY PLAN

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

3. INSTRUCTION

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

4. FIRE DRILLS

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

APPENDIX B 6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURES

TYPE II FIRE SAFETY PLAN

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

5. DUTIES OF THE PRINCIPAL/SUPERVISOR

The principal/supervisor shall:

- 5.1 Appoint staff members to check all washrooms, locker rooms, ancillary spaces and someone to call the fire department.
- 5.2 Determine that all doors are kept unlocked and unobstructed.
- 5.3 Assign staff to assist pupils who are incapable of walking out with the class.
- 5.4 Ensure that the needs of students with special needs are addressed in all emergency evacuation plans. ***Individual plans must be created and followed for all students and staff with identified needs (including those who have a temporary need for accommodation) in order to allow for their safe evacuation.***
- 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~~ ***September. Include within the plan consideration for refuge areas on each floor where those who are injured or who are otherwise unable to evacuate can gather and wait for assistance.***

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.

APPENDIX B

6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURES

TYPE II FIRE SAFETY PLAN

- 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.
- 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 LDSB representative.

APPENDIX B

6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURES

TYPE II FIRE SAFETY PLAN

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

8. DUTIES OF CUSTODIAL AND MAINTENANCE STAFF

Custodians/maintenance staff shall:

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

Appendix C

6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURES

TYPE III SITUATIONS REQUIRING CONSULTATION WITH POLICE

1. PURPOSE

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 ***these procedures and*** the Police School Protocol.

Appendix D

6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURES

TYPE IV MUNICIPAL LEVEL EMERGENCIES

1. PURPOSE

- 1.1 In the event of a municipal emergency declared by municipal authorities, the municipality may, through the director of education, request the use of a school building as an evacuation shelter. The municipality has the authority to commandeer the building and will be responsible for administration of the site as a shelter including reception, food, sleeping accommodation and first aid.
- 1.2 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

TYPE V PROPERTY EMERGENCIES

1. PURPOSE

In the event of an emergency such as fire, flood, intrusion, natural disaster, failure of a utility service or other event that impacts the operation or integrity of a building or property, the Board's Emergency Operations Committee will take steps to respond to the emergency and notify necessary LDSB 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 LDSB'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 Lakehead District School 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 (STSTB), if required.

Appendix E

6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURES

TYPE V PROPERTY EMERGENCIES

4. RESPONSE

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

Appendix F

6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURES

TYPE VI WEATHER PRACTICES

1. PURPOSE

It is the responsibility of the director of education, to make decisions with respect to the early and/or temporary shutdown of schools and LDSB 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 Student Transportation Services of Thunder Bay 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 STSTB 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 LDSB 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.

Appendix F

6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURES

TYPE VI WEATHER PRACTICES

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

- 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 LDSB 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.

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TYPE VI WEATHER PRACTICES

6.5 The STSTB office will:

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

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

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

6.9 Afternoon Process

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

7. EMERGENCY PLANS

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

7.2 Retention of Students at School

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

Appendix F

6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURES

TYPE VI WEATHER PRACTICES

7.3 Jim McCuaig Education Centre

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

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

7.4 Designated Building Monitor

School emergency plans shall include the designation of a LDSB 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 travelling 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.

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TYPE VI WEATHER PRACTICES

8.4 Early Release

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

8.5 Work Sites

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

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

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

8.6 Custodian Responsibilities

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

8.7 Communication

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

9. PERMIT USE

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

Appendix G

6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE PROCEDURES

REFERENCES

References

Legal References:

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

Resources:

- Ministry of Education Document – Guidelines for Developing and Maintaining Lockdown Procedures for Elementary and Secondary Schools in Ontario;
- Lakehead District School Board Safe Schools Binder (Communication Protocols, School Emergency Response Plan, Fire Safety Plan, Threat Response, STSTB Emergency Evacuation Plan);
- Lakehead District School Board Police School **Board** 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; **and**
- **Emergency Response Quick Reference guide;**
- ~~Police School Board Protocol Version 3.0; and~~
- policies and procedures from the following: *Ottawa-Carleton District School Board*, Hastings and Prince Edward District School Board, Grand Erie District School Board, District School Board Ontario North East, Simcoe County District School Board, and Upper Grand District School Board.

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 FEB 14
Report No. 037-23

TO THE CHAIR AND MEMBERS OF
THE BOARD ADVISORY COMMITTEE – Public Session

RE: POLICY DEVELOPMENT – 7050 CONFLICT OF INTEREST POLICY

1. Background

- 1.1 It is the policy of Lakehead District School Board (LDSB) that policies will be developed/reviewed in accordance with 2010 Policy Development and Review Policy.
- 1.2 At the May 24, 2022, Regular Board Meeting, the development of 7050 Conflict of Interest Policy was approved.
- 1.3 On December 7, 2022, the draft policy and procedures were posted on the Board website for constituent feedback and comment with input to be received by January 25, 2023.

2. Situation

- 2.1 Best practice is for LDSB to develop its own 7050 Conflict of Interest Policy, which will ensure alignment with both LDSB and provincial requirements.
- 2.2 The policy is attached as Appendix A and the procedures as Appendix B.
- 2.3 Upon final approval, the policy will be distributed according to LDSB procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 7050 Conflict of Interest Policy as indicated in Report No. 037-23.

Respectfully submitted,

MICHELLE PROBIZANSKI
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

PERSONNEL AND EMPLOYEE RELATIONS**7000****DRAFT – February 14, 2023****CONFLICT OF INTEREST POLICY****7050****1.0 Rationale**

The Lakehead District School Board (LDSB) is committed to fostering public trust in education and endeavours to maintain the highest business and ethical standards. The policy is intended to facilitate the protection of the integrity of employees in the course of fulfilling their responsibilities to LDSB.

2.0 Policy

- 2.1 This policy defines and addresses potential, apparent and actual conflicts of interest that may arise for employees or volunteers at LDSB. It provides guidance to employees and volunteers so that conflicts of interest are recognized and either avoided or resolved expeditiously through the procedures for disclosure and management.
- 2.2 Employees shall support and advance the interests of LDSB and to avoid placing themselves in situations where their personal interests actually, or potentially, conflict with the interests of LDSB or may affect their ability to exercise skill and good judgment on behalf of LDSB in the performance of their duties.
- 2.3 The fundamental principle underlying this policy is that employees, volunteers and trustees must not permit relationships with others or external business activities to conflict, or appear to conflict, with the interests of LDSB.
- 2.4 Employees and volunteers are required to disclose a potential, apparent or actual conflict of interest as soon as they become aware of it, in writing, to their school's principal or manager.

3.0 Application and Scope

This policy applies to all employees and volunteers at LDSB and provides for procedures to address conflicts of interest. The LDSB Trustee Code of Conduct applies to trustees.

The 7022 Conflict of Interest, Teacher Hiring Policy, applies to employees who are involved with teacher hiring and those individuals who are invited by LDSB, in extenuating circumstances, to assist with hiring teachers.

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4.0 Specific Conflicts

Without restricting the generality of this policy, the following circumstances may give rise to Conflicts of Interest:

- 4.1. Participating in, or influencing the outcome of the appointment, hiring, promotion, supervision or evaluation of a person with whom the employee has, or has had, a relationship;
- 4.2. Acceptance by an employee of a gift from any of the following persons or entities if a reasonable person might conclude that the gift could influence the employee when performing job duties with LDSB:
 - person, group or entity that has dealings with LDSB;
 - a person, group or entity to whom the employee provides services in the course of their job duties at LDSB; and
 - a person, group or entity that seeks to do business with LDSB.
- 4.3. An employee who is offered a gift in the circumstances described in 4.2 above shall consult with their school's principal or their manager.

5.0 Duty to Disclose

Employees and volunteers at LDSB must disclose potential, apparent or actual conflicts of interest that may arise in the context of their job duties or volunteer work at LDSB as set out in the procedures.

A potential, apparent or actual conflict of interest involving an employee or volunteer may also be reported by any other LDSB community member to their school principal or manager.

6.0 Procedures

Lakehead District School Board will establish procedures for the disclosure and management of conflict of interest by employees and volunteers, in accordance with this policy.

7.0 Definitions

Conflict of Interest - a potential, apparent, or actual conflict where an employee or volunteer's financial or other personal interest, whether direct or indirect, conflicts or appears to conflict with the employee's or volunteer's responsibility to LDSB.

External Activity - any activity of an employee outside the scope of their employment with LDSB undertaken as part of a commercial or volunteer enterprise.

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Employee - full-time, part-time or casual employees of LDSB.

Relationship - any relationship of the employee or volunteer to persons of their immediate family whether related by blood, adoption, marriage, or common-law relationship, and any relationship of an intimate and/or financial nature during the preceding five years, any student-supervisor relationship, or any other past or present relationship that may give rise to a reasonable apprehension of bias.

Manager/Supervisor - the person to whom a student, volunteer or an employee reports.

Volunteer - refers to invited community members working with LDSB, for example, to support LDSB school-based activities or events.

8.0 Contraventions of this Policy

Adherence to this policy, in letter and in spirit, is crucial to the relationships of trust that exist between LDSB, its employees, and the public. Contraventions of this policy undermine these relationships and may lead to disciplinary action. Disciplinary sanctions for breach of this policy may take a range of forms appropriate to the nature of the contravention up to and including termination from employment.

9.0 Review

The superintendent responsible for human resources has final responsibility for this policy. 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>
7022 Conflict of Interest – Teacher Hiring	February 14, 2023	Education Act Ontario Human Rights Code MFIPPA
_____	<u>Date Revised</u>	_____ _____

PERSONNEL AND EMPLOYEE RELATIONS**7000****DRAFT – February 14, 2023****CONFLICT OF INTEREST PROCEDURES****7050**1.0 General

The 7050 Conflict of Interest Policy defines and addresses potential, apparent and actual conflicts of interest that may arise in the context of teacher hiring. It provides guidance to employees and volunteers so that conflicts of interest are recognized and either avoided or resolved expeditiously through appropriate disclosure and management.

2.0 Procedures

- 2.1 These procedures support the implementation of the 7050 Conflict of Interest Policy. They address the disclosure and management of conflict of interest involving employees and volunteers. Definitions provided in the 7050 Conflict of Interest Policy will apply to these procedures as well.
- 2.2 Conflicts of interest may include, but are not limited to, circumstances where a Lakehead District School Board (LDSB) employee or volunteer:
- is involved in a hiring or promotion decision when they have a close personal relationship with the candidate;
 - is involved in any business or other outside activity or interest that interferes with their regular duties and responsibilities at, and for, LDSB;
 - uses LDSB's equipment, resources, materials, or facilities, for outside employment or private practice; and
 - is involved in purchasing or other supply chain related activities and accepts gifts or favours during tendering activities or provides preferential treatment to any bidders or suppliers and/or publicly endorses suppliers or products.
- 2.3 Employees shall not give preferential treatment at LDSB to their relatives, personal friends or to organizations in which they or their relatives or friends have an interest, financial or otherwise.
- 2.4 Employees shall not engage in any outside work or undertaking that interferes with the performance of their duties for LDSB; and/or occurs during the individual's normal working hours; and/or would otherwise constitute full time employment.
- 2.5 Where there is a situation where an employee may have a direct supervisory role over another family member or close associate as a result of circumstances ranging from the implementation of a collective agreement to a change in work responsibilities, each employee shall report this conflict, in writing, to their superintendent who will then make contact with human resources to determine if any action is required.
- 2.6 Employees of LDSB shall not, during or after their employment with LDSB, use their positions or knowledge derived therefrom, confidential information, LDSB time and/or facilities, for their personal or private financial gain, or other benefit, or for that of their friends, relatives or private associations or harm LDSB in any way.

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3.0 Procedures for Disclosure of Conflicts of Interest

- 3.1 All employees and volunteers have an obligation to disclose to their school's principal or manager, any conflict of interest. The employee or volunteer must disclose, in writing, as soon as they could reasonably be aware that a conflict of interest exists.
- 3.2 The existence of a conflict of interest does not necessarily preclude involvement in the issue which has given rise to the conflict ("the matter"). The employee must declare, in writing, the nature and extent of the conflict of interest no later than any meeting or process in which the employee participates and at which the matter is to be considered. The employee must refrain from taking part in any discussion or decision-making in relation to the matter and withdraw from any meeting or process when the matter is being discussed until a decision has been reached regarding the manner in which the conflict of interest will be addressed. Volunteers may be required to excuse themselves from the matter.
- 3.3 A conflict of interest involving an employee or a volunteer may also be reported to the school's principal or manager by any other LDSB community member. A report to a school's principal or manager about the existence of a potential, apparent or actual conflict of interest shall be made in writing.

4.0 Procedures for the Management of Conflict of Interest

- 4.1 If the school's principal or manager, to whom the disclosure is normally made, also has a conflict of interest, the disclosure should be made, in writing, to the person at the next highest level of authority or their designate.
- 4.2 The school's principal or manager will investigate to determine if a conflict of interest exists. Where appropriate, the school's principal or manager may consult with the employee, the volunteer, their superintendent and/or others.
- 4.3 If the school's principal or manager determines there is a conflict of interest, the school's principal or manager should resolve the matter as required in Section 5.0, below, and shall document, in writing, any remedies that have been applied.

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5.0 Options for Resolving Conflict of Interest

If a school’s principal or manager determines that a conflict of interest exists, the school’s principal or manager will decide the appropriate course of action:

1. If the matter pertains to Section 4.1 of the policy, and where the employee may be knowledgeable and have information central to the discussion, the employee with a conflict or appearance of conflict may be permitted to be involved in the matter without participating in the final decision described in Section 4.1 of the policy.
2. If an employee fails to disclose a conflict as set out in Section 3.0 of these procedures above, a range of remedies can be applied, up to and including the termination of employment. If a volunteer fails to disclose a conflict, a range of remedies can be applied, up to including removal from participation in the matter.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
7021 Teacher Hiring Policy	February 14, 2023	Education Act Ontario Human Rights Code
7022 Conflict of Interest – Teacher Hiring Policy	<u>Date Revised</u>	

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 FEB 14
Report No. 038-23

TO THE CHAIR AND MEMBERS OF
THE BOARD ADVISORY COMMITTEE - Public Session

RE: POLICY REVIEW – 7060 STAFF TRAINING AND PROFESSIONAL DEVELOPMENT

1. Background

- 1.1 The 7060 Staff Training and Professional Development Policy was last revised on October 28, 2014.
- 1.2 At the May 24, 2022 Regular Board Meeting, 7060 Staff Training and Professional Development Policy was approved for review during the 2022-2023 school year.
- 1.3 On December 7, 2022, the draft policy and procedures were posted on the Board's website and distributed to constituent groups for review and comment with input to be received by January 25, 2023.

2. Situation

- 2.1 During the internal review process, several revisions resulted in a discussion about whether the policy needed to be in place as a standalone policy, or if the intended governance of the policy could be weaved into other relevant policies.
- 2.2 This requires a more in-depth review of those policies, and more time is required to complete the review.

RECOMMENDATION

It is recommended that Lakehead District School Board defer the review of 7060 Staff Training and Professional Development Policy.

Respectfully submitted,

AJ KEENE
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 FEB 14
Report No. 035-23

TO THE CHAIR AND MEMBERS OF
THE BOARD ADVISORY COMMITTEE - Public Session

RE: POLICY REVIEW – 9015 FACILITY PARTNERSHIP

1. Background

- 1.1 It is the policy of Lakehead District School Board (LDSB) that policies will be developed/reviewed in accordance with 2010 Policy Development and Review Policy.
- 1.2 At the May 24, 2022, Regular Board Meeting, 9015 Facility Partnership Policy was approved for review during the 2022-2023 school year as part of the policy development and review cycle.
- 1.3 On December 7, 2022, the draft policy and procedures were posted on the LDSB website and distributed to constituent groups for review and comment with input to be received by January 25, 2023.

2. Situation

- 2.1 The revised policy is attached as Appendix A, the procedures as Appendix B and the appendix as Appendix C.
- 2.2 Upon final approval, the policy and procedures will be distributed according to LDSB procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board Approve 9015 Facility Partnership Policy as amended, Appendix A to Report No. 035-23.

Respectfully submitted,

DAVE COVELLO
Manager of Information Technology and Corporate Planning

KIRSTI ALAKSA
Superintendent of Business

SHERRI-LYNNE PHARAND
Director of Education

FACILITIES AND EQUIPMENT**9000**

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FACILITY PARTNERSHIP POLICY**9015**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>
3060 Leasing of Space Policy	September 28, 2010	
8011 Use of School Buildings, Facilities and Ground Policy	<u>Date Revised</u>	
8070 Safe Schools – System Expectations Policy	October 27, 2015	
9010 Pupil Accommodation Review Policy		
<i>O.Reg 444/98 Ministry of Education Community Planning & Partnership Guide 2015</i>		

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FACILITIES AND EQUIPMENT**9000**

DRAFT – February 14, 2023

FACILITY PARTNERSHIP PROCEDURES**9015**

6.34 When LDSB is considering building a new school or undertaking a significant addition or renovation, it will notify the entities on the notification list one to three years prior to the potential construction date. Lakehead District School Board will provide as much information as possible about its plans and the site to support potential partners in determining the project's suitability for their purposes.

7. Other

7.1 Lakehead District School Board is not expected to incur additional costs to support facility partnerships. The rent and/or fees charged to the partners should cover the operations and capital cost, including administrative costs and all applicable taxes, to LDSB space occupied by the partner. Any additional costs will be borne by the partners.

7.2 Notwithstanding the above, where suitable partners cannot be found or LDSB considers it to be in its best interest, surplus space may be sold or leased in accordance with Ontario Regulation 44/98 as amended. Lakehead District School Board's 9010 Pupil Accommodation Review Policy governs the study of schools for potential closure.

8. Review

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

<u>Cross Reference</u>	<u>Date Received</u>	<u>Legal Reference</u>
3060 Leasing of Space Policy	September 28, 2010	_____
8011 Use of School Buildings, Facilities and Grounds Policy	<u>Date Revised</u>	_____
8070 Safe Schools – System Expectations Policy	October 27, 2015	_____
9010 Pupil Accommodation Review Policy		
<i>O.Reg 444/98 Ministry of Education Community Planning & Partnership Guide 2015</i>		



APPLICATION OF INTEREST FOR COMMUNITY FACILITY PARTNERSHIP

Potential community facility partners shall submit this form to the Community Planning and Partnership Committee of the Lakehead District School Board to be considered as facility partners.

CONTACT INFORMATION

Name of Organization

Address

Postal Code

Contact Name

Title

Telephone

Email

FACILITY PARTNERSHIP PROPOSAL

Location of Interest:

Provide a description of your organization and its goals:

Provide your facility needs including size, type, and space - square footage, number of classrooms, green space, parking, unique service, etc:

Indicate if any renovations will be required and how you plan to pay for them:

Indicate hours of operations:

How many staff/visitors/clients would you estimate to access your operations in a day?

What is your target date to begin occupying the space, and for how long?

Please provide any additional information that you feel is related to this application:

SUBMISSION DISCLAIMER AND CONFIRMATION

Disclaimer: This application in no way guarantees a community facility partnership with the Lakehead District School Board. By submitting this form you indicate your understanding that this is an application form to express interest only. This application will be reviewed and if considered further in the Lakehead District School Board Community Planning and Partnership process, you will be contacted and additional information may be requested.

Submitted by

Name

Title

Date

Signature

Submit

