

Securing Schools and Buildings Procedure

Procedure Number:	4008d
Procedure Owner:	Learning Support Services – Safe Schools
Effective Date:	2011 Sept 13
Amendment Dates:	2025 May 12
EIE Review Date:	2024 September 18
Resources:	• <i>The Education Act</i>, RSO 1990, c E.2 • Provincial Model for a Local Police/School Board Protocol 2015 • Ministry of Education: Guidelines for Developing and Maintaining Lockdown Procedures • Occupational Health and Safety Act (Section 32) Violence in the Workplace • Occupational Health and Safety Act (Section 52) Timeline for Reporting Injury • TVDSB Emergency Procedures Procedure (4001) • TVDSB Creating Safe and Caring Schools Policy (4008) • TVDSB Communications Procedures for Handling Situations/Incidents of Crisis/Controversy Independent Procedure (9008)

Table Of Contents

Section 1: Intent, Definitions, Objectives And Roles And Responsibilities.....	4
1. Intent	4
2. Definitions	4

3. Objective Of The Procedure.....	4
4. Roles And Responsibilities	4
Section 2: Making An Emergency And Crisis Response Plan	8
1. Guidance On Determining The Type Of Emergency And Crisis Response Plan To Activate.....	8
2. Overview Information For The Emergency And Crisis Response Plan	8
3. Room Area Assessments	10
4. Identification Of Buildings, Entrances And Exits.....	10
5. Initial Actions During A Response Plan Activation	11
6. Requirements Of Building Occupants When Securing Safe Areas During An Emergency And Crisis Response Plan	12
7. Requirements Of Building Occupants Responsible For Student Care When Securing Safe Areas During An Emergency And Crisis Response Plan	13
8. Securing Students In Higher-Risk Areas	14
9. Lease, Rental And Other Facility Occupants During The Instructional Day.....	15
10. Evacuations	15
11. Fire Alarms During An Emergency And Crisis Response Plan.....	16
12. Incidents Involving Weapons Or Suspected Weapons.....	17
13. Termination Of An Emergency And Crisis Response Plan	18
Section 3: Supports	20
1. Post Emergency And Crisis Response Plan Supports	20
2. For Building Occupants Not Directly Affected By The Building Response.....	20
3. The Day After A Building Response	21

Section 4: Data Tracking, Review And Training	22
1. Data Tracking	22
2. Yearly Review Of Emergency And Crisis Response Plan	22
3. Training Building Occupants On The Emergency And Crisis Response Plans	22
4. Lockdown Drills	23
5. Preparations For A Lockdown Drill	24
6. Post Lockdown Drill Actions	25
Appendix A – Emergency And Crisis Response Plan Bomb Threats	26
1. Roles And Responsibilities During A Bomb Threat.....	26
2. Requirements Of Emergency And Crisis Response Plan – Bomb Threat	27
3. How To Handle Bomb Threats	28
4. Bomb Threat Initial Assessment.....	29
5. If A Suspicious Object Is Found.....	31
Appendix B – Bomb Threat Procedures Telephone Card	32
Appendix C – Definitions	33

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

1. Intent

- 1.1. This procedure fulfills the policy objectives of TVDSB Creating Safe and Caring Schools Policy (4008) by assisting School Administrators with the development of their Emergency and Crisis Response Plan to ensure the safety of all persons within TVDSB School Buildings or on TVDSB Property.
- 1.2. This procedure conforms with and was written using the Provincial Model for a Local Police/School Board Protocol 2015 issued by the Ministry of Education.

2. Definitions

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

3. Objective of the Procedure

- 3.1. This procedure outlines the minimum expectations of TVDSB School Administrators when a building cannot be evacuated safely, and the Emergency and Crisis Response Plan must be activated.
- 3.2. The Emergency and Crisis Response Plan will have four unique responses, and generally, only one will be activated during an incident:
 - 3.2.1. Clear the Halls;
 - 3.2.2. Hold and Secure;
 - 3.2.3. Lockdown or
 - 3.2.4. Shelter in Place.
- 3.3. TVDSB's Bomb Threat Emergency and Crisis Response Plan Procedure is attached as Appendix A to this procedure and included in the TVDSB Emergency Procedures Procedure (4001a) to ensure compliance with the Provincial Model for a Local Police/School Board Protocol.

4. Roles and Responsibilities

- 4.1. All **TVDSB staff, volunteers, students, parents, and caregivers**, and **other building occupants** are responsible for reporting any information or incident that may seriously threaten the safety of building occupants to School Administration.
- 4.2. **The Local Police Services** are responsible for:
 - 4.2.1. Assuming the primary responsibility necessary to ensure school safety during the activation of a Lockdown or Bomb Threat Emergency and Crisis Response Plan.
 - 4.2.2. Speaking with the media regarding any question related to bomb threats or locked-down schools.
- 4.3. **The School Administrator** is responsible for the safety of all building occupants, including visitors. To achieve this primary responsibility, this individual shall ensure that the following actions are carried out:
 - 4.3.1. The development and ongoing review of the Emergency and Crisis Response Plan;
 - 4.3.2. Establishing an Emergency Response Team consisting of the School Administrator, clerical support staff and custodian;
 - 4.3.3. Communicating the Emergency and Crisis Response Plan and training all staff, students, parents and caregivers on their roles and responsibilities within the plan;
 - 4.3.4. Ensuring training drills, including debriefings, are held each school year with all Building Occupants;
 - 4.3.5. Ensuring that all Building Occupants can collaborate in developing the Emergency and Crisis Response Plan;
 - 4.3.6. Cooperating with and taking direction from the Police or Fire Services during a Hold and Secure, Lockdown, or Bomb Threat Building Response;
 - 4.3.7. Reviewing the response plan with the building Superintendent annually, during school visits and
 - 4.3.8. The School Administrator is responsible for ensuring that all necessary reports and forms related to the incident requiring activation of an Emergency

and Crisis Response Plan are completed and submitted.

- 4.4. **Vice principals** or the **Teacher-in-Charge** can carry out the duties of the principal when delegated to do so.
 - 4.4.1. If the principal is unreachable, a school vice principal or Teacher-in-Charge will automatically assume the responsibilities of the School Administrator.
 - 4.4.1.1. If a school has multiple vice principals, the Emergency and Crisis Response Plan will specify the order in which the vice principals will assume the role of School Administrator.
- 4.5. **Clerical Support Staff** who are part of the Emergency Response Team, may be responsible for setting up and operating the Command Post, as outlined in the Emergency and Crisis Response Plan or when directed by the School Administrator.
- 4.6. **Custodial Staff** who are part of the Emergency Response Team, may be responsible for contacting the Command Post and requesting direction, as outlined in the Emergency and Crisis Response Plan. If requested, custodial staff will provide expertise and knowledge of the building, conduct visual scans, and lock doors.
- 4.7. **School Staff** are responsible for assisting in student training and participating in drills to help ensure the safety and well-being of students, should a Building Response occur.
 - 4.7.1. During an event, school staff remain with students and, when directed, assist in relocating them to safe areas of the building or school grounds. Once in these areas, school staff will continue to provide supervision and take direction from the School Administrator or Police Services. In a Hold and Secure, if it is safe to do so, school staff shall provide relevant information to the Command Post.
- 4.8. **Students** are responsible for:
 - 4.8.1. Participating in training,
 - 4.8.2. Being familiar with the plan and
 - 4.8.3. Responding quickly to the direction of TVDSB staff, Police or Fire Services during a Building Response.
- 4.9. **Parents and caregivers** must be familiar with the plan and reinforce the roles and

responsibilities of students with their children.

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

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

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

Section 2: Making an Emergency and Crisis Response Plan

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

- 5.1. When an ongoing incident occurs at a TVDSB school and a Building Response is required to ensure the safety of the building occupants, a specific response may be required.
- 5.2. Each incident will be unique, and the decision to activate a specific response within the Emergency and Crisis Response Plan will depend on the type of threat.
- 5.3. Generally speaking, all incidents will require one of the following responses:
 - 5.3.1. **“Lockdown”** should only be used when there is a major incident or threat of school violence within or in relation to the school;
 - 5.3.2. **“Hold and Secure”** should only be used to secure the school due to an ongoing situation outside that is not related to the school. In this situation, the school continues to function normally, with the exterior doors locked until the situation near the school is resolved;
 - ~~5.3.3.~~ **“Shelter in Place”** should be used for an environmental or weather-related situation where it is necessary to keep all occupants within the school to protect from an external situation at or near the school;
 - 5.3.4. **“Clear the Halls”** should be used to ensure a specific space within the building is clear of all Building Occupants so that the School Administrator, or other designated TVDSB staff can respond to an incident and
 - 5.3.5. **“Bomb Threat”** refers to the threat or discovery of an explosive object within or near a TVDSB school.

6. Overview Information for the Emergency and Crisis Response Plan

- 6.1. When developing their Emergency and Crisis Response Plans for incidents requiring “Clear the Halls,” “Hold and Secure,” “Lockdown,” and “Shelter in Place,” School Administrators must develop and implement the procedures below, considering the layout of their building and any other conditions that would impact an incident response.
- 6.2. As many TVDSB schools have other tenants, it is essential that School

Administrators ensure that appropriate staff members from those organizations are included in developing, training and implementing these procedures at each Building Site.

- 6.3. Each plan will designate a primary Command Post. In most locations, this will be the main office area.
 - 6.3.1. When the primary command post is inaccessible, an alternate Command Post within the building must be identified and used.
 - 6.3.2. These locations shall be indicated in blue and with a square on the confidential Floor Plans.
 - 6.3.3. At minimum, one offsite Command Post must be identified in the Emergency and Crisis Response Plan.
- 6.4. A location outside of the building but still on TVDSB property must be identified as the Rally Point for all individuals not within the building during a Lockdown or evacuation.
 - 6.4.1. Emergency and Crisis Response Plans must include how Building Responses can be activated during a recess, with a specific focus on how building occupants quickly and safely re-enter the building, when needed.
- 6.5. Offsite evacuation locations must also be determined and included in the Emergency and Crisis Response Plan.
 - 6.5.1. A backup offsite evacuation location in a non-school building must also be identified.
- 6.6. School Administrators should not speak with the media regarding a Lockdown without prior approval from TVDSB Communications and Public Relations or their Superintendent.
 - 6.6.1. If a School Administrator believes that communicating with their Building Occupants would benefit the Building Response, they are permitted to do so.
- 6.7. A process is required to determine which Building Response should be activated (Bomb Threat, Clear the Halls, Lockdown, Hold and Secure, or Shelter-in-Place).
- 6.8. Section Two Paragraph Six through Section Four of this procedure outline the minimum requirements for an Emergency and Crisis Response Plan. All content throughout these sections must be in the Emergency and Crisis Response Plans that

School Administrators develop for their building(s).

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

7. Room Area Assessments

- 7.1. The Building Site shall be assessed to determine Safe and High-Risk Areas when establishing the Emergency and Crisis Response Plan.
- 7.2. Every Building Site is different, and plans must be in place for Building Occupants in areas considered high-risk.
- 7.3. Based on the assessment, Building Floor Plans and External Site Plans must be created and indicate High-Risk and Safe Areas by using the following identifiers:
 - 7.3.1. High-risk areas of the Building Site must be identified by an “X” and red on the Building Floor Plans and
 - 7.3.2. Safe Areas within the building must be identified by a checkmark “✓” and green on the Building Floor Plans.

8. Identification of Buildings, Entrances and Exits.

- 8.1. All buildings, building entrances, building exits and all rooms within the Building Site must have a unique identifier to assist Fire and Police Services in responding to incidents.
- 8.2. All buildings on the External Site must be clearly marked on all sides with a building identifier, which must be included in the External Site Plan.
 - 8.2.1. To identify a building use B#: for example, the 3rd building on a site would be B3.
- 8.3. All exterior doors of the Building Site shall be clearly marked with an identifier, which must be included in the External Site Plan.
 - 8.3.1. To identify a building use ED#: for example, the 10th exterior door on a site would be ED10.
- 8.4. Key(s) for all internal and external building locks must be maintained in the Building Lockbox.

- 8.5. All rooms within the Building Site must be clearly marked using the room number, which must be included on the Floor Plan.
- 8.6. Floor Plans should be posted throughout the school, in every classroom and at every entry point to the school and include the following information:
 - 8.6.1. Room identifiers;
 - 8.6.2. Door identifiers and
 - 8.6.3. Evacuation Routes.
- 8.7. A digital and physical set of confidential External Site and Building Floor Plans will be created for each TVDSB location, to which only the Emergency Response Team, Fire and Police Services, the building Superintendent and TVDSB Facilities will have access.
 - 8.7.1. These confidential External Site and Building Floor Plans should include the following information:
 - 8.7.1.1. Safe and High-Risk Areas as identified in Section 6 of this Procedure,
 - 8.7.1.2. All unique identifiers listed in Section 8 of this procedure and
 - 8.7.1.3. All Command Post, Rally Point(s), evacuation routes, evacuation Location(s).
- 8.8. In multi-level buildings, it is suggested that only the floor plans relevant to a specific level be posted on that level.

9. Initial Actions during a Response Plan Activation

- 9.1. At the first indication of a serious threat of violence to the safety of Building Occupants the Command Post must be notified.
- 9.2. Upon notification of a serious threat of violence, the School Administrator or Designate will initiate the Emergency and Crisis Response Plan.
 - 9.2.1. The initial steps in the Emergency and Crisis Response Plan must include the following:
 - 9.2.1.1. Determine if the Emergency and Crisis Response Plan needs to be activated and whether the response is a Clear the Halls, Lockdown, Hold and Secure, or Shelter in Place;

- 9.2.1.2. Determine those areas and individuals that may not hear the Building Response initiation:
 - 9.2.1.2.1. Once these areas or individuals are identified, a method must be implemented to notify them of a Building Response activation;
 - 9.2.1.2.2. For those with a hearing impairment, this method of communication must be in a format compliant with the Accessible Information and Communication Standard as prescribed by the Ministry of Community and Social Services;
- 9.2.1.3. Ensure that a process is in place to notify those individuals on school property but not in the main facility;
- 9.2.1.4. Ensure initiation protocols are in writing and posted at the Main Communication Panel;
- 9.2.1.5. Directions to contact (9) 911 with clear communication regarding the threat;
- 9.2.1.6. Directions are given to notify the School Superintendent that the Emergency and Crisis Response Plan has been activated;
- 9.2.1.7. The Superintendent must notify the following individuals that an Emergency and Crisis Response Plan has been activated:
 - 9.2.1.7.1. Student Transportation Services (STS) must be notified to delay all buses to the school until STS is notified the students are ready to be evacuated and
 - 9.2.1.7.2. The Superintendent of Facilities Services (or Facilities Services) must be notified to advise their employees to avoid the building.

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

- 10.1. Response plans must include direction on securing classrooms and other areas during an Emergency and Crisis Response Plan, including details and steps to be taken to secure each Safe Area.
- 10.2. A copy of the steps listed in 6.3 must be readily available in each area/room.
- 10.3. Building Occupants in a Safe Area are responsible for carrying out these steps, which include, but are not limited to, the list below:
 - 10.3.1. Lock or secure the door;
 - 10.3.2. Turn off the lights;

- 10.3.3. Close blinds or draw curtains;
- 10.3.4. If the classroom door has a window, consider covering the window;
- 10.3.5. Keep away from doors and windows;
- 10.3.6. Take cover if available (get behind something solid);
- 10.3.7. Be aware of and remain out of sight lines;
- 10.3.8. Remain quiet;
- 10.3.9. One individual within the secure space who can contact the Emergency Response Team should notify them of the secure location and the names of the Building Occupants currently there;
- 10.3.10. All cell phones are to be shut off or put on vibrate;
- 10.3.11. Cell phones are only to be used to relay critical information to 911 regarding the threat;
- 10.3.12. There is to be no use of radio, television or computers;
- 10.3.13. Only use the intercom system to call for assistance, relay critical information regarding the event, or report critical attendance issues and
- 10.3.14. Remain in the secure area until instructed by a member of the Emergency Response Team, Fire or Police Services.

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

- 11.1. Response plans must include direction on securing student spaces like classrooms and other areas during an Emergency and Crisis Response Plan, including details and steps to be taken to secure each Safe Area.
- 11.2. A copy of the steps listed in 7.3 must be readily available in each area or room students may be in.
- 11.3. Building Occupants responsible for students in a Safe Area must carry out the following steps:
 - 11.3.1. If safe to do so, assemble everyone from the immediate vicinity into the classroom or other secure area;
 - 11.3.2. Lock or secure the door;

- 11.3.3. Turn off the lights;
- 11.3.4. Close blinds or draw curtains;
- 11.3.5. If there is a window in the door, cover the glass if possible;
- 11.3.6. Keep everyone away from doors and windows;
- 11.3.7. Take cover if available (get behind something solid);
- 11.3.8. Be aware of and remain out of sight lines;
- 11.3.9. Remain quiet;
- 11.3.10. Take attendance;
- 11.3.11. All cell phones are to be shut off or put on vibrate;
- 11.3.12. Cell phones are only to be used to relay critical information to 911 regarding the threat ;
- 11.3.13. There is to be no use of radio, television or computers;
- 11.3.14. Only using the intercom system to call for assistance, relay critical information regarding the event, or report critical attendance issues;
- 11.3.15. Remain in the secure area until instructed to do otherwise by a member of the Emergency Response Team, Fire or Police Services and
- 11.3.16. Other duties as assigned by School Administrators.

12. Securing Students in Higher-Risk Areas

12.1. The Emergency and Crisis Response Plan assumes that students are always with their assigned classes and supervising teaching staff. However, it is recognized that there are moments in a day when students may not be with their assigned class.

12.1.1. When developing the response plan the School Administrator must determine how students not in their classroom will be provided safety.

12.1.1.1. Where the student is in a public area, and it is safe to do so, any staff within that area shall provide a safe place for that student and report to the Command Post that the student is accounted for and their current location.

12.1.2. The Emergency and Crisis Response Plan shall include instructions for situations where students are in unsupervised areas

- 12.1.3. The Emergency and Crisis Response Plan shall address specific higher-risk areas that are difficult to secure quickly and effectively. These areas may include, but are not limited to, cafeterias, libraries, hallways, washrooms, and gymnasiums.
- 12.1.4. When evaluating potential higher-risk areas the following criteria may indicate a higher-risk space:
 - 12.1.4.1. No doors to restrict access to the space;
 - 12.1.4.2. Multiple uncontrolled entrance and exit points;
 - 12.1.4.3. Large open space;
 - 12.1.4.4. There is no self-contained space easily accessible that has a locking mechanism for people to hide within or
 - 12.1.4.5. A common gathering area within the building that members of the public can access.
- 12.1.5. Once a response for these higher-risk areas has been established, all staff and students must be informed and instructed on the response protocols.

13. Lease, Rental and Other Facility Occupants during the Instructional Day.

- 13.1. In many TVDSB schools, other agencies and groups occupy portions of the facility during school hours.
- 13.2. School Administrator shall ensure that all non-TVDSB occupants of the building are:
 - 13.2.1. Included in the development of the Emergency and Crisis Response Plan;
 - 13.2.2. Aware of the initiation of an Incident Response;
 - 13.2.3. Aware of any communication requirements of this procedure;
 - 13.2.4. Ensure that Emergency Responders are aware that non-TVDSB occupants are in the building:
 - 13.2.4.1. Any individual or organization renting TVDSB Space must submit a list of daily occupants of the building and
 - 13.2.4.2. If a Response Plan is activated, any individual or organization renting TVDSB Space must notify the Command Post of any visitors currently in the building and absent daily occupants.

14. Evacuations

- 14.1. For evacuations resulting from a slow-progressing situation that permits time to plan

the evacuation (e.g. a building or weather-related issue) the School Administrator must follow the process outlined in TVDSB Emergency Procedures Procedure (4001a).

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

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

14.4. Evacuation protocols for School Administrator Administered Evacuations.

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

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

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

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

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

14.4.3.2. How an evacuation will occur.

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

15. Fire Alarms during an Emergency and Crisis Response Plan

15.1. In the event of a fire alarm during a Lockdown, Building Occupants shall remain in Lockdown if it is safe to do so.

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

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

15.3. At all times, Building Occupants should be considering a secondary means of escape

if the primary evacuation route is unsafe.

15.3.1. Should a secondary means of escape be required, the Command Post shall be notified before Building Occupants leave a Safe Area.

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

15.4. Police and Fire Services shall formulate a plan to address the Fire to minimize the risk of injury to all.

16. Incidents Involving Weapons or Suspected Weapons

16.1. All threats involving weapons are to be taken seriously and require an immediate activation of the Emergency and Crisis Response Plan.

16.2. The Emergency and Crisis Response Plan should include instructions not to attempt to disarm the suspect.

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

16.3.1. Assess life-threatening and safety issues immediately;

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

16.3.3. Follow instructions provided by Police Services;

16.3.4. Ensure that the School Administrator and building Superintendent are aware of the issue:

16.3.4.1. The Superintendent will notify TVDSB Communications and Public Relations.

16.3.4.2. If the Superintendent cannot be reached directly, the School Administrator or designate should contact TVDSB Communications and Public Relations directly and

16.3.5. Await further directions from Police Services.

16.4. Where a weapon is known to exist or has been seen, the Emergency and Crisis Response Plan will require the Emergency Response Team to;

16.4.1. Activate an Emergency and Crisis Response Plan immediately;

16.4.2. Assess life threatening and safety issues immediately;

- 16.4.3. Call (9) 911 and notify Police Services and provide as much detail as possible;
- 16.4.4. Follow instructions provided by Police Services;
- 16.4.5. Secure all areas and alert staff through the use of the code to the situation, as appropriate;
- 16.4.6. Provide immediate first aid care if required;
- 16.4.7. Ensure the School Administrator and building Superintendent are aware of the issue:
 - 16.4.7.1. The Superintendent will notify TVDSB Communications and Public Relations.
 - 16.4.7.2. If the Superintendent cannot be reached directly, the School Administrator should contact TVDSB Communications and Public Relations directly.
- 16.4.8. Brief the Emergency Response Team of the situation;
- 16.4.9. Avoid dismissing students;
- 16.4.10. Maintain control of students during evacuation;
- 16.4.11. If necessary, adjust the bell schedule to ensure safety during a crisis;
- 16.4.12. Refrain from giving media statements unless designated and direct media calls to TVDSB Communications and Public Relations and
- 16.4.13. Notify parents and caregivers, as appropriate.

17. Termination of an Emergency and Crisis Response Plan

- 17.1. Each Emergency and Crisis Response Plan must include a way to deactivate an Emergency and Crisis Response Plan.
- 17.2. Termination of a Lockdown
 - 17.2.1. During a Lockdown, Police Services will establish the steps for deactivation of the Lockdown Emergency and Crisis Response Plan.
- 17.3. Termination of a Hold and Secure
 - 17.3.1. Police Services will notify the School Administrator to deactivate the Hold and Secure Response Plan.

- 17.3.2. An announcement will be made over the school's public address system indicating that the Hold and Secure is lifted.

17.4. Termination of a Shelter in Place

- 17.4.1. The elimination of or reduction in the severity of whatever external event required the need for a Shelter in Place must occur before terminating a Shelter in Place response plan.

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

17.5. Termination of a Clear the Halls

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

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

Section 3: Supports

1. Post Emergency and Crisis Response Plan Supports

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

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

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

to Employee Assistance Program;

- 2.1.4. Attempt to carry on with structured activities as appropriate until directed regarding dismissal procedures and
- 2.1.5. Provide factual information regarding events to parents and caregivers picking up students, and direct them to school-based or TERT counsellors or their physician if they feel the need for support or guidance for their child or themselves.

3. The Day after a Building Response

3.1. The School Administrator will:

- 3.1.1. Hold a debrief meeting, before school opening, with all TVSDB Staff and anyone invited to the meeting by the School Administrator.
- 3.1.2. Remind staff about the availability of the Employee Assistance Program should they require counselling.
- 3.1.3. If needed to assist students and staff, activate a TERT Response using the process outlined in TVDSB Independent Procedure 9005.
- 3.1.4. Review and critique the effectiveness of executing the Emergency and Crisis Response Plan with all individuals present during the Building Response

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

- 3.2.1. The incident;
- 3.2.2. Supports in place for students and staff;
- 3.2.3. Warning signs to watch for indicating that a child may require additional supports;
- 3.2.4. School personnel contacts for parents and caregivers and
- 3.2.5. A list of community resources.

Section 4: Data Tracking, Review and Training

1. Data Tracking

- 1.1. The Superintendent of Safe Schools and Well-Being will track and report the total number of Lockdown and Hold and Secure Emergency and Crisis Response Plan activations across TVDSB Schools.

2. Yearly Review of Emergency and Crisis Response Plan

- 2.1. Each Emergency and Crisis Response Plan must be reviewed annually by the School Administrator and the Emergency Response Team.
- 2.2. A review of the plan may occur more often should elements of the plan need to be changed as a result of direction from TVDSB, Police Services or Fire Services.
 - 2.2.1. If required, the Site-Specific Violence Hazard Assessment will be reviewed and revised, following an Emergency And Crisis Response Plan.

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

- 3.1. Regular training must occur for all TVDSB staff, Students, Volunteers and other building occupants and should include the various stages, elements and scenarios that may occur during an event requiring the use of an Emergency and Crisis Response Plan.
- 3.2. Where possible, it is advantageous to have individuals from local law enforcement present, or assist, with the training of staff and students.
- 3.3. **Parents and Caregivers Emergency and Crisis Response Plan Training**
 - 3.3.1. Parents and caregivers will:
 - 3.3.1.1. Be made aware of the Emergency and Crisis Response Plans;
 - 3.3.1.2. Undertake training regarding their role and the role of their children during an Emergency and Crisis Response Plan and
 - 3.3.1.3. Participate in the yearly review of Emergency and Crisis Response Plans.
- 3.4. **TVDSB Staff Emergency and Crisis Response Plan Training**
 - 3.4.1. At a minimum, School Administrator shall provide an annual review and training to all staff regarding expectations placed upon them at the activation of an Emergency and Crisis Response Plan.

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

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

3.5. Students Emergency and Crisis Response Plan Training

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

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

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

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

4. Lockdown Drills

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

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

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

4.1.3. At no time are Lockdown simulations permitted.

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

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

4.2.2. Place staff and, if available and appropriate, police officer(s) throughout the

building to monitor the response of staff and students;

4.2.3. Do not bang on doors;

4.2.4. Do not raise voices;

4.2.5. Do not show police tactical gear and

4.2.6. Do not simulate gunfire.

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

5. Preparations for a Lockdown Drill

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

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

5.1.2. Set dates of drill planning meetings.

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

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

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

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

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

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

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

5.4.1. Notify the Superintendent of the building;

5.4.2. Notify School Council;

5.4.3. Inform parents and caregivers;

5.4.4. Notify the Union Steward or Branch President;

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

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

6. Post Lockdown Drill Actions

6.1. Upon completion of a drill the School Administrator:

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

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

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

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

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

Appendix A – Emergency and Crisis Response Plan Bomb Threats

1. Roles and Responsibilities during a Bomb Threat

1.1. The School Administrator is responsible for;

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

1.2. Police Services are responsible for;

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

1.3. TVDSB staff are responsible for;

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

1.4. Students are responsible for;

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

placement of a suspicious package/device, or an explosives incident.

- 1.5. **Parents and caregivers** are responsible for reinforcing with their student the responsibilities listed in 1.4 of this list.
- 1.6. **Emergency Medical Services (EMS)** are responsible for urgent medical care in the event of an explosives incident.
- 1.7. The **Fire Department** is responsible for:
 - 1.7.1. Being present during bomb threat incidents (at the direction of Police Services) in the event that fire suppression operations are needed;
 - 1.7.2. Providing fire suppression and rescue operations in explosives incidents and
 - 1.7.3. Reporting all explosions to the Office of the Fire Marshal and Emergency Management (OFMEM).

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

- 2.1. Each Emergency and Crisis Response Plan must include a Bomb Threat Response Plan.
- 2.2. Each Bomb Threat Response Plan must include all requirements of Section Two Paragraph Six through Section Four of this Procedure in addition to all requirements of this Appendix.
- 2.3. Each Bomb Threat Response Plan must;
 - 2.3.1. Determine likely locations in and around the school for the placement of suspicious packages or devices;
 - 2.3.2. Provide for controlled access to critical areas of all buildings (e.g., the main office, electrical rooms, mechanical rooms);
 - 2.3.3. Consider the use of electronic surveillance or closed-circuit television (CCTV), and, if such surveillance is adopted, post signage regarding its use;
 - 2.3.4. Address ways to ensure that emergency exits are kept clear from obstructions;
 - 2.3.5. Provide for the regular inspection of first aid and firefighting equipment;
 - 2.3.6. Include, and provide for the regular review of, document-safeguarding procedures;

- 2.3.7. Assess whether interior, exterior and auxiliary lighting is adequate;
- 2.3.8. Develop an inspection procedure for all incoming packages;
- 2.3.9. Consider sources of other potential threats;
- 2.4. Clarify who will contact the local police service and fire department and provide details about the bomb threat.
 - 2.4.1. It is recommended that, unless there are urgent circumstances, this should be done after the School Administrator has been provided with available information and after both the initial assessment (see the next section) and the decision whether or not to evacuate have been made.

3. How to Handle Bomb Threats

- 3.1. Procedures should include how to immediately isolate the received message, remove it from any external posting, and communicate the information to the School Administrator during and after school hours, including on weekends and holidays.
- 3.2. School staff in positions that make them most likely to receive bomb threats should be identified in school plans and should receive training in proper procedures.
- 3.3. Bomb threats require immediate initiation of the Emergency and Crisis Response Plan.
- 3.4. The person receiving a bomb threat call must:
 - 3.4.1. Remain calm;
 - 3.4.2. Initiate the Emergency and Crisis Response Plan;
 - 3.4.3. Treat the threat as genuine until established otherwise;
 - 3.4.4. Keep the caller on the line as long as possible in order to obtain as much information as possible, using the prompts provided on the Bomb Threat Procedures Telephone Card (Appendix B);
 - 3.4.5. Record vital information on the Bomb Threat Procedures Telephone Card;
 - 3.4.6. Attempt during the course of the conversation to notify the School Administrator using a prearranged signal;
 - 3.4.7. “Lock-in” the phone number of the received call;
 - 3.4.8. Notify immediately after the call the School Administrator that a bomb threat

has been received and all details of the call.

3.5. In response, the School Administrator must:

- 3.5.1. Notify or instruct another TVDSB staff member to notify Police Services that a bomb threat has been received;
- 3.5.2. Notify the Fire Department that no explosion has occurred using a prearranged phone number;
- 3.5.3. Assess the situation to determine if a response is required;
- 3.5.4. Notify Police Services and then Fire Services if a Bomb Threat Response is required;
- 3.5.5. Follow any direction provided by Police Services;
- 3.5.6. Contact the School Administrator and building Superintendent who will notify TVDSB Communications and Public Relations;
- 3.5.7. Contact TVDSB Communications and Public Relations directly if the Superintendent cannot be reached by the School Administrator;
- 3.5.8. Notify the Emergency Response Team;
- 3.5.9. Not make an announcement of either a bomb threat or the presence of an explosive device;
- 3.5.10. Based on the direction provided by Police Services evacuate the facility;
- 3.5.11. Take all personal belongings (purses, briefcases, lunch bags) from immediate area so they do not confuse authorities during a search and
- 3.5.12. Keep everyone clear from the cordoned off area.

4. Bomb Threat Initial Assessment

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

- 4.1.1. The information recorded on the Bomb Threat Procedures Telephone Card;
- 4.1.2. Any other notes made by the call taker;
- 4.1.3. Activities taking place in the school at the time of the threat;
- 4.1.4. Whether a specific location for a bomb was stated or the entire school was

threatened;

- 4.1.5. Whether the threat was specific to the current time or a future time/ date;
 - 4.1.6. Any recent negative incidents involving a student, staff member, or anyone else connected with the school;
 - 4.1.7. Whether there have been any other recent bomb threats or hoaxes;
 - 4.1.8. The likelihood of anyone having the opportunity to place a bomb in the stated location; and
 - 4.1.9. Whether a suspicious device/package has been located.
- 4.2. To determine the most appropriate response, Police Services must be contacted, and the following information should be used to determine the next steps, including if a search of the building is required:
- 4.2.1. The information recorded on the Bomb Threat Procedures Telephone Card;
 - 4.2.2. Activities taking place in the school at the time of the threat;
 - 4.2.3. The status of any evacuation that may be underway;
 - 4.2.4. The status of any visual scan that may be underway; and
 - 4.2.5. Insights from the in-school contact person for the police, once they are on the scene.
- 4.3. Police Services will direct the Bomb Threat Emergency and Crisis Response from this point forward.
- 4.4. Police Services should notify the School Administrator of the following information;
- 4.4.1. If a suspicious package/device is located;
 - 4.4.2. Any interference with any type of evacuation that is underway; and
 - 4.4.3. If an explosives incident occurs.
- 4.5. If a Building search, as directed by Police Services, is required, the following will most likely occur:
- 4.5.1. Visually inspect corridors, stairways, and exits looking for something that should not be there like;
 - 4.5.2. Signs of forced entry,

- 4.5.3. Object(s) similar to description in bomb threat,
- 4.5.4. Any out of place objects,
- 4.5.5. Presence of tape, wire, or explosive wrappings,
- 4.5.6. Signs of tampering with electrical installations;
- 4.5.7. Indications of areas inspected to avoid search duplication;
- 4.5.8. If nothing is found notify Police Services.

5. If a Suspicious Object is Found

- 5.1. If a suspicious object is found, notify Police Services;
 - 5.1.1. Do not touch suspicious objects or package;
 - 5.1.2. Do not cover object or device;
 - 5.1.3. Do not disturb or closely inspect objects;
- 5.2. If a suspicious item is found the following must occur as soon as possible:
 - 5.2.1. Ensure the suspicious item is not moved,
 - 5.2.2. Notify the School Administrator Immediately,
 - 5.2.3. Notify Police Services that a suspicious item has been found and request further direction, and
 - 5.2.4. Notify the Fire Department using a predetermined phone number that a suspicious item has been found.
- 5.3. Determine in collaboration with the School Administrator and Police or Fire Services the required response to the suspicious item.
- 5.4. The Bomb Threat Emergency and Crisis Response Plan will include how the Command Post will contact building and site occupants to notify them of any required action including;
 - 5.4.1. Criteria for full or partial evacuation;
 - 5.4.2. Considerations related to the provision of emergency care;
 - 5.4.3. Considerations related to the notification of emergency services; and
 - 5.4.4. Containment of the explosion scene.

Appendix B – Bomb Threat Procedures Telephone Card



Thames Valley
District School Board

Bomb Threat Telephone Procedures

Listen, be calm and courteous
and do not interrupt caller

Check Call Display

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

Time: _____

Exact Wording of Threat:

Questions to Ask:

When is the bomb going to explode?
Where is it right now?
What does it look like?
What kind of bomb is it?
What will cause it to explode?
Did you place the bomb?
Why?
Where are you calling from?
What is your name?

Over ➔

Identifying Characteristics:

Sex: _____ Age: _____

Voice (loud, soft, etc.): _____

Speech (fast, slow, etc.): _____

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

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

Accent: _____

Was voice familiar? _____

Was caller familiar with area? _____

Background sounds: _____

Length of call: _____

Threat Recipient's Particulars:

Name: _____

Telephone: _____

School: _____

Date: _____

Signature: _____

Appendix C – Definitions

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

1. **Bomb Threat** refers to the threat or discovery of an explosive object within or near a TVDSB school.
2. **Building Lockbox** refers to the external secure location where the keys to the building are kept.
3. **Building Occupant** refers to the people including TVDSB staff, students, volunteers and leasees that are regularly in the building.
4. **Building Response** refers to activating an Emergency and Crisis Response Plan.
5. **Building Site** refers to TVDSB school buildings and the areas directly around the school that TVDSB owns.
6. **Clear the Halls** refers to a specific space within the building that is clear of all Building Occupants other than the School Administrator, or other designated TVDSB staff.
7. **Command Post** refers to the location where an incident response between Police Services and the School Administrator will occur.
8. **Emergency and Crisis Response Plan** refers to the actions to be taken by occupants of a TVDSB Building Site when an incident require a Lockdown, Hold and Secure, Shelter in Place, Clear the Halls or a Bomb Threat response.
9. **Emergency Response Team** refers to the School Administrator, Main Office Clerical Staff, and Custodian.
10. **External Site** refers to the property owned by TVDSB but outside of a Building Site.
11. **External Site Plan** refers to a document that outlines the safe and high-risk areas of an External Site.
12. **Floor Plan** refers to a document that outlines the safe and high-risk areas within a Building Site.
13. **Hold and Secure** refers to securing the school due to an ongoing situation outside that is not related to the school.
14. **Instructional Day** refers to the school day.
15. **Lockdown** refers to the school building being secured, and individuals are prevented

from entering or exiting.

16. **Main Communication Panel** refers to the school public address system that can communicate with the entire school.
17. **Police Services** refers to the local police service with jurisdiction.
18. **Public Areas** refers to areas of a TVDSB school that are accessible to the public.
19. **Rally Point** refers to a location on TVDSB property where Building Occupants will meet at if they are outside a TVDSB school when an Emergency and Crisis Response Plan has been activated.
20. **Teacher-in-Charge** refers to a teacher identified on the Delegation of Authority Teacher-in-Charge Form to assume the role of School Administrator if the school principal and vice-principal are unavailable.
21. **School Administrator** refers to the school's principal, vice principal or their designated Teacher in Charge.
22. **School Staff** refers to TVDSB staff that work in a school.
23. **Shelter in Place** refers to an environmental or weather-related situation where it is necessary to keep all occupants within the school to protect from an external situation at or near the school.