

# Police and School Board Protocol

*A Collaborative Response to Keeping  
Our Students Safe*



A protocol developed by the Catholic District School Board of Eastern Ontario, Upper Canada District School Board, Conseil scolaire de district catholique de l'Est Ontarien, Conseil des écoles publiques de l'Est de l'Ontario and Conseil des écoles catholiques du Centre-Est in collaboration with Ontario Provincial Police, Smiths Falls Police Service, Gananoque Police Service, Brockville Police Service, and Cornwall Community Police Service.

**Revised November 2022**

# Police and School Board Protocol

*A Collaborative Response to Keeping  
Our Students Safe*

## *Acknowledgements*

The Police and School Board Protocol has been developed in conjunction with the Community Violence Threat Risk Assessment Protocol. Together both of these protocols will be used by the School Boards and Police Services to assess, respond to and prevent violent incidents from occurring and to ensure our students' safety.

We would like to thank the Steering Committee, which was comprised of representatives from each of the different Police Services and School Boards within Lanark, Leeds, Grenville, Prescott, Russell, Stormont, Dundas and Glengarry Counties.



# Police and School Board Protocol

*A Collaborative Response to Keeping Our Students Safe*

## Table of Contents

<b>Topic</b>	<b>Page</b>
Introduction	5
Purpose of This Document	6
I. Statement of Principles	7
II. Introduction	8
III. Role and Mandate of Police Services	8
IV. Role and Mandate of School Boards	9
V. Definitions / Explanations of Terms	10
VI. Coordinated Approach to Violence Prevention	10
VII. Occurrences Requiring Police Response	10
A. Mandatory Notification of Police	11
B. Discretionary Notification of Police	11
VIII. Information Sharing and Disclosure	12
A. Criminal Code	12
B. Youth Criminal Justice Act (YCJA)	12
C. Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)	13
D. Child and Family Services Act (CFSA)	13
E. Release of School Information by Warrant or Subpoena	13
F. Other Release of School Information to Police	13
IX. School Procedures for Reporting to Police	14
X. Initial Police Contact	15
XI. School and Police Investigations of Incidents	15
A. Legal Rights	16
B. Search and Seizure	16
C. Detainment and Arrest	17
D. Support for Victims	18
XII. Police Interviews of Students	19
A. Notification of Parents	20
B. Preparation for Interviews	20
C. Conduct of Interviews	21
XIII. Reporting of Children Suspected to be in Need of Protection	21

XIV. Investigations Involving Students with Special Education Needs	22
XV. Occurrences Involving Students Under Age 12	22
XVI. School Board Communication Strategy	23
XVII. Protocol Review Process	23
XVIII. Physical Safety Issues	23
XIX. Threat Assessment/Awareness Services	23
XX. Emergency Planning and Threats to School Safety	24
A. Activation of Police and School Board Protocol Chart	25
B. Bomb Threat Plan and Procedures Flowchart)	26
XXI. Training	27

## **APPENDICES**

APPENDIX A: BOMB THREAT INTAKE CHECKLIST	28
APPENDIX B: INITIAL THREAT ASSESSMENT FORM	30
APPENDIX C: RESPONSE TRACKING LOG AND INCIDENT NOTES	31
APPENDIX D: GLOSSARY	32
APPENDIX E: PROVINCIAL POLICY FOR DEVELOPING AND MAINTAINING LOCKDOWN PROCEDURES FOR ELEMENTARY AND SECONDARY SCHOOLS IN ONTARIO	35
APPENDIX F: PROVINCIAL POLICY FOR DEVELOPING AND MAINTAINING BOMB THREAT PROCEDURES FOR ELEMENTARY AND SECONDARY SCHOOLS IN ONTARIO	45
APPENDIX G: GUIDE TO OFFICERS FOR SECTION 146 YOUTH CRIMINAL JUSTICE ACT STATEMENTS	60
APPENDIX H: VIOLENCE PREVENTION STRATEGIES	65
APPENDIX I: DISTRICT SCHOOL BOARDS AND POLICE SERVICES PROTOCOL PARTNERS	66
APPENDIX J: COMMUNITY PARTNERS	69
APPENDIX K: REGIONAL SCHOOLS LISTED BY BOARD	71
APPENDIX L: SIGNATORIES TO THE PROTOCOL	84



## INTRODUCTION

It is the policy direction of the Ministry of Education and the Ministry of Community Safety and Correctional Services that *school boards\** and *police\** services establish and follow a protocol for the investigation of school-related occurrences.

This document has been prepared for the following reasons:

- to ensure a coordinated and consistent approach in the local protocols developed between school boards and police services across the province;
- to promote dialogue and the establishment and maintenance of effective relationships between schools and police based on cooperation and shared understanding;
- to address unique factors and/or considerations that may affect individual jurisdictions, and negotiate service-delivery arrangements

This document outlines the common principles, the varied resources and, certain obligations and procedures that are required by provincial and federal legislation (e.g., the *Education Act*, the *Child and Family Services Act*, the *Criminal Code*, the *Youth Criminal Justice Act*, the *Canadian Charter of Rights and Freedoms*, and the *Ontario Human Rights Code*) and by case law.

This updated edition of the document includes new policy regarding bomb threat procedures (Appendix F); incorporates changes to the policy on lockdown procedures (Appendix E); updates information on threat awareness/ management; and reflects an ever-increasing focus on the importance of implementing violence-prevention strategies to create and maintain safe and healthy schools.

It is important for schools and police to respect the human rights of students under the *Ontario Human Rights Code* in the context of this document. For more information, see [www.ohrc.on.ca](http://www.ohrc.on.ca).

**Note to readers:** A glossary of terms is provided in Appendix D of this document. An asterisk following an italicized word or phrase at its first use in the text of the document signals that a definition of that word or phrase is provided in the glossary.



## PURPOSE OF THIS DOCUMENT

Promoting the well-being of all students in Ontario schools is one of the key goals in the government's renewed vision of education. To help achieve this goal, all partners in education – students, parents, school staff, and community organizations – must work together to create and sustain safe, accepting, and healthy schools across the province.

Ontarians believe that schools must be safe, inclusive, and equitable places for learning and teaching. A safe, inclusive, and equitable school environment fosters and supports learning and the ongoing development of respect, responsibility, civility.

At the root of effective school-police partnerships is a common understanding of each partner's roles and responsibilities, as well as agreed-upon procedures and clearly delineated decision-making authority. Providing the best possible education for students in a safe school community is a shared responsibility, which requires a commitment to collaboration, cooperation, and effective communication.

Keeping our schools safer requires a comprehensive strategy that includes the following elements:

- opportunities for staff to acquire the knowledge, skills, and attitudes necessary to maintain a school environment in which conflict and differences can be addressed in a manner characterized by respect and civility;
- implementation of strategies for the prevention of violent and/or antisocial behaviour, and use of intervention and supports for those who are at risk of, or have already engaged in, violent or antisocial behaviour;
- an understanding of, and commitment to, human rights principles; and,
- an effective and timely response to incidents when they occur – one that respects the rights of victims and witnesses, as well as those of the alleged perpetrators.

It is understood that the strategy can be effective only if decisions about school safety are informed by reliable data, including school climate and violent incident data. The data that schools collect on school climate can, for example, provide information on risk factors for violent or antisocial behaviour. Decisions should be made on the basis of assessments of priority, need, and risk that are as accurate as possible.

Police play a vital role in supporting and enhancing the efforts of schools and their communities to be safe places in which to learn and to work. In addition to responding to and investigating school-related incidents, police are essential partners in the prevention of crime and violence.

It should be noted here that the school-police partnership is consistent with the findings of the Provincial Approach to Community Safety and Well-Being (the Provincial Approach), an initiative led by the Ministry of Community Safety and Correctional Services (MCSCS).

In 2000, the Ministry of Education and the Ministry of Community Safety and Correctional Services established the policy direction that called for school boards and police services to work together to develop police/school board protocols so that both partners have a clear understanding of the respective roles, procedures, and decision-making authority of

both police and school personnel as they relate to school safety.

The Ministry of Community Safety and Correctional Services' guideline LE-044 on Youth Crime indicates that every police service's procedures on the investigation of offences committed by young person's should include the steps to be taken by officers, in accordance with the local police/school board protocol, when responding to school-related occurrences. The guideline also states that every Chief of Police, and the Commissioner of the Ontario Provincial Police (OPP), should work, where possible, with local school boards to develop programs for safe schools. Every Chief of Police and the OPP Commissioner should consider the need for a multi-agency strategy to prevent or counter the activities of youth gangs in the community, including working, where possible, with school boards, municipalities, youth and other community organizations, business, and the Crown.

In the development of this police/school board protocol, the school boards and police services have considered all relevant legislation, including, but not limited to, the:

- Canadian Charter of Rights and Freedoms,
- Child and Family Services Act (CFSA),
- Criminal Code,
- Education Act, and Equity and Inclusive Education Policy,
- Fire Protection and Prevention Act (FPPA),
- Freedom of Information and Protection of Privacy Act (FIPPA),
- Municipal Freedom of Information and Protection of Privacy Act (MFIPPA),
- Occupational Health and Safety Act (OHSA),
- Ontario Human Rights Code,
- Personal Health Information Protection Act, 2004 (PHIPA),
- Police Services Act (PSA),
- Provincial Offences Act (specifically Part VI, "Young Offenders"),
- Victims' Bill of Rights, and
- Youth Criminal Justice Act (YCJA).

## **I. STATEMENT OF PRINCIPLES**

The school boards and the police recognize their respective responsibilities for the safety of students, staff and members of the school community:

- Police have responsibility for the investigation of alleged criminal offences.
- The school boards have the responsibility for maintaining proper order and discipline in their schools and for ensuring the safety of staff, students and all members of the school community where subject to the school boards' jurisdiction.
- Students and/or their parents/guardians are free to seek police involvement in incidents that fall outside the categories covered in this protocol or in cases where the school does not involve the police.
- The guiding principles upon which the terms of this agreement are based and which are relevant to the jurisdiction, include:
  - the need to have a clear understanding of police and school responsibilities;
  - the need to promote respect and civility in the school environment;
  - the need to respect the fundamental rights of students, teachers, and staff

- the need to support both rights and responsibilities.

## II. INTRODUCTION

The school boards and the police believe that students, staff and members of the school community have the right to learn and work in a safe and positive learning environment. To that end, this protocol between the school boards and the police outlines how the school boards and police will co-operate with each other in their dealings with students and police-related investigations. Further, this protocol outlines the respective roles and responsibilities of the school boards and the police for maintaining safe environments in schools, responding to incidents, and maintaining open lines of communication, all in accordance with applicable law.

The purpose of this protocol is to:

- assist in the greater safety and protection of students, teachers, principals, staff, and volunteers in schools;
- encourage constructive, ongoing, adaptive, and responsive partnerships between police and the school community in areas such as violence prevention;
- reinforcing the importance of a coordinated and multifaceted approach on the part of schools and police in their interactions with parents and the community, in an effort to promote the well-being of students;
- facilitate appropriate sharing and disclosure of information in accordance with privacy laws, including FIPPA and MFIPPA;
- promote joint consultation and partnerships between school boards and police services on maintaining a safe school environment;
- ensure that the obligations and requirements of both the education and police systems are met; and
- ensure an equitable and consistent approach across a school board's jurisdiction in the way police and schools respond to school-related incidents.

## III. ROLE AND MANDATE OF POLICE SERVICES

In cases of exigent circumstances, the police will assume primary responsibility as may be necessary to ensure school safety. In all other matters, the police shall:

- engage and work proactively in partnership with school officials to ensure the effectiveness of this protocol;
- ensure all police personnel, including part-time staff and auxiliary members have the means, training, and resources to implement the provisions of this protocol that may apply to them during a lockdown (see appendix E);
- protect public safety and prevent crime;
- enforce the Youth Criminal Justice Act, the Criminal Code, and other federal, provincial, and municipal legislation and related regulations;
- uphold the duties legislated under section 42 of the Police Services Act;
- assist victims of crime;

- conduct police and criminal investigations;
- assist in the development of young people’s understanding of good citizenship;
- promote and foster the prevention and reduction of crime, both against and committed by young people;
- provide information on community safety issues;
- divert young people away from crime and antisocial behaviour; and
- work in partnership with other government and community-based organizations to support positive youth development.

#### IV. ROLE AND MANDATE OF SCHOOL BOARDS

In cases of exigent circumstances, the police will assume primary responsibility as may be necessary to ensure school safety.

The *principal\** will have a role consistent with his or her statutory responsibility for the health and welfare of students and to maintain discipline in the school.

The school boards, principals, teachers, and school staff related to safe and secure schools, shall:

- clearly explain the board’s code of conduct to the school community, including details such as the definition of the term *weapon\** and the potential reach of school discipline with respect to behaviours taking place outside of school that have a *negative impact on school climate\**;
- engage and work proactively in partnership with police officials to ensure the effectiveness of this protocol;
- ensure that all staff, including occasional, part-time, or itinerant teachers, have the means, training, and resources to implement the provisions of this protocol that may apply to them, including the ability to lock their classroom doors during a lockdown (see Appendix E);
- comply with the requirements related to the duties of principals and teachers under the *Education Act* and regulations;
- outline the roles and responsibilities of the principal in conducting investigations of incidents for which *suspension\** or *expulsion\** under the *Education Act*, including the responsibility to take *mitigating and other factors\**, into account, as set out in Ontario Regulation 472/07;
- comply with the requirements legislated under the *Child and Family Services Act* (e.g., “duty to report”);
- respect the board’s code of conduct, as required by the *Education Act* (s. 302);
- ensure that resources (e.g., on drug awareness, on bullying prevention) are accessible to assist school staff in promoting a positive school environment with students and parents;
- develop policies on how to respond to crises, including the development of a communications plan;
- ensure that appropriate prevention and intervention strategies are available;
- provide staff with opportunities to acquire the skills necessary to promote safe, equitable, and inclusive school environments; and
- seek feedback from school community for example Special Education Advisory Committees (SEACs) in the development of local protocols.

## **V. DEFINITIONS/EXPLANATIONS OF TERMS**

A glossary is provided, outlining definitions of terms that are important to assist those who will be administering this protocol, see Appendix D.

## **VI. A COORDINATED APPROACH TO VIOLENCE PREVENTION**

Schools will promote learning environments that are safe, caring and inclusive. Staff and students, under the leadership of principals, will design activities to promote a positive atmosphere and pride in the school, including the development of strategies to improve individual's self-esteem and the encouragement of student participation in school activities.

Principals, in co-operation with students, staff, parents/guardians and the school council, will develop a School Code of Conduct. Annually, the School Code of Conduct will be reviewed and made available to the school community.

It is essential to reinforce the importance of a coordinated and multifaceted approach on the part of the school board and police to promote positive behaviour and prevent school violence. Outline the role of local police services with respect to implementing violence-prevention policies in schools, and identify additional supports that police are prepared to offer.

School boards and principals will develop, promote and maintain strong partnerships with police and seek to benefit from their support in the implementation of the school's violence prevention policies, particularly where those policies pertain to addressing the risk factors associated with antisocial, gang-related, or criminal behaviour. In a closely cooperative relationship, police may also offer support in a consulting role, to assist school personnel in determining appropriate action when dealing with violent behaviour and to explain the procedures for police investigations.

Police work in partnership with schools and other community based service providers to administer various crime-prevention programs, including programs that focus on areas such as peer mediation or conflict resolution; referrals to appropriate community resources (e.g., those providing counselling or mentoring services, drug awareness/education programs, or support for seeking employment or housing); and programs such as Crime Stoppers.

This protocol is one component of a broader partnership between schools and other essential community partners, including mental health providers, health care professionals, and Children's Aid Societies, using the Community VTRA Protocol that is dedicated to assessing violence, and to threat prevention in our schools.

As such, a variety of strategies can be implemented by the police and schools to prevent violence.

## **VII. OCCURRENCES REQUIRING POLICE RESPONSE**

The following incidents require mandatory reporting to police (for students under the age of 12, refer to section 15 below). Note that mandatory police reporting does not mean that police will lay charges in every situation; however, for the incidents listed, police

must be notified. The incidents listed include those that happen at school, during school-related activities in or outside school, or in other circumstances if the incident has a negative impact on school climate.

#### MANDATORY NOTIFICATION OF POLICE

The police must be notified of the following types of incidents:

- all deaths;
- physical assault causing bodily harm requiring treatment by a medical practitioner;
- sexual assault;
- robbery;
- criminal harassment;
- relationship-based violence;
- possessing a weapon, including possessing a firearm;
- using a weapon to cause or to threaten bodily harm to another person;
- trafficking in weapons or in illegal drugs;
- Possessing alcohol, illegal drugs or, unless the pupil is a medical cannabis user, cannabis;
- hate and/or bias-motivated occurrences;
- gang-related occurrences;
- extortion;
- when considering Violence Threat Risk Assessment (VTRA);
- lock down;
- intruder;
- human trafficking/prostitution;
- possession of and/or non-consensual sharing of intimate images; and
- bomb threats/suspicious package.

#### DISCRETIONARY NOTIFICATION OF POLICE

Principals may notify police of the following types of incidents:

- giving alcohol or cannabis to a minor;
- being under the influence of alcohol, illegal drugs or, unless the pupil is a medical cannabis user, cannabis
- physical assault;
- threats of serious physical injury, including threats made on social networking sites or through instant messaging, text messaging, e-mail, and so on;
- incidents of bullying;
- incidents of vandalism;
- in cases of imminent risk of suicide (Community Suicide Prevention, Intervention and Risk Review Protocol (SPIRR)); and
- trespassing incidents.

Principals should consider mitigating and other factors when deciding whether to call the police in these discretionary situations. For students with special education needs, school boards should identify circumstances where a police response is neither necessary nor appropriate. Refer to section 14 below for further information on dealing with students with special education needs.

It is expected that all other school-related occurrences not specified in the protocol will

be dealt with by the principal on a case-by-case basis, and that police will be notified at the principal's discretion.

## VIII. INFORMATION SHARING AND DISCLOSURE

A number of different statutes deal with information sharing and disclosure. These include federal legislation (*the Criminal Code, the Youth Criminal Justice Act*) and provincial legislation (*the Municipal Freedom of Information and Protection of Privacy Act, the Education Act, and the Child and Family Services Act*). In situations where federal and provincial laws are in conflict with each other, the federal law takes precedence.

### A) CRIMINAL CODE

The police can access a student's Ontario Student Record (OSR) and other student records, by warrant or subpoena, or with the written consent of a parent\* or of the student, if the student is 18 years of age or older. In exigent circumstances, when investigation a criminal matter, the police can access a student's OSR without a warrant, under section 487.11 of the Criminal Code.

### B) YOUTH CRIMINAL JUSTICE ACT (YCJA)

The YCJA sets out the procedural requirements for dealing with young persons charged with offences. (Refer to Part 6 (ss. 110 to 129) of the YCJA, "Publication, Records and Information".)

There may be occasions when it is necessary for police to share confidential information with school officials. Section 119 of the YCJA provides the circumstances under which confidential information may be shared.

The following subsections of Part 6 of the YCJA are of particular relevance for this protocol:

- subsection 110(1), which states that no person shall publish the name of the young person or any information that would identify the young person as a young person dealt with under the YCJA;
- subsection 111(1), which states that "no person shall publish the name of a child or young person, or any other information related to a child or a young person, if it would identify the child or young person as having been a victim of, or as having appeared as a witness in connection with, an offence committed or alleged to have been committed by a young person";
- subsection 118, which states that no person shall be given access to a record and no information in the record shall be given to any person, where to do so would identify the young person as being dealt with under the YCJA;
- subsection 125(1), which states that "\*a peace officer may disclose to any person any information in a record kept under section 114 (court records) or 115 (police records) that it is necessary to disclose in the conduct of the investigation of an offence";
- subsection 125(6), which permits a provincial director, youth worker, peace officer, or any other person engaged in the provision of services to young person's to disclose to a representative of a school board or school any information kept in a record under sections 114 to 116 of the YCJA if the disclosure is necessary:
  - i. to ensure compliance with an order made by the youth justice court for a young person released from custody to attend school;

- ii. to ensure the safety of staff, students, or other persons; or
- iii. to facilitate the rehabilitation of the young person.

#### C) MUNICIPAL FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT (MFIPPA)

This legislation regulates the collection and disclosure of personal information that is not related to the YCJA. As part of this protocol, police services and school boards have developed a policy for the disclosure of personal information in situations under subsection 32(g) of the MFIPPA (i.e., "to aid an investigation undertaken with a view to a law enforcement proceeding ...").

Further information regarding the release of students' personal information can be found in the Office of the Information and Privacy Commissioner's *Guide to Ontario Legislation Covering the Release of Students' Personal Information*.

#### D) CHILD AND FAMILY SERVICES ACT (CFSA)

The CHILD AND FAMILY SERVICES ACT mandates that anyone who has reasonable grounds to suspect that a child is or likely will be a child in need of protection must report these suspicions to the Children's Aid Society. Section 72(1) states, "despite the provisions of any other Act, if a person, including a person who performs professional or official duties with respect to children, has reasonable grounds to suspect (a need for protection), the person shall forthwith report the suspicion and the information on which it is based to a society".

This provision applies as well to information that is confidential or privileged (except under solicitor/client privilege), and there is no liability against a person who reports unless the reporting was done maliciously or without reasonable grounds.

#### E) RELEASE OF SCHOOL INFORMATION BY WARRANT OR SUBPOENA

In criminal matters, if a school principal is served with a warrant requesting an OSR or other records, the principal is obliged to comply with the warrant and will provide a copy of the OSR contents and other records as specified. The principal should contact the superintendent for guidance before releasing information. This should be done immediately upon receiving the warrant.

If a principal is personally served with a subpoena requiring his/her testimony in a criminal case, he/she is obliged to comply with the subpoena, attend court, and produce any records or documents, including the original O.S.R., to court as specified in the subpoena. In the event that a record or document is ordered by the court to be entered into evidence, the principal should bring the original records or documents, plus three copies, so the school board can request to retain the originals and provide copies to the court. Once again, the principal should contact the superintendent for guidance whenever a subpoena is received.

#### F) OTHER RELEASE OF SCHOOL INFORMATION TO POLICE

In the absence of a warrant or court order, principals should seek direction from their superintendent before releasing any information.

If the police are conducting an investigation for the purpose of law enforcement proceedings, the school principal shall, upon the request of police and pursuant to section 32(g) of the Municipal Freedom of Information and Protection of Privacy Act, release general information to the police officer including, but not limited to the following:

- name, address and phone number of the student or staff member;
- name, address and phone numbers of the parent or guardian of the student.
- In exigent circumstances, the police can access a student's OSR without a warrant, under section 487.1.1 of the Criminal Code.

## IX. SCHOOL PROCEDURES FOR REPORTING TO POLICE

In emergency circumstances, reporting to police shall be done through 9-1-1 and/or \*OPP.

In non-emergency situations that require police involvement, school staff should report the matter to the school principal, who will initiate police contact.

The following telephone numbers are available for non-emergency situations:

### POLICE SERVICES

Location	Phone
Brockville	613-342-0127 ext. 0
Cornwall	613-932-2110 ext. 3
Gananoque	613-382-4422 ext. 0
Smiths Falls	613-283-0357 ext. 0

### OPP DETACHMENTS

County	Location	Phone
Provincial Number	Ontario	888-310-1122
Eastern Region Headquarters	Smiths Falls	613-285-2700
Grenville County	Prescott	613-925-4221
Grenville County	Kemptville	613-258-3441
Lanark County	Carleton Place	613-257-5610
Lanark County	Perth	613-267-2626
Leeds County	Brockville	613-345-1790
Leeds County	Lansdowne	613-659-5200
Leeds County	Portland	613-283-6911
Russell County	Embrun	613-443-4499
Russell County	Rockland	613-446-5124
Prescott County	Hawkesbury	613-632-2729
Stormont, Dundas & Glengarry	Alexandria	613-525-1954
Stormont, Dundas & Glengarry	Lancaster	613-347-2449
Stormont, Dundas & Glengarry	Long Sault	613-534-2223
Stormont, Dundas & Glengarry	Morrisburg	613-543-2949
Stormont, Dundas & Glengarry	Winchester	613-774-2603

When notifying the police of an incident, the caller should be prepared to provide the following information. Additional details may also be required:

- Where and what is happening?
- Is anyone injured and what are the injuries?
- Who and where is the caller?
- Are there any weapons involved?
- What type?
- Where are the weapons now?
- Who has them?
- Who is involved (including names, dates of birth)?
- How many people are involved?
- When did the event take place?

Refer to Appendix E: Provincial Policy for Developing and Maintaining Lockdown Procedures for Elementary and Secondary Schools in Ontario regarding school lockdown procedures. Reporting procedures must comply with the “duty to report” provisions under the Child and Family Services Act.

## **X. INITIAL POLICE CONTACT**

Under exigent circumstances, or if the principal is being investigated, the police are not required to follow the procedures set out below.

Police responding to school-related incidents are responsible for obtaining and thoroughly documenting information on the incident. Police are normally required to take the following steps:

- report to the principal, providing proper identification;
- explain the purpose of the visit, and plan with the principal on how to proceed;
- consider alternatives that limit the disruption to the school day;
- obtain information from the principal about the student (e.g., regarding accommodation needs or barriers to communication) before making contact with the student; and
- contact, or make arrangements with the principal to contact, parents of students under the age of 18 (see section 12(a) below).

From time to time, it may become necessary or unavoidable to interview or apprehend a staff member on school property. If this occurs, the board will proceed as sensitively and unobtrusively as possible, while co-operating with the police. The police may not always be able to discuss or disclose circumstances involved in the investigation, including apprehension.

Where feasible, the police should attempt to contact a supervisor of the staff member or senior executive of the board regarding the apprehension.

## **XI. SCHOOL AND POLICE INVESTIGATIONS OF INCIDENTS**

In exigent circumstances, police may advise school administrators against exercising their

legislative responsibility to speak with students, regardless of whether they are an accused, victim or witness.

While it is important that the principal not do anything to prejudice the police investigation, it is also important that the police recognize and respect the principal's obligations under the Education Act. Under the Act, a school board's decision regarding expulsion of a student must be made within twenty school days from the date of the student's suspension. When possible, the police will share information with the principal that may be relevant to that decision.

In the event that school staff are taking a statement while conducting an internal investigation and determine that a criminal offence has been committed, they shall discontinue the statement and notify police immediately, ensure the involved students are separated, and refrain from further statements.

Any statement(s) taken shall then be turned over to Police for purposes of an investigation if requested. Principals should also be aware that any contact they have with students, after a police investigation has been initiated, may place them in a position of becoming a witness in a criminal proceeding.

**If further clarification is required, school staff should consult with their respective board superintendent.**

Police investigations should be undertaken in accordance with the local police service's criminal investigation management plan and, where required, with the *Ontario Major Case Management Manual*.

The principal will inform police of any logistical information about the school (e.g., the hours of the school day and class rotation schedules) that may be relevant to the investigation process.

Police services will endeavour to work within these logistical considerations in order to minimize the disruption to the school or stigmatize the student in matters that do not pertain to the school.

#### A) LEGAL RIGHTS

In the investigation of school-related incidents where a young person is a suspect, particular attention should be given by the principal and police to procedures that are consistent with the following provisions:

- parental notification upon arrest (s. 26, Youth Criminal Justice Act);
- right to counsel (s. 25, Youth Criminal Justice Act);
- right not to make a statement (s. 146, Youth Criminal Justice Act); and
- protection of privacy (s. 110, Youth Criminal Justice Act).

#### B) SEARCH AND SEIZURE

The Canadian Charter of Rights and Freedoms (Section 8) states that "Everyone has the right to be secure against unreasonable search and seizure."

The Supreme Court of Canada in *R. v. M.R.M.* (1998) and the Ontario Court of Appeal in *R.*

v. J.M.G. (1986) have stated that a principal, who has **reasonable grounds** to do so, may conduct a search of a student or his/her possessions in carrying out his or her duties to maintain order and discipline in the school.

- A warrant is not essential in order for a school authority to conduct a search.
- School authority must have reasonable grounds to believe that there has been a breach of school regulations or discipline and that a search will reveal evidence of the breach.
- The search must be conducted in a reasonable manner and be minimally intrusive in the circumstances.

Reasonable grounds may include:

- information received from credible student;
- information received from more than one student;
- a teacher or principal's own observations; or
- any combination of these pieces of information which the relevant authority considers to be credible.

Where investigations involve search and seizure, the police and the principal should pay particular attention to the following procedures and responsibilities:

- It is the responsibility of the principal to advise the students and staff at the beginning of the school year that desks and lockers are school property and there is no expectation of privacy on the part of the students; therefore, a search of such property is permissible by the school administrator. In this case, the principal is acting under the authority of the *Education Act* to maintain proper order and discipline in the school, and not as an agent of the police. Principals may search students' electronic devices with student and/or parental permission. It is advisable for the principal to have another person present to conduct any search.
- Any search by the police, shall be conducted in accordance with relevant federal and provincial legislation. The police will notify the principal before conducting searches on school premises. Under some exigent circumstances, police may execute a search without a warrant and without notice to the principal.
- In all circumstances, Principals should avoid any contact with students while conducting searches of their property.

### C) DETAINMENT AND ARREST

In exigent circumstances, police may not be able to advise the principal immediately of the reason for their actions. As soon as practical, police will advise the principal of these circumstances and of any students charged or arrested. If police wish to arrest or charge a student on school property, police shall contact the principal and advise of the nature of the visit. Where an investigation results in detainment or arrest, the police and the principal should pay particular attention to the following procedures and responsibilities:

- if the student being arrested or charged is under 18 years of age, the police shall inform that student about the nature of the charges and his/her rights;
- subject to the Youth Criminal Justice Act, and in consultation with police, the principal will attempt to contact the student's parents/guardians to inform them that their child is being arrested or charged;
- if a student is a Crown ward or a ward of the Children's Aid Society, the legal guardian

is the Children's Aid Society and shall be contacted in the same way as a parent/guardian;

- if the student who is being arrested or charged is 18 years of age or older, and therefore an adult, (or a 16 or 17 year old who has withdrawn from parental control), the principal shall not contact the parents/guardians without the permission of the student;

There may be times when the police will direct the principal not to contact the parents/guardians of an interviewed, charged or arrested student, for example:

- I. the parents/guardians are the suspects of a crime about which the student is being interviewed;
- II. contacting the parents/guardians could interfere with the police investigation.

In such cases, the police shall determine the proper course of action. The principal will follow police direction in this regard and document the name and badge number of the officer and the direction given.

It is the responsibility of the principal to communicate to the police if any student has a learning disability or other exceptionality that may impede the student from expressing or understanding written/oral communication. Refer to section 14 of this protocol for further information.

If the student is not in attendance at school on that day, the principal shall inform police of the student's date of birth, address, phone number, and the parent's/guardian's home and business phone numbers on file, in accordance with section 32(g) of the Municipal Freedom of Information and Protection of Privacy Act, which is the authority for providing such personal information to law enforcement officials who are conducting an investigation of law enforcement proceedings. Refer to section 8 of this protocol for further information.

When possible, non-school related incidents resulting in the arrest of a student shall take place away from school property.

#### D) SUPPORTS FOR VICTIMS

It is important that police and the principal be aware of the procedures and responsibilities with respect to providing support for victims, according to their own agency-specific guidelines. Procedures for information sharing and community referrals shall be in keeping with current and relevant legislation governing confidentiality.

The principal shall inform the parents of victims who have been harmed as a result of an activity for which suspension or expulsion must be considered unless, in the principal's opinion, doing so would put the victim at risk of harm from the parents. (Education Act, s. 300.3(1), O.Reg. 472/07), and Bill 157.

All board employees who work directly with students are expected to support all students, including those who disclose or report such incidents, by providing them with contact information about professional supports (e.g., public health units, community agencies, Help Phone lines).

Advising victims of the services available shall be a shared responsibility between police

and the principal.

Appendix J lists some of the available agencies for the support of victims.

## **XII. POLICE INTERVIEWS OF STUDENTS**

It is the responsibility of police to conduct interviews related to criminal investigations of incidents that involve students.

If police wish to interview a student on school property, the police shall notify the principal. In all cases, the police and the principal shall pay particular attention to the following responsibilities:

- if the student being interviewed is under 18 years of age, the principal will advise the student that his/her parents/guardians shall be contacted, by the school, prior to any interview with the police;
- parents/guardians shall be informed by the principal of the purpose of the police interview and the right to attend the interview, provided the student agrees (as per the Youth Criminal Justice Act);
- once parent/guardian permission is granted, the principal shall provide the police with access to the student. A private room will be made available for such interviews to ensure confidentiality for students and/or parents/guardians;
- if the parents/guardians refuse to grant permission for the student to be interviewed by police, the principal will request that the police conduct their investigation off school property;
- if the parents/guardians of the student under 18 years of age do not wish to attend the school, or the school is unable to contact the parents/guardians within a reasonable amount of time, the principal shall be present during any interview of the student held at the school, provided the student agrees to their attendance;
- if a student expresses his/her right not to have the principal present, the police will be requested to conduct their investigation off school property. The principal and the police will document the details;
- if the student is a Crown ward or ward of the Children's Aid Society, the legal guardian is the Children's Aid Society and shall be contacted in the same way as a parent/guardian; and
- if the student being interviewed is 18 years of age or older and therefore considered an adult (or 16 or 17 years of age and has withdrawn from parental control) the principal shall not contact the parents/guardians without the permission of the student. In such cases, the principal shall offer to be present during the interview, if agreed to by the student.

### **A) NOTIFICATION OF PARENTS**

It is the principal's responsibility to contact parents of:

- Victims who have been harmed as the result of an activity for which suspension or expulsion must be considered, unless, in the principal's opinion, notification of the parents would put the student at risk of being harmed by the parents. If that is the case, the parents must not be contacted (*Education Act*, s. 300.3(3));
- students receiving a suspension (*Education Act*, s. 311);

- all other students being interviewed by police during an investigation, except:
  - if the principal is otherwise directed by police because of exigent circumstances or where the police believe the parent may be implicated;
  - if the student is 18 years of age or older (unless the student consents to or requests such contact or is incapable of providing consent); or
  - if the student is 16 or 17 years of age and has withdrawn from parental control (unless the student consents to or requests such contact or is incapable of providing consent).

If a Children’s Aid Society is involved and /or the safety of child is in question, school and police officials should discuss and come to agreement with the Children’s Aid Society regarding the timing and procedure for notifying the parents. If a student is detained or arrested, the police will notify his or her parents unless the student is 18 years of age or older. The parents should not be contacted if the police determine that doing so may endanger the safety of the student or another person or the integrity of an investigation.

In such cases, the student will be advised that he or she may contact another adult person.

## B) PREPARATION FOR INTERVIEWS

When appropriate, the police and the principal may discuss procedures and considerations related to preparing for interviews that include the following:

- determining whether the circumstances dictate whether the interview is to be conducted at the school or at another location;
- evaluating the need for specialized resources where a student is known to have mental health needs or special education needs (see section 14 below);
- determining the need for an interpreter (e.g., a language interpreter, an interpreter for a student who is deaf or hard of hearing) and/or for information to be provided in an alternative format (e.g., Braille for a student who is blind or has low vision).

Police, in preparing for an interview of a student, may consider the following:

- determining the methodology of the interview;
- deciding which officer will take the lead in conducting the interview,
- if more than one officer is interviewing;
- arranging for the audio/videotaping of interviews and statements, and
- meeting the requirement for police to inform the interviewee that the conversation is being recorded.

## C) CONDUCT OF INTERVIEWS

In preparing for interviews, police may consider the following:

- the need for police to employ appropriate techniques when interviewing children and young persons;
- the requirement that police follow the *Guide to Officers for Section 146 Youth Criminal Justice Act Statements* (see Appendix G);
- the requirement that police provide, upon arrest or detention, a legal caution and notification of the right to counsel where there are reasonable grounds to believe that the student being interviewed has been involved in the commission of a criminal

- offence;
- taking into account legal considerations respecting the admissibility of statements made to persons in authority (s. 146(2) of the *Youth Criminal Justice Act*);
- involving the local Children's Aid Society in the interview process, which is recommended when an interview involves a child who may be in need of protection;
- the requirement that an adult be present throughout the interview, except when the student can waive and has waived the right to have an adult present; and
- best efforts must be made to have the student's parent(s) or another adult of the student's choice present.

### **XIII. REPORTING OF CHILDREN SUSPECTED TO BE IN NEED OF PROTECTION**

The CHILD AND FAMILY SERVICES ACT mandates that anyone who has **reasonable grounds** to suspect that a child is or likely will be a child in need of protection must report these suspicions to the Children's Aid Society. Section 72(1) states, "despite the provisions of any other Act, if a person, including a person who performs professional or official duties with respect to children, has reasonable grounds to suspect (a need for protection), the person shall forthwith report the suspicion and the information on which it is based to a society".

In cases where a child is suspected to be in need of protection, the principal shall notify the appropriate Children's Aid Society, in accordance with the protocol established by the school board.

When police are advised of a matter where a child is suspected to be in need of protection, the police will conduct an investigation in accordance with the protocol established with the appropriate Children's Aid Society.

For additional information, refer to the document *Reporting Child Abuse and Neglect*, developed by the Ministry of Children and Youth Services.

### **XIV. INVESTIGATIONS INVOLVING STUDENTS WITH SPECIAL EDUCATION NEEDS**

Principals have a duty to ensure that all members of the school community are able to work and learn in a safe and positive environment, and are obliged to report incidents to police as outlined in section 7 of this document. However, in investigations that involve a student known to have special education needs, additional considerations must be taken into account by school personnel and police.

Additional considerations are to be taken into account when an investigation involves a student known to have special education needs, who may be identified as having an exceptionality in any of the following categories: behaviour, communication, intellectual, physical or multiple. Such considerations include:

- the responsibility of the principal to communicate to the police that a student is known to have special education needs or communication difficulties;
- the requirement to accommodate the student, especially when interviewing is

necessary. Every attempt should be made to provide specialized supports/resources, as needed, for the student during an investigation;

- the need to ensure that the student’s parent is contacted as soon as possible, except in exigent circumstances or where the police believe the parent may be implicated in the incident.

In cases involving students with special education needs, the principal should review the student’s Individual Education Plan (IEP) and other relevant student records in order to identify whether further intervention strategies and/or resources are required for the student. These may include the development of and/or revisions to a behaviour management plan or a safety plan.

## **XV. OCCURRENCES INVOLVING STUDENTS UNDER AGE 12**

Where children under the age of 12 are involved, school boards are expected to apply the rules outlined in section 7 (above) for consulting/reporting incidents to the police. Children under 12 cannot be charged with an offence under the *Criminal Code*, *Youth Criminal Justice Act*, or the *Provincial Offences Act*, but police may take reports of incidents allegedly committed by students in this age group and may respond in an appropriate manner. Early intervention for children involved in such incidents is essential, and involving police and parents as early as possible may facilitate the provision of appropriate intervention and support.

The principal is required to conduct an investigation of an incident for the purpose of school discipline, for example, where a recommendation for suspension or expulsion may be required, regardless of the age of the students involved.

The following considerations for responding to occurrences involving students under the age of 12, include:

- the requirement for the principal to notify the child’s parent as soon as possible, except in exigent circumstances or where the police believe the parent may be implicated in the incident;
- the authority police have to take reports, make referrals to additional services (e.g. health/counseling), and conduct interviews;
- the duty to report children suspected to be in need of protection to the local Children’s Aid Society, under subsection 72(1) of the *Child and Family Services Act* (e.g., when there is evidence of abuse or neglect, or the risk thereof; when the child has committed serious acts and the child’s parents are not accessing appropriate treatment); and
- the requirement to provide accommodations and/or modifications for students with special education needs, as outlined in their IEPs.

For further information, refer to the document *Reporting Child Abuse and Neglect*, developed by the Ministry of Children and Youth Services.

## **XVI. SCHOOL BOARD COMMUNICATION STRATEGY**

Students and their families need to be aware of the range of situations in which police may be called, including any criminal activity involving students that takes place away from school, if that activity has a negative impact on school climate. The school board’s communication plan

will promote knowledge and understanding of the contents of this protocol and consistency in its application. This strategy will be reviewed annually.

## **XVII. PROTOCOL REVIEW PROCESS**

A review of the local protocol shall be conducted annually as part of the joint police and school board meetings. The review will be conducted by the police and school board, and include an effective mechanism for soliciting input from local police governance, and representatives from the school community.

## **XVIII. PHYSICAL SAFETY ISSUES**

When requested, police services may work in cooperation with local schools to assess the physical safety of the school premises, including the building and outdoor areas. In all cases, final decisions about alterations rest with the school board, as does the responsibility to carry out any desired work.

## **XIX. THREAT MANAGEMENT/AWARENESS SERVICES**

Incidents of violence in schools are often preventable through early intervention in response to threatening behaviour, or non-threatening but worrisome behaviour. School teams should identify at-risk students through early and ongoing assessment and intervention strategies. Police and school teams should work together to prevent and manage situations that could otherwise negatively affect the safety of students and/or school staff.

Multi-disciplinary Violent Threat Risk Assessment (VTRA) teams can be formed by school boards in collaboration with police and other community-based service providers, such as mental health agencies, Youth Justice, Probation Services, and other youth-focused agencies (See Community VTRA Protocol: Violence Threat Risk Assessment). Teams should develop procedures and protocols to facilitate timely intervention in situations where a threat has been made or an individual is engaging in worrisome behaviour that may pose a risk of violence. Having a multi-disciplinary team and a protocol in place provides for the sharing of information and makes a collective and timely response possible.

It should be noted that multi-disciplinary threat management teams are not a substitute for police Threat Assessment Units. Such units exist within some of the larger police services, including the Ontario Provincial Police. Where a threat management protocol is in place, it should be reviewed when the review of the local police/school board protocol is being conducted (see section 18 above).

Police/school board protocol should specify that, in situations where a multi-disciplinary team has determined that a student may pose a risk of violence, the team should contact police for assistance. (Similarly, where no multi-disciplinary threat management team exists and a student is thought to be a potential threat, the school board should contact its local police service for assistance.) If the local police service does not have a Threat Assessment Unit, it will assist in obtaining the required services from another police service.

## XX. EMERGENCY PLANNING AND THREATS TO SCHOOL SAFETY

In keeping with school board and ministry policies, every school shall have and communicate an Emergency and Crisis Response Plan, which must include but is not limited to a *lockdown\** plan and procedures following a lockdown or other emergency and a plan and procedures for dealing with bomb threats. Teachers, staff, parents, and students should be involved in the development and monitoring of the Emergency and Crisis Response Plan, and the plan should be fully communicated to members of the school community, police services, and the fire department. Mechanisms for sharing the Emergency and Crisis Response Plan with police services and the fire department should be specified in the protocol. The plan must be appended to the protocol.

### ***Bomb Threat Plan and Procedures***

The “Provincial Policy for Developing and Maintaining Bomb Threat Procedures for Elementary and Secondary Schools in Ontario” is included in this document as Appendix F. It specifies two mandatory requirements:

1. All publicly funded school boards in Ontario must establish a bomb threat response policy to ensure the development and implementation of individual school plans.
2. Each board must ensure that its staff, students, and other stakeholders are aware of their obligations/responsibilities within the individual school plans.

Indicate in the protocol that every school should be guided by the provincial policy in developing its bomb threat plan.

## XXI. TRAINING

The school boards and police services will provide joint training on this protocol to their respective staff on an annual basis. Training will be based on effective/leading practices. Best efforts should be made to include all staff, including part-time, itinerant, and occasional staff, in this training. Resources such as DVDs and other methods may be used for training.



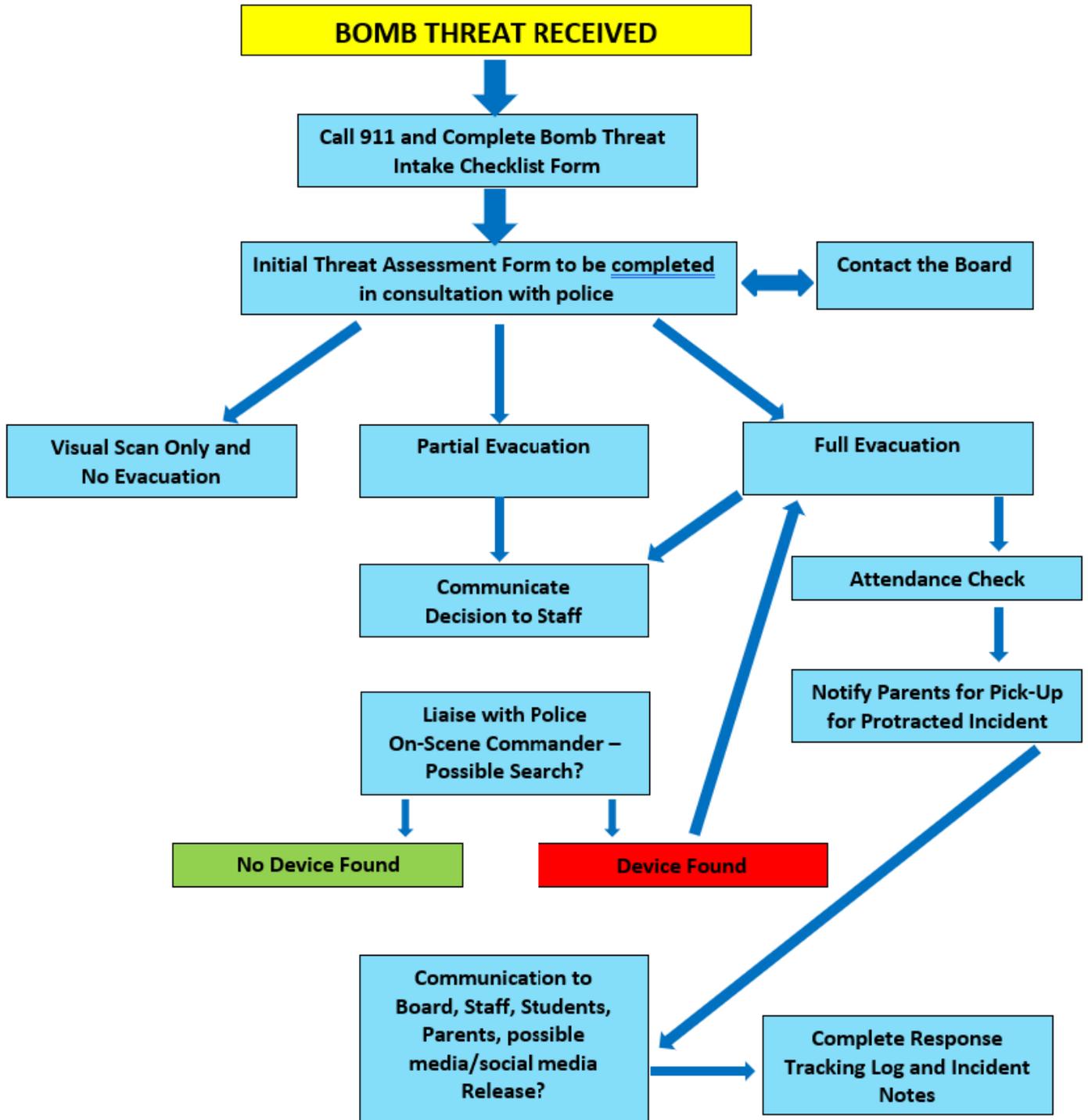
**Any person who is concerned will report to the school principal or designate any behaviours that may pose a risk or threat to others.**

**POLICE NOTIFICATION OF INCIDENTS that happen at school, during school-related activities inside or outside school, or in other circumstances if the incident has a negative impact on school climate.**

MANDATORY POLICE NOTIFICATION	DISCRETIONARY POLICE NOTIFICATION
<ul style="list-style-type: none"> <li>• all deaths</li> <li>• physical assault causing bodily harm requiring medical attention</li> <li>• sexual assault</li> <li>• robbery</li> <li>• criminal harassment</li> <li>• relationship-based violence</li> <li>• possessing a weapon, including possessing a firearm</li> <li>• using a weapon to cause or to threaten bodily harm to another person</li> <li>• trafficking in weapons or in illegal drugs</li> <li>• Possessing or being under the influence of alcohol, illegal drugs or, unless the pupil is a medical cannabis user, cannabis</li> <li>• hate and/or bias-motivated occurrences</li> <li>• gang-related occurrences</li> <li>• extortion</li> <li>• when considering Violence Threat Risk Assessment (VTRA)</li> <li>• lock down</li> <li>• intruder</li> <li>• human trafficking/prostitution (AHST)</li> <li>• possession of and/or non-consensual sharing of intimate images</li> <li>• bomb threats/suspicious package</li> <li>• in cases of imminent risk of suicide (Community Suicide Prevention, Intervention and Risk Review Protocol (SPIRR))</li> </ul>	<ul style="list-style-type: none"> <li>• giving alcohol or cannabis to a minor</li> <li>• physical assault</li> <li>• threats of physical injury, including threats made on social networking sites or through instant messaging, text messaging, e- mail, and so on</li> <li>• incidents of bullying</li> <li>• incidents of vandalism</li> <li>• trespassing incidents</li> </ul>

INCIDENT NOTIFICATIONS	PRINCIPAL'S RESPONSIBILITY	POLICE'S RESPONSIBILITY
<b>MANDATORY POLICE NOTIFICATION INCIDENTS</b>	<ul style="list-style-type: none"> <li>• Ensure everyone is safe</li> <li>• In cases of bomb threat, initiate Bomb Threat Intake Checklist form (Appendix A) and Initial Threat Assessment Form (Appendix B)</li> <li>• Contact police (911, *OPP, or Dispatch)</li> <li>• Inform police of student's special education needs (if applicable)</li> <li>• Inform Superintendent of Education and Superintendent of Safe Schools</li> <li>• Interview all witnesses if directed to do so by police</li> <li>• Notify the accused, victim(s) and witnesses' parent(s) or guardian (s) when directed to by police or at the end of the police investigation</li> <li>• Suspend accused as per Education Act (if applicable)</li> <li>• Make appropriate referrals for victim(s), accused and/or witnesses as needed</li> <li>• Complete Response Tracking Log and Incident Notes (Appendix C)</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure everyone is safe</li> <li>• Police will advise principal if and when to conduct interviews and inform parent(s) or guardian(s)</li> <li>• Conduct investigation</li> <li>• Detainment and arrest (if applicable)</li> <li>• For students under the age of 12 – take reports, conduct interviews, contact parent(s) or guardian(s)</li> <li>• Make appropriate referrals (e.g. Victim Services, Intersections, Child, Youth and Family Services/Children's Aid Society, etc...)</li> </ul>
<b>DISCRETIONARY POLICE NOTIFICATION INCIDENTS</b>	<ul style="list-style-type: none"> <li>• Ensure everyone is safe</li> <li>• Consider mitigating circumstances and other factors when deciding whether to call the police</li> <li>• For students with special education needs, consider circumstances where a police response is neither necessary or appropriate</li> <li>• Consult Superintendent of Education when applicable</li> <li>• If a decision is made to contact police, inform them of the student's special education needs and take direction from police as to when to conduct interviews and notify parent (s) or guardian(s) Suspend accused as per Education Act (if applicable)</li> <li>• Make appropriate referrals for victim(s), accused and/or witnesses as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure everyone is safe</li> <li>• Police will advise principal if and when to conduct interviews and inform parent(s) or guardian(s)</li> <li>• Conduct investigation</li> <li>• Detainment and arrest (if applicable)</li> <li>• For students under the age of 12 – take reports, conduct interviews, contact parent(s) or guardian(s)</li> <li>• Make appropriate referrals (e.g. Victim Services, Intersections, Child, Youth and Family Services/Children's Aid Society, etc...)</li> </ul>

## *Bomb Threat Plan and Procedures (Flowchart)*



## ***Bomb Threat Plan and Procedures (Flowchart) – Diagram Description:***

**Top of chart begins with: Bomb Threat Received**

**Call 911 and Complete Bomb Threat Intake Checklist Form**

- 1. Initial Threat Assessment Form to be completed in consultation with police. Contact the Board.**
  1. Visual Scan Only and No Evacuation
  2. Partial Evacuation
  3. Communicate Decision to Staff
  4. Full Evacuation
    - a. Communicate Decision to Staff
    - b. Attendance Check
    - c. Notify Parents for Pick-Up for Protracted Incident
    - d. Communication to Board, Staff, Students, Parents, possible media/social media release?
    - e. Complete Response Tracking Log and Incident Notes
  
- 2. Liaise with Police On-Scene Commander – Possible Search?**
  1. No Device Found
  2. Device Found
    - a. Full Evacuation
      - i. Communicate Decision to Staff
      - ii. Attendance Check
      - iii. Notify Parents for Pick-Up for Protracted Incident
      - iv. Communication to Board, Staff, Students, Parents, possible media/social media release?
      - v. Complete Response Tracking Log and Incident Notes



# BOMB THREAT INTAKE CHECK LIST

***Upon receiving a phone call regarding a bomb threat, initiate the pre-arranged signal to co-workers and/or principal.***

Record the following:

Exact wording of the threat:

---

---

---

---

---

---

---

---

---

---

---

Call Display Phone Number: \_\_\_\_\_

**Questions to ask:**

What time will the bomb explode? \_\_\_\_\_

Where is the bomb? \_\_\_\_\_

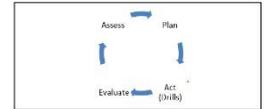
What does it look like? \_\_\_\_\_

Where are you calling from? \_\_\_\_\_

Why did you place the bomb? \_\_\_\_\_

What is your name? \_\_\_\_\_





# INITIAL THREAT ASSESSMENT FORM

The Principal shall review the following:

Risk Matrix	
The Bomb Threat Intake Checklist 1:	Did the caller indicate a time and/or date of detonation? Yes <input type="checkbox"/> No <input type="checkbox"/>
The Bomb Threat Intake Checklist 2:	Did the caller seem familiar with the school? Yes <input type="checkbox"/> No <input type="checkbox"/>
The Bomb Threat Intake Checklist 3:	Did the caller give a reason? Yes <input type="checkbox"/> No <input type="checkbox"/>
The Bomb Threat Intake Checklist 4:	Did the caller give a location of the device? Yes <input type="checkbox"/> No <input type="checkbox"/>
Any activities taking place?	Name activities:
Any negative incidents at the school recently? Yes <input type="checkbox"/> No <input type="checkbox"/>	Name event(s): Persons Involved:
Have there been recent threats or hoaxes? Yes <input type="checkbox"/> No <input type="checkbox"/>	Person Involved:
Likelihood of anyone having opportunity and access to place a device? Yes <input type="checkbox"/> No <input type="checkbox"/>	Explain:
Has a suspicious package or device been reported? Yes <input type="checkbox"/> No <input type="checkbox"/>	Location of Device:

Time: \_\_\_\_\_

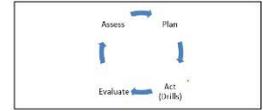
## Decision

**Initial Visual Scan Only**

**Partial Evacuation Only**

Evacuate Area: \_\_\_\_\_

**Full Evacuation**



# RESPONSE TRACKING LOG AND INCIDENT NOTES

	Evacuation Routes Checked    Yes <input type="checkbox"/> No <input type="checkbox"/> School Announcement Made    Yes <input type="checkbox"/> No <input type="checkbox"/> Collection Locations Safe    Yes <input type="checkbox"/> No <input type="checkbox"/>
--	--

Description of area to be evacuated:

Evacuation route (Describe):

	Evacuation Routes Checked    Yes <input type="checkbox"/> No <input type="checkbox"/> School Announcement Made    Yes <input type="checkbox"/> No <input type="checkbox"/> Collection Locations Safe    Yes <input type="checkbox"/> No <input type="checkbox"/>
--	--

- “This is a mandatory evacuation notice and all staff and students are required to exit the building immediately using the designated evacuation routes and collection points. Take only your belongings with you and do not attend your locker.”
- Class lists with contact numbers to be available at all times.
- Insert/Reference Evacuation Chart from school plan.

Area(s) Evacuated	Staff Assigned	Collection Point	Time	Parents Notified
				Y <input type="checkbox"/> N <input type="checkbox"/>
				Y <input type="checkbox"/> N <input type="checkbox"/>
				Y <input type="checkbox"/> N <input type="checkbox"/>
				Y <input type="checkbox"/> N <input type="checkbox"/>
				Y <input type="checkbox"/> N <input type="checkbox"/>

Media release issued in conjunction with Police, Board and other Emergency Services

School Media Liaison/Spokesperson: \_\_\_\_\_

Board Media Liaison/Spokesperson: \_\_\_\_\_

Police Media Liaison/Spokesperson: \_\_\_\_\_

**Police On-scene Commander:** \_\_\_\_\_

**Fire On-scene Commander:** \_\_\_\_\_

**EMS On-scene Commander:** \_\_\_\_\_

INCIDENT NOTES: (must include actions taken, staff assigned, time assigned & completed and results)

\_\_\_\_\_

\_\_\_\_\_

## APPENDIX D: GLOSSARY

The purpose of this glossary is to explain some of the terms that are used in the present document or that may be used in local protocols. The definitions provided here relate only to usages in the context of this document and cannot be attributed to usages in any other document. Although some of the definitions are based on language used in the Criminal Code of Canada, they are not to be taken as the official legal definitions set out in the Code. For the actual legal definitions, please refer to the Code itself.

- **barricading.** Creating a further barrier to a classroom or office that would obstruct the entry of an intruder, should the locked door be compromised. Barricading can be done by a number of means, including but not limited to adding a secondary locking mechanism or blocking the doorway with a large moveable object or with multiple smaller moveable objects. The barricade should be capable of being removed to allow exit from the room once the lockdown incident has been resolved.
- **bullying.** Typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.
- **child.** A child means a person who is, or in the absence of evidence to the contrary, appears to be less than 12 years old. (YCJA)
- **criminal harassment.** Criminal harassment occurs when: (1) a person repeatedly follows an individual from place to place or repeatedly communicates, directly or indirectly, by any means (including electronic means), with an individual, or watches the home or place of work of an individual, or engages in threatening conduct directed at a person or a member of that person's family; and (2) the victim of the criminal harassment is caused to reasonably, in the circumstances, fear for his or her safety.
- **exigent circumstances.** Urgent, pressing, and/or emergency circumstances. Exigent circumstances usually exist when immediate action is required for the safety of the police or others. Such circumstances may include a bomb threat, a person possessing or using a weapon, or a fire on school property.
- **expulsion.** The removal of a student from his or her school or from all schools of the board. Students expelled only from their school are assigned to another school of the board. Students expelled from all schools of the board must be offered a program for expelled students. Activities for which expulsion must be considered are found in section 310(1) of the Education Act. An example is using a weapon to cause or to threaten bodily harm.
- **extortion.** The use of threats, intimidation, or violence towards a person to obtain something of value from that person or someone else, or to cause that person or someone else to do something.
- **extra-judicial measures.** Measures used by police to hold a young person accountable for his or her alleged criminal behaviour, in a timely manner, outside the formal youth justice system. The formal system would include charging the individual and going through the court process. Extra-judicial measures hold a youth accountable for his or her actions and provide sanctions outside of judicial proceedings. Some examples of sanctions include substance abuse counseling, volunteer work, repair of or compensation for damaged or stolen property, and a letter of apology.
- **gang-related occurrences.** Incidents involving a group, consisting of three or more

persons, however organized, having as one of its main purposes the commission or facilitation of a criminal offence in which any or all of the members engage.

- **hate- and/or bias-motivated occurrences.** Incidents (e.g., involving statements, words, gestures) motivated by hatred or bias towards an identifiable group (i.e., a group distinguished by colour, race, religion, gender, sexual orientation, or ethnic origin) that are publicly communicated and that are willfully intended to promote or incite bias or hatred against such a group.
- **lockdown.** A procedure used in response to a major incident or threat of violence within the school, or in relation to the school. (See Appendix E for details.)
- **mitigating and other factors.** Circumstances that must be considered by the board and school administrators in situations involving suspension and/or expulsion of a student, as required by the Education Act and as set out in Ontario Regulation 472/07 (quoted below):
  - *For the purposes of subsections 306 (2), 306 (4), 310 (3), 311.1 (4) and clauses 311.3 (7) (b) and 311.4 (2) (b) of the Act, the following mitigating factors shall be taken into account:*
    - *The pupil does not have the ability to control his or her behaviour.*
    - *The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.*
    - *The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person ...*
  - **Other factors**
  - *For the purposes of subsections 306 (2), 306 (4), 310 (3), 311.1 (4) and clauses 311.3 (7) (b) and 311.4 (2) (b) of the Act, the following other factors shall be taken into account if they would mitigate the seriousness of the activity for which the pupil may be or is being suspended or expelled:*
    - *The pupil's history.*
    - *Whether a progressive discipline approach has been used with the pupil.*
    - *Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.*
    - *How the suspension or expulsion would affect the pupil's ongoing education.*
    - *The age of the pupil.*
    - *In the case of a pupil for whom an individual education plan has been developed,*
    - *whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,*
    - *whether appropriate individualized accommodation has been provided,*
    - *whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.*
- **negative impact on school climate.** A possible result of inappropriate activities or behaviours, whether those activities/behaviours occur inside or outside the school. Actions or behaviours that occur outside school may still have a negative impact on school climate. For example, cyber bullying often occurs outside school, but if it targets individual students and causes them to be afraid to come to school, it is having a negative impact on school climate.
- **non-consensual sharing of intimate images.** Knowingly publishing, distributing, transmitting, selling, making available, or advertising an intimate image of another person while knowing that the person depicted in the image did not give their consent, or being reckless as to whether the person gave their consent. The term "intimate image" refers to a visual recording such as a photograph, film, or video

recording of a person in which the person is nude or engaged in explicit sexual activity and which was created in circumstances that gave rise to a reasonable expectation of privacy.

- **parent/legal guardian.** A person legally entrusted with the care of, and managing the property and rights of, another person, usually a child/youth who is under the age of 18. For the purposes of Part XIII of the *Education Act*, students who are 18 years of age or older, and students who are 16 or 17 years of age but have withdrawn from parental control, are considered to be adults.
- **police.** For the purpose of this protocol, means the Ontario Provincial Police and/or the Municipal Police.
- **possession of drugs.** Having a controlled substance (e.g., a drug or narcotic, as set out in the Controlled Drugs and Substances Act) in one's personal possession or possessing it jointly with others, including knowingly possessing an illegal drug elsewhere.
- **principal.** Means a teacher appointed by a board to perform in respect of a school the duties of a principal under the Education Act and its regulations. For the purpose of this protocol also includes a person designated by the principal.
- **relationship-based violence.** Any behaviour or action that is used to scare, harm, threaten, control, intimidate, or injure another person within an intimate relationship. The behaviour or action can be physical, sexual, or emotional, and it may comprise a single act of violence, regardless of the level of physical injury, or a number of acts forming a pattern of abuse through the use of assaultive and controlling behaviour.
- **robbery.** The use of violence or threats of violence to steal money or other property from a victim.
- **school board.** Means a district school board or a school authority, and for the purpose of this protocol means the Conseil scolaire de district catholique de l'Est ontarien, the Conseil des écoles publiques de l'Est de l'Ontario, Conseil des écoles catholiques du Centre-Est, the Catholic District School Board of Eastern Ontario and the Upper Canada District School Board.
- **sexual assault.** Any type of unwanted sexual act done by one person to another that violates the sexual integrity of the victim. The term refers to a range of behaviours that involve the use of force or control over the victim. In some cases, no overt physical force is used – instead, the victim may be threatened with words or pressured into doing something he or she doesn't want to do.
- **suspension.** The removal of a student from his or her school and all school-related activities for a minimum of one school day to a maximum of twenty school days. Activities for which suspension must be considered are found in subsection 306(1) of the Education Act. An example is possessing alcohol or illegal drugs.
- **threats.** Any statement, act, or communication, by any means, including electronic means, of an intent to cause harm, whether physical or emotional, to any person or thing, in circumstances where the person threatened believes or has grounds to believe the threat may be carried out.
- **trafficking.** Assisting in any manner with the distributing of a controlled drug or substance, as set out in the Controlled Drugs and Substances Act, or with the distributing of weapons.
- **weapon.** Any article designed as a weapon or used or intended to be used for the purpose of threatening, intimidating, or injuring a person. All firearms, including replica firearms and imitation firearms, are always considered weapons.
- **Young person.** Means a person who is or, in the absence of evidence to the contrary, appears to be 12 years old or older, but less than 18 years old. YCJA

## APPENDIX E: PROVINCIAL POLICY FOR DEVELOPING AND MAINTAINING LOCKDOWN PROCEDURES FOR ELEMENTARY AND SECONDARY SCHOOLS IN ONTARIO

### Introduction

Staff, students, and visitors in Ontario's schools have the right to learn, work, and be present in a safe and secure environment. However, the possibility of a major incident of violence is a reality that cannot be overlooked. Everyone who spends any amount of time in an Ontario school on a regular basis needs to know how to protect themselves, and how to protect students, in the event of a major incident or threat of school violence.

Publicly funded schools in Ontario are committed to providing and maintaining a safe school environment. Much has been accomplished around the issue of safe schools since the introduction of the Provincial Model for a Local Police/School Board Protocol in 2000, and more recently with the passage of Bill 212, which amended the safe schools provisions of the Education Act, in February 2007. The Ministry of Education and school boards and police from across the province continue to work in partnership to create safe school environments, and to prepare plans to be used in the event of a major incident of school violence. Many boards have actively undertaken the process of establishing lockdown plans with the support of their police service. However this has not previously been a ministry requirement, nor has there been a consistent approach across the province with respect to lockdown planning. The following policy should accompany the protocols already developed.

### Purpose

Based on lockdown procedures that have already been established in many Ontario schools, the following policy is being provided to help elementary and secondary schools ensure their lockdown plans meet basic requirements, and to ensure a degree of consistency across the province. While much of what is provided will be termed "Effective Practices", there are two key elements which the Ontario Association of Chiefs of Police (OACP) is recommending as mandatory requirements by the Ministry of Education. 1

### Mandatory Requirements

1. All publicly funded school boards in Ontario must establish a lock -down policy to ensure the development and implementation of individual school plans.
2. A minimum of two lockdown drills must occur each school year.

In developing lockdown plans, each elementary and secondary school should consider the following policy:

1. The Ministries of Education and Community Safety and Correctional Services acknowledge the work of the Ontario Association of Chiefs of Police (OACP) Lockdown Procedure Working Group and thank the members and OACP for their work in preparing these guidelines.

## **When to Lock-down/Terminology to Be Used**

Terminology is very important. Plans should clearly identify when "lockdown" versus other terminology is to be utilized. Terminology used to order a lockdown should be plain language, clear, and leave no room for misunderstanding as to what is expected. No secret passwords should be used.

**"Lockdown"** should be used only when there is a major incident or threat of school violence within the school, or in relation to the school. The overuse or misuse of "lockdown" will result in staff/students becoming desensitized and not taking lockdowns seriously.

**"Hold and Secure"** should be used when it is desirable to secure the school due to an ongoing situation outside and not related to the school (e.g., if a bank robbery occurs near a school but not on school property). In this situation, the school continues to function normally, with the exterior doors being locked until such time as the situation near the school is resolved.

**"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 them from an external situation. Examples may include chemical spills, blackouts, explosions, or extreme weather conditions.

*Boards must use the above terminology in developing local plans, in an effort to ensure consistency across the province. This policy focuses primarily on "Lockdowns".*

### ***Rationale***

The use of common language across the province allows for easy integration when staff, students, and emergency service personnel are transferred from one jurisdiction to another.

## **Roles and Responsibilities**

Clearly defined roles, responsibilities, and expectations are critical in emergency situations. At a minimum, plans should include expectations with respect to staff, students, parents, and police. The lockdown policy should address issues such as accessibility and communications for students with special education needs.

### ***Effective Practices***

**Principal** - The principal is responsible for overall planning; the final content of the plan; scheduling drills; inviting police, fire, and emergency medical services (EMS) to participate in and be aware of planning and drills; training students; and the overall safety of staff and students. In an actual incident (not a drill), the police are responsible for management of the threat and subsequent

criminal investigation; however, the principal shall provide full cooperation with police.

**Staff** - School staff, and in particular administrators, have the overall responsibility for the training, safety, and well-being of students. Administrators during a violent incident have additional responsibilities in terms of working closely with police.

**Students** - Students have a responsibility to be familiar with the plan and to respond quickly to the direction of staff during a crisis situation. Any student with information on or prior knowledge of an individual or a potential situation that may result in a violent incident must come forward with that information as soon as possible. This is also the case during an incident.

**Police** - Police are responsible for responding to and investigating violent incidents. During a violent incident, police will assume command and control of the response and investigation but will liaise and work closely with school administration and other

emergency services throughout the process.

**Parents/Guardians** - Parents and guardians must be informed of the existence of this plan and should reinforce with their children students' responsibilities with respect to following directions during a crisis and disclosing any information they may have prior to or during a crisis situation.

## **Floor Plans**

Accurate floor plans are a key component of lockdown plans and are important from both a planning and a response standpoint.

### ***Effective Practices***

Consideration should be given to colour coding floor plans using three colours, such as red, green, and blue. Red indicates danger areas of the school that cannot be locked down safely, with green identifying areas where staff and students are to proceed to safely lock down. Blue areas identify command post locations, which will be utilized by police depending on the nature of the incident.

Normally, the main office will be a command post location, with another area within the school identified as an alternate command post location. A third off-site command post location should be identified within the individual school plan in the event that neither on-site command post location is available. Off-site evacuation locations should also be identified and included with copies of the floor plans.

Floor plans should be posted throughout the school, at least in every classroom and at every entry point to the school. In multi-level buildings, it is suggested that only the floor plans relevant to a specific level be posted on that level. Hard copies of floor plans, and electronic copies, if possible, should be provided to police.

### ***Rationale***

It is vitally important that police have current, accurate information about the school layout and that this information be available in both electronic and hard copy formats in the event of computer malfunctions.

## **Identification of Buildings, Exterior Doors, Classrooms**

To assist police in responding to a major incident or threat of violence, buildings, entrances, and all rooms within buildings need to be clearly identified.

### ***Effective Practices***

In situations where more than one building exists on school grounds, each building should be clearly identified on all sides of the building with a building identifier, such as a number. All portables shall be clearly identified as well. All exterior doors shall be clearly identified, such as doors A, B, C, etc. All rooms within the building should be clearly marked with room numbers.

### ***Rationale***

This information is essential to identify the location of buildings and identify safe access routes for responding emergency personnel.

## **Initiating Lockdown**

Plans should emphasize the importance of locking down as quickly as possible. At the first indication of a major incident of school violence, notification must go to the main office and the lockdown must commence immediately.

### ***Effective Practices***

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, whoever receives that information will immediately activate the school's public address (PA) system, inside and outside, announcing the lockdown. There should be no hesitation in announcing the lockdown, and the decision to call the lockdown should be made immediately by whoever receives the call to the office, and should not be delayed for the purpose of checking with administration before announcing a lockdown. Boards should consider both auditory (PA) and visual notification systems inside and outside the school to announce a lockdown. For the safety of hearing-impaired individuals and in situations where noise levels in open areas such as cafeterias, and outside the school, may prevent staff and students from hearing a PA announcement, consideration should be given to the use of strobe lights or other visual indicators, in addition to the PA system. It is recommended that the actual wording announcing a lockdown be affixed on or near the microphone, so that it is clearly visible and can be read by the person announcing the lockdown.

### ***Rationale***

In emergent stressful circumstances, even the most composed individuals may have difficulty remembering exact words. By pre-printing the announcement and practicing it, the person delivering the message can ensure that the content is delivered accurately.

**Classroom/Other Secure Area - Procedures During Lockdown** Plans should provide detailed procedures to be used when locking down a classroom or other secure areas.

### ***Effective Practices***

All staff, including occasional, part-time, or itinerant teachers, must have the ability to lock their classroom doors. It is recommended that, before locking a door, staff should gather everyone in the immediate vicinity into their classroom or other secure area, but only if it is safe to do so. Once inside a secure area, staff and students should:

- stay away from doors and windows;
- turn off lights;
- close blinds;
- be aware of sight lines;
- if there is a window in the classroom door, consider covering the window;
- take cover if available (get behind something solid);
- remain absolutely quiet;
- take attendance (to be done by teachers);
- not use cell phones unless it is necessary to communicate regarding the incident. Cell phones should be shut off or put on vibrate.
- not use cell phones unless it is necessary to communicate regarding the incident. Phones that are being used for this purpose should be put on vibrate and all others should be shut off (see note below);
- consider barricading\* doors where possible, in addition to locking them. Barricading can sometimes provide additional protection against an intruder. Consideration should also be given to developing strategies for ways in which staff are to assist students in coping with an extended lockdown or "hold and secure". For example, staff members must have access to all necessary emergency medications for prevalent medical conditions such as anaphylaxis, diabetes, asthma, and epilepsy.

### ***Rationale***

The goal is to make the classroom appear vacant.

**Note:** School boards, schools, and local police should jointly develop a preferred course of action regarding the use of social media (e.g., for an emergency information network) when developing local school plans and board lockdown procedures. In addition, students should be educated beforehand as to why it is important to stay quiet and switch off their cell phones in the event of a lockdown. Communications officers in school boards and police services can help with the development of a social media action plan.

### **Portables**

Plans must address how to effectively and safely lock down a school portable.

### ***Effective Practices***

Plans must recognize unique issues with portables. Due to thin wall construction, it is recommended that desks be tipped onto their sides with desktops facing out, and all desks placed in a circle, with students/ staff gathered within the circle, down on the floor below the top edge of the desk.

### ***Rationale***

The desktops will act as an additional barrier to a round from a firearm that may have penetrated a portable wall.

### **Washrooms: Procedures During Lockdown**

Plans should address what staff/students should do if they are in a washroom when a lockdown is called.

### ***Effective Practices***

As washrooms cannot be locked, and therefore should be identified during planning as a danger (red) area in the event of a lockdown, students need to evacuate washrooms if at all possible and get to an area that can safely be locked down (green). For elementary schools, it is recommended that plans designate adults who normally work in close proximity to student washrooms to check the washroom(s) prior to locking down themselves, if it safe to do so. After gathering students in the immediate vicinity of their classroom door into their classroom, they 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 into their classrooms to lock down.

For secondary schools, it is recommended that training include an explanation to students that they are responsible for getting out of the washrooms immediately upon hearing a lockdown announced, and getting to the nearest classroom or other area that is identified as a safe (green) area.

As a last resort, staff or students trapped in a washroom should attempt to somehow secure the bathroom door, enter a stall, lock the door, and climb on top of the toilet.

### ***Rationale***

Plans need to indicate that staff and students should be moved from washrooms into classrooms but not if it means moving into immediate danger. In those instances, staff and students should remain in the washroom and attempt to make the washroom appear vacant.

## **Open Areas - Procedures During Lockdown**

Plans should recognize that open areas, including cafeterias, libraries, and hallways, are the most vulnerable areas of a school, making them the most likely location for a shooting, and the most difficult areas to quickly and effectively secure.

### ***Effective Practices***

Considerable time and attention need to be given to open areas during the planning phase. All possible options should be considered to best address these highly vulnerable areas, including the possibility of evacuating to the exterior of the school. This may be the best option if these areas are adjacent to exterior walls and have doors leading to the outside. It is very important during staff and student training that everyone understand what to do and where to go in the event that a lockdown is called when they are in an open area.

### ***Rationale***

Consider having various options in the event that the first option is not available.

## **Child Care and Other Facility Occupants**

As many schools have licensed child care centres or other tenants and community groups using school premises, those organizations or individuals must be taken into consideration at all stages.

### ***Effective Practices***

It is important that principals ensure the appropriate staff from organizations sharing facilities are included in the development and implementation of lockdown procedures and that these organizations participate in aspects of planning, training, and drills.

It is important that principals make best efforts to ensure that the appropriate staff from organizations sharing school facilities are included in the development and implementation of lockdown procedures and that these organizations participate in relevant aspects of planning, training, and drills, whenever possible.

### ***Rationale***

Due to proximity issues, the need to be prepared is as important for other occupants as it is for staff and students of schools.

## **Outside of School Buildings When a Lockdown Is Called**

Procedures must address where staff and students outside the school should go in the event of a lockdown. These procedures should also address how people who are outside the school building will know where the evacuation sites are located.

Procedures must address where staff, students, and others who are outside the school building(s) should go in the event of a lockdown, including a lockdown that occurs during recess or during arrival or dismissal times. These procedures should also address how people who are outside the school building will know where the evacuation sites are located. Instructions for bus drivers and parents who might arrive at the school during a lockdown should be included in the procedures.

### ***Effective Practices***

In order to ensure that those who are outside school buildings are aware that the school is locking down, the PA system must be capable of being activated outside the

school. Consideration should also be given to including an exterior

visual indicator (e.g., strobe lights) that can be used to indicate that a lockdown has been called. Those who are outside the school when a lockdown is called shall not re-enter the school, but shall proceed immediately to predetermined off-site evacuation location(s). Once at the location, staff and students shall remain in that location until further advised by administration or police. Plans should include the taking of attendance at the off-site evacuation location(s). Neighbouring schools may not be the best option as off-site evacuation locations, as they too may lock down once they become aware of an incident at a nearby school. **Note:** When a "Hold and Secure" situation occurs and staff and students are outside the building, they should re-enter the building prior to the exterior doors being locked.

### **Controlled Evacuation**

In the event of a prolonged situation, or a situation where the threat has been contained (e.g., a barricaded individual), plans should include provisions for a controlled evacuation of the areas of the school not in the vicinity of the contained area.

#### ***Effective Practices***

Police will make the decision as to whether a controlled evacuation of a school under lockdown is a viable option, and will direct the evacuation process. This will normally be done on a room-by-room basis, with evacuees being escorted by police to the evacuation location.

### **Fire Alarms**

Plans should address the issue of how to deal with a fire alarm activation after a school has gone into lockdown.

#### ***Effective Practices***

In the event that a fire alarm is pulled once a lockdown has been called, staff and students shall not respond as they normally would to a fire alarm, but shall remain locked down, if it is safe to do so. Staff and students must always be aware of other dangers such as fire, and be prepared to respond accordingly in order to ensure their own safety.

#### ***Rationale***

There is a desire not to create a situation where staff and students run into danger when responding to a fire alarm. At the same time, staff and students should not ignore the fact that fire may occur intentionally or otherwise during a lockdown and that there is a need to respond to the most immediate threat.

### **Procedures to End a Lockdown**

Plans should include how a lockdown will be terminated.

#### ***Effective Practices***

Plans to conclude a lockdown will vary by location. Procedures may include a general announcement via the PA system by the principal, or a room-to-room visit from police/school administration, with some sort of an identification

process, so that the occupants of a locked room know that whoever is giving them the all-clear is in fact authentic. Local plans should include procedures for ending lockdowns at off-site evacuation locations. In all cases where police have responded, plans should clearly indicate that the decision to end a lockdown shall be made only after approval of the on-scene police incident commander.

### ***Rationale***

There is a need to include the same level of authenticity to ending a lockdown as to initiating one.

### **Training**

Plans should address initial and ongoing training of staff, students, and visitors to the school.

### ***Effective Practices***

Orientation for new teachers should include mandatory lockdown training. Schools should establish a method to conduct lockdown review training for all staff during each school year, as early in the school year as possible. Schools should consider assemblies to train secondary students on lockdown procedures. Due to the young age of some elementary students, it is suggested that classroom teachers be responsible for training students at the elementary level. Any training provided to students with special education needs should be consistent with the expectations outlined in their Individual Education Plans. Where possible, it is advantageous to have police partners present during training, and to assist with the training of staff and students. Best efforts should be made to include all staff, including part-time, itinerant, or occasional staff, in this training. Information for parents may be presented in newsletters, school or board websites, or an evening session on lockdown plans. Fire and EMS personnel should be invited to training sessions.

### ***Rationale***

People can be expected to respond properly under stressful and emergent circumstances when properly trained.

### **Drills**

Fire drills have long been accepted as an important and effective tool in preparing staff and students for procedures to be followed in the event a fire breaks out in a school. Equally important is the practicing of lock-down drills in preparation for a major incident of school violence.

### **Mandatory Requirements (Ministry of Education)**

***Each school shall conduct a minimum of two lockdown drills during each school year.***

### ***Effective Practices***

School personnel should work cooperatively with police partners on drills. The principal is responsible for setting the date of drills and overseeing the drill, with police support/assistance. Consider including fire and EMS personnel during drills, so they become familiar with lockdown plans. Staff, students, and parents should be given some warning of an impending drill. Procedures should include a plan to alert neighbouring schools of lockdown drills, especially if fire and EMS personnel have been invited to participate. Staff,

students, child care workers, and community partners or other visitors who may be in the school should be given some warning of an impending drill. When developing plans, consider also whether or not to notify parents in advance. Consideration could be given to conducting one of the two required annual drills as a “non-routine” drill, such as one that takes place during recess. A short debriefing should be included after all drills to identify areas for improvement. Many boards have established a tracking system to record drill dates, thereby ensuring accountability and compliance.

***Rationale***

In order for staff and students to respond properly, plans must be practiced to ensure complacency is avoided.

**Media**

Plans shall include provisions for dealing with media.

***Effective Practices***

Police are responsible for addressing media with respect to the criminal incident involved and police response to an incident. Principals/board personnel are responsible for dealing with media on issues of staff and student safety. It is strongly advised that media personnel from police and school boards share press releases prior to their release to the media, so that both police and school officials are aware of what the other is saying. A spirit of cooperation is highly recommended in terms of police and school officials working closely on media issues.

***Rationale***

Coordinated and consistent messaging from all partners is essential in maintaining public confidence.

**Communication with Parents/Guardians/Community** Communication with parents, guardians, and the community in general is important so as to ensure a good understanding of lockdown procedures, without instilling fear.

***Effective Practices***

Consider sending a newsletter to each home at the beginning of the school year to inform parents of lockdown procedures and to encourage parents to reinforce with their children the importance of understanding the procedures and following staff direction. Parents need to be informed of where they should proceed in the event of an actual incident involving a lockdown. Communication with parents around the importance of lockdowns is vital. Parents should be informed of what is expected should they arrive at school during a drill, or if they are present within the school when a lockdown is called. In all instances of a lockdown that was not a drill, it is recommended that a communication to parents be sent home with each student at the conclusion of the school day or as soon as possible. Parents should be encouraged to ensure that their contact information is kept up to date so they can easily be reached by staff in the event of an emergency.

***Rationale***

Parents need to see lockdown drills as essential elements to prevent injury, and good communication is required to eliminate fears and concerns. Parents play a key role in ensuring students' cooperation and participation in drills.

## **School Recovery Following a Lockdown**

Plans should include provisions to address the aftermath of a school lockdown.

### ***Effective Practices***

A debriefing should occur in all situations following a lockdown. The nature and severity of the incident will dictate who should be included in the debriefing. In serious situations where injuries or loss of life occurs, the board's trauma response plan will normally be initiated. In all cases, communication with parents is vital.

### **Plan Review**

Each school plan, as well as the board plan, shall be thoroughly reviewed annually.

### ***Effective Practices***

A page should be included within the plan that allows for documentation of when the plan was reviewed and who reviewed it, along with a signature area. Where boards develop a web-based application to record when drills have been completed, a separate page could be created to allow for the recording on the website of the date the plan was reviewed annually.

# APPENDIX F: PROVINCIAL POLICY FOR DEVELOPING AND MAINTAINING BOMB THREAT PROCEDURES FOR ELEMENTARY AND SECONDARY SCHOOLS IN ONTARIO

## **Introduction**

Staff, students, and visitors in Ontario's schools have the right to learn, work, and be present in a safe and secure environment. To enhance safety and security, it is important that schools have plans for responding to bomb threats. According to the RCMP, the overwhelming majority of reported bomb threats are unfounded, but some are not.<sup>7</sup> Care must be taken, therefore, to deal with each incident calmly and consistently. Anyone who spends time in an Ontario school on a regular basis needs to know how to protect themselves, and how to protect students, in the event of a bomb threat.

The Ministry of Education, school boards, and police services from across the province continue to work in partnership to create safe school environments. This work includes planning and preparation in the event that a bomb threat is received, an explosive device is discovered, or an explosives incident takes place.

Many school boards have actively undertaken the process of establishing bomb threat response plans, with the support of their police services. However, until recently, such plans have not been a ministry requirement, nor has there been a consistent approach across the province with respect to bomb threat planning and explosives incident response. Plans and procedures reflecting the following policy must now be included in the school's Emergency and Crisis Response Plan (see section 21 of this document), which must be appended to the protocols already developed by school boards and police services.

Given the dynamic, complex, and fluid nature of such incidents, continuous communication, assessment, and coordination by first responders and school administrators are of paramount importance in ensuring an effective response.

## ***Purpose***

The following policy is being provided to help elementary and secondary schools ensure that their bomb threat plans meet basic requirements, and to ensure an acceptable level of consistency across the province. Using these guidelines can help school staff and emergency services personnel work together to deal with bomb threat situations quickly and cautiously.

## **Mandatory Requirements**

While much of what is provided below is termed "Effective Practices", the Ministry of Education, on the recommendation of the Ontario Association of Chiefs of Police, specifies two mandatory requirements, as follows:

1. All publicly funded school boards in Ontario must establish a bomb threat response policy to ensure the development and implementation of individual school plans.
2. Each board must ensure that its staff, students, and other partners are aware of their obligations/responsibilities within the individual school plans.

In developing bomb threat response plans, each elementary and secondary school should be guided by the following policy.

## **Roles and Responsibilities**

Clearly defined roles and responsibilities are critical in emergency situations. At a minimum, plans should include expectations with respect to staff, students, parents, and police.

### ***Effective Practices***

**Principal** – The principal is responsible for the overall development and final content of the individual school plan. The principal is also responsible for inviting police, fire, and emergency medical services (EMS) to participate in plan development and for making them aware of planning and drills; for the training of staff and students; and for the overall safety of staff and students. The principal (and, it is understood, his or her designate) must be completely familiar with the school’s bomb threat plan and with the scope of the authority vested in, and the responsibilities associated with, the principal’s position as defined in the plan.

During the initial stages of a bomb threat, the principal will be the authority responsible for the initial assessment and related decisions, including those regarding visual scans and evacuations. For ongoing incidents, the police are responsible for management of the threat and any subsequent criminal investigation. However, the principal will cooperate fully with police and strive to ensure that all staff and students do the same. During an incident, after the principal has been relocated to a place of safety, he or she should continue to exercise his or her duties, to the extent possible, in support of the emergency responders’ management of the situation.

**Staff** – School staff, and in particular administrators, have the overall responsibility for the training, safety, and well-being of students. During a bomb threat incident, administrators also have the responsibility of working closely with police.

**Students** – Students have a responsibility to be familiar with the plan and to respond quickly to the direction of staff 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.

**Parents/Guardians** – Parents and guardians must be informed of the existence of this plan. Parents can be encouraged to reinforce with their children the responsibilities students have with respect to following directions during an incident and disclosing any information they may have prior to or during an incident.

**Police** – 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 but 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. The criminal investigation of bomb threats by the police may lead to the apprehension of persons responsible. The investigation itself may also serve as a deterrent for future “copycat” incidents.

**Emergency Medical Services (EMS)** – EMS personnel will provide urgent medical care in the event of an explosives incident.

**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).<sup>8</sup> 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.

## **Floor Plans**

Accurate, up-to-date floor plans are a key component of bomb threat and explosives incident response plans.

### ***Effective Practices***

Floor plans should be posted throughout the school, at least in every class- room and at every entry point to the school. In multi-level buildings, it is suggested that only the floor plans relevant to a specific level be posted on that level.

Floor plans should clearly identify entrances and exits as well as routes that staff and students are to take during an evacuation. Command post locations and off-site evacuation locations should not be identified on posted or publicly circulated copies of the floor plans.

Floor plans should be 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.

### ***Rationale***

It is vitally important that police have current, accurate information about the school layout and evacuation locations and that this information be available in electronic format as well as in hard copies that can be used in the event of computer malfunctions.

## **Identification of Rooms and Buildings, and Facilitation Of Access**

To assist police in responding to an incident, it is important to identify buildings, entrances, and all rooms within buildings and to ensure that facility master keys are up to date.

### ***Effective Practices***

In situations where more than one building exists on school grounds, each building should be clearly identified, on all sides, with a building identifier, such as a number. All portables should be clearly identified as well. All exterior doors should be clearly identified – for example, as Doors A, B, C, and so on. All rooms within the building should be clearly marked with room numbers. This site plan should be consistent with the fire safety plan that school boards are required to provide to the fire department for emergency fire response.

In addition, it is important to ensure that facility master keys are current and available for emergency service responders who may be involved in a search of the premises. It is particularly important that those elementary schools that have opted to lock their doors during the school day have a plan for making keys available to emergency services personnel.

### ***Rationale***

This preparation is vital for responding emergency personnel, as it allows them to identify the

location of rooms and buildings that have been reported as potentially unsafe, and to identify safe access and/or evacuation routes. Ensuring that responders have access to all rooms and buildings for searches or other purposes is also critical.

### **Command Post**

Each plan should designate primary, secondary, and off-site command post locations.

#### ***Effective Practices***

Normally, the main office will be the primary command post location, with another area within the school identified as an alternate (secondary) command post location. The individual school plan should identify a third off-site command post location, to be used in the event that neither on-site command post location is available.

Information regarding command post locations should not be publicly circulated. This will help to ensure that the command posts do not become locations for the placement of explosive packages/devices or for secondary incidents.

#### ***Rationale***

Having a dedicated command post provides a central location from which officials and emergency services can evaluate incidents and control the emergency response.

### **Facility Assessment and Physical Security**

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.

#### ***Effective Practices***

Each school's bomb threat plan should detail proactive measures in a number of areas. In developing their plans, schools should:

- 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;
- develop an inspection procedure for all incoming packages; and
- consider other potential threats.

#### ***Rationale***

The development and implementation of proactive strategies may deter bomb threat incidents and enhance/expedite agency response to actual incidents.

### **Bomb Threat Intake Procedures**

According to the RCMP, most bomb threats are made over the telephone by anonymous

callers or sent as anonymous emails. Some are received in the mail or by other means, but these methods are rare. In each case, the communication should be taken seriously. 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.

### ***Effective Practices***

The person receiving a bomb threat by telephone should try to keep the caller on the line as long as possible and should record precise details of the call, especially the exact wording of the threat. However, the person should end the call if staying on the line puts them in harm's way or prevents them from initiating response procedures.

It is recommended that a checklist be made available to staff members who are most likely to receive a bomb threat. A sample "Bomb Threat Telephone Procedures" list is available through the RCMP Canadian Bomb Data Centre.

Staff should be trained to record precise information during a bomb threat call, including the following:

- the exact wording of the threat;
- the time and date of the call;
- the phone number or line on which the call was received;
- the caller's number, if shown on call display;
- whether the caller is male or female and the caller's approximate age;
- the exact location of the explosive device and the time of detonation, if that information is revealed by the caller;
- the type of explosive device and what it looks like (e.g., pipe bomb, truck bomb), if that information is revealed by the caller;
- any unique speech characteristics of the caller;
- any background noises (e.g., traffic, music, laughter);
- the condition or emotional state of the caller (e.g., whether the caller seems to be intoxicated, excited, angry);
- the caller's name, if that information is revealed by the caller;
- whether the call taker recognizes the voice of the caller; and
- the time when the caller hangs up.

If possible, the call taker should attempt to notify the school principal during the telephone call. If not, the principal should be notified immediately after the call. All pertinent details of the call should immediately be relayed to the principal and documented.

Following the call, the call taker should immediately "lock-in" the phone number of the received call, if this feature is available through the local telephone provider. It is suggested that the "lock-in" process be posted at all phones that can receive incoming calls.

School plans should address who will contact the local police service and fire department and provide details about the bomb threat. It is recommended that, unless there are exigent circumstances, this should

be done after the school principal 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.

With the proliferation of social networking and school use of Internet sites for external communication, plans should also address bomb threats that are received through electronic means. These procedures should address bomb threats received via external email, posted on

electronic bulletin boards, or received by a staff member or student via text or other means. Procedures should include how to immediately isolate the received message, remove it from any external posting, and communicate the information to the school principal during and after school hours, including on weekends and holidays.

### ***Rationale***

The overall safety of all staff and students can be maximized – and the disruption of activities and atmosphere of anxiety minimized – if the employee who receives the bomb threat knows what procedures to follow.

### **Initial Assessment**

One of the most challenging aspects of a bomb threat incident is the initial assessment of the threat and the accompanying decisions about whether to authorize a visual scan and/or an evacuation. Many bomb threats are hoaxes intended to disrupt school exams or daily classes. Hasty decisions to evacuate or to initiate a high-profile emergency response may encourage further incidents. However, the safety of students and staff is paramount during a bomb threat and therefore every threat must be assessed individually, based on known information.

These guidelines cannot prescribe when to conduct a safe, visual scan and/or when to evacuate during a bomb threat. Rather, presented below are areas of concern that should be assessed during an incident. Individual school plans should address these areas and expand on them as necessary, if other concerns are identified based on local circumstances.

Decisions regarding scans and evacuation are made after a thorough assessment of known information and are continually re-evaluated throughout a bomb threat incident.

### ***Effective Practices***

Plans should identify in detail the information that needs to be immediately assessed by the principal during the initial stages of a bomb threat. The initial assessment should be based on the following:

- the information recorded on the bomb threat checklist (see “Bomb Threat Intake Procedures”, above);
- any other notes made by the call taker;
- activities taking place in the school at the time of the threat (e.g., examinations);
- whether a specific location for a bomb was stated or the entire school was threatened;
- whether the threat was specific to the current time or a future time/date;
- any recent negative incidents involving a student, staff member, or anyone else connected with the school;
- whether there have been any other recent bomb threats or hoaxes;
- the likelihood of anyone having the opportunity to place a bomb in the stated location; and
- whether a suspicious device/package has been located.

Once the initial assessment has taken place and decisions have been made regarding a visual scan and/or evacuation, the police must be notified. Initial contact with the police may be made while the principal is conducting the assessment and making decisions. Although it is important to provide police with information beyond simply that a bomb threat has been received, initial contact should not be delayed.

The fire department should also be notified of the bomb threat. A predesignated phone number should be used, rather than 911, which is restricted to emergency calls to the police. When notifying the fire department, it is important to clarify that no explosion has occurred and that the police have been informed.

School plans should specify who will contact the police and fire department when a bomb threat is received. Police should be contacted in every incident of a “bomb threat”, regardless of whether a decision has been made to conduct a partial or full evacuation, or not to evacuate.

Plans should include a list of information to be provided to the police, including the following:

- the information recorded on the bomb threat checklist (see “Bomb Threat Intake Procedures”, above);
- activities taking place in the school at the time of the threat (e.g., examinations);
- the status of any evacuation that may be underway;
- the status of any safe, visual scan that may be underway; and
- the in-school contact person for the police, once they are on the scene.

Plans should include procedures for ongoing assessment during an incident. Regardless of whether a partial or full evacuation is ongoing or no evacuation has been directed, whether a scan is underway, or whether police and fire department are responding to the incident, plans should include procedures for the continual assessment of the situation and for relaying further information to update the principal. Specifically, the principal needs to be informed:

- if a suspicious package/device is located;
- of any interference with any type of evacuation that is underway; and
- if an explosives incident occurs.

### ***Rationale***

Having a comprehensive list of items to be assessed when a bomb threat is received provides decision makers with the best opportunity to evaluate and respond to the bomb threat, and to continually assess any additional information and take appropriate action.

### **Visual Scans**

Every school’s plan must detail procedures for safe, visual scans conducted by designated staff. When a threat has been made, a safe, visual scan can provide critical information to support decision making during the initial assessment.

### ***Effective Practices***

#### **Designating Persons to Conduct Visual Scans**

As part of the initial assessment, the principal may decide that a safe, visual scan of the school and/or classroom for suspicious devices or packages should be conducted. Every school plan should identify the staff member(s) who will conduct this visual inspection. It is imperative that scans be conducted by individuals who have detailed knowledge of the facilities and are familiar with students and fellow staff. Such individuals know what does and does not belong within the school and therefore are best suited to recognize suspicious devices/packages.

Responsibilities related to safe, visual scans are to be addressed as part of the planning process and not at the time of an actual incident.

## Procedures

Principals should receive training to enable them to make sound decisions as to whether, and when, a safe, visual scan is appropriate. Local police services may be of assistance. The staff member(s) designated to conduct scans should be given basic information about conducting safe, visual scans.

Under no circumstances should a staff member conducting a visual scan touch a suspicious device or package. If a suspicious package or device is detected, the area must immediately be evacuated of staff and students and the package or device reported to the principal.

For threats to the entire facility, plans should identify and prioritize areas to be visually inspected. These areas include:

- the building exterior and parking lots;
- entrances;
- large gathering areas within the school (e.g., cafeterias, auditoriums);
- hallways, stairways, and elevators;
- washrooms;
- classrooms, the main office, and staff rooms; and
- service and mechanical rooms and spaces.

When prioritizing areas to be searched, consideration should be given to accessibility by a potential suspect, evacuation routes, evacuation locations, command posts, and staging areas for emergency services personnel. Local police services will be able to provide assistance with prioritizing the areas to be visually inspected.

School plans should identify a process for documenting areas that have been inspected.

### ***Rationale***

Having established plans for inspection and designated staff to conduct safe, visual scans helps ensure that scans are conducted in a timely, systematic, and thorough manner.

### **Procedures Following the Location of a Suspicious Device/ Package**

Every school plan must include procedures regarding actions to be taken if an explosive device or a suspicious device/package is located any time before emergency service responders arrive on the scene.

### ***Effective Practices***

When a suspicious package/device is located, appropriate procedures include the following:

- isolation/containment of the device/package, ensuring that it is not touched;
- immediate communication of the discovery to the principal and to police and the fire department; and
- immediate re-evaluation of any evacuation decisions in light of the discovery.

Regardless of whether the package/device has been delivered to the school or located during a visual scan or under other circumstances, it is imperative that the object is not touched or moved and that it is immediately contained. This direction applies even if the package had already been moved prior to being deemed suspicious.

The school principal should be notified immediately of the discovery of a suspicious package/device and of any action taken to that point.

Police should 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 should 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.

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.

### ***Rationale***

Ensuring that staff and students are acutely aware that suspicious devices/ packages must not be moved limits the possibility of an explosives incident. Containing and reporting a suspicious package/device, and immediately re-evaluating evacuation, notification, and search decisions, depending on the information received, reduces the risk of harm to staff and students.

### **Evacuation Procedures**

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 practised separately.

The decision to direct an evacuation should be made only after careful consideration of the risks. Because the most likely location for a bomb is in a common area, evacuation through common areas can increase risk.

### ***Effective Practices***

The notification process for both a partial and a full evacuation of each facility is to be included in each school plan. Staff should be aware of who is authorized to order evacuation of and re-entry to the facility. The notice 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.

Staff and students should be directed to quietly leave the location, proceed in a calm and orderly manner, and assemble in the designated evacuation location(s). Evacuees should be directed not to return to their lockers but to bring with them any personal belongings (e.g., bags, lunches, laptops) that are in the immediate area, if it is safe to do so. Removing these articles will assist the police with any subsequent search of the area, by decreasing the number of suspicious packages/devices.

Plans should address practices for ensuring that evacuation routes and alternate routes are clear from obstructions. Designated stairwells that are identified in the school plan should be used. Provisions should be in place to assist with the evacuation of physically challenged staff and students. Because of the risk of power failure, elevators should never be used for evacuation. If, however, stand-by power is provided to an elevator, consideration should be given to using that elevator for the evacuation of physically challenged staff and students.

Evacuation routes and locations should 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. At the evacuation location, attendance should be taken and all students and staff accounted for. The command post is to be notified when the evacuation is complete. Students and staff should be directed to remain in the evacuation location and to refrain from the use of electronic communication devices.

Plans should include provisions for the care, control, and well-being of evacuated persons. The use of school buses should be considered to shelter staff and students during inclement weather.

### ***Rationale***

Clear and concise evacuation plans that are understood by staff and students help to ensure the safety of those being evacuated. Lack of planning may lead to panic and increase the potential risk to personal safety during an unorganized evacuation.

### **Re-entry Procedures**

Each school plan must include procedures for ending evacuations and ensuring safe re-entry into the school. Plans should clearly indicate that the decision to end a partial or full evacuation shall be made by the school principal in consultation with the on-scene police incident commander.

### ***Effective Practices***

Plans should include procedures for announcing the end of a partial or full evacuation. Such procedures may vary by facility and depending on whether evacuees are at off-site locations. Plans may include a general announcement via the public address (PA) system by a designated authority, or may include a room-to-room visit from police and/or the principal, with some sort of identification process, so that evacuees know that whoever is giving them the all-clear is authorized to do so.

### ***Rationale***

There is a need to bring the same level of authority to ending a partial or full evacuation as to initiating one.

### **Procedures Following an Explosives Incident**

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.

Plans for responding to an explosives incident should address the following:

- criteria for full or partial evacuation;

- considerations related to the provision of emergency care;
- considerations related to the notification of emergency services; and
- containment of the explosion scene.

### ***Effective Practices***

When an explosives incident occurs, the school principal should be notified immediately and informed of any action taken. Personnel designated in the plan should report to the command post location in order to carry out their duties, many of which will be taking place simultaneously.

The following items are considerations to be addressed as part of the response to an explosives incident and in plan development.

### **Evacuation Considerations**

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

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.

It should be determined whether an evacuation of the entire site is necessary, or whether a partial evacuation of the area around the explosives incident will suffice. A fire resulting from the incident can make staying in the building unsafe, so partial evacuation should be considered only if it is certain that no fire has started. The school principal shall work with emergency services personnel to evaluate the need to relocate evacuees and/or command posts.

As staff and students are evacuating, they should continue to follow proper evacuation procedures (see p. 53). They should be asked to keep their eyes open for unusual packages, and, where possible, staff who are designated to conduct visual scans (see p. 51) should visually inspect the areas that are being evacuated and areas along the evacuation route. If a suspicious package/device is noticed, it should be reported to emergency responders immediately on arrival at the evacuation location.

### **Emergency Services Notification**

The fire department, emergency medical services (EMS), and police should be called immediately. An explosives incident can often result in the spread of fire and smoke.

### **Containment of the Explosion Scene**

Once the area has been evacuated, staff and students should not re-enter an explosion scene. Not only may additional packages/devices be present, but the area will be subject to a substantial crime scene investigation and therefore should not be disturbed.

### **Communications**

Having primary and secondary communication systems allows for accurate transmission of information between officials, staff, students, and emergency services personnel.

### ***Effective Practices***

Plans should specify designated primary and secondary communication systems, with provisions for internal communication with staff and students and external communication with emergency services personnel. The external communication plan should have provisions for communication with parents/other stakeholders during extended incidents and after incidents.

In most cases, intercoms and telephones will be used as primary communication systems. Radios and walkie-talkies are not recommended as secondary systems, given that radio signals may detonate sensitive explosive devices. Runners, loud hailers, or other methods should be used for secondary communication systems. Local police services should be consulted regarding the use of cell phones, and staff and students should be educated about how such devices can be used in the event of an incident.

The protocol should emphasize the importance of reminding all responders of the danger of using radio communication in a bomb threat situation.

### ***Rationale***

Accurate and timely transmission of pertinent information is imperative for making informed decisions during an incident and for ensuring the safety of all persons during evacuations or an emergency response.

## **Child Care and Other Facility Occupants**

Many schools have licensed child care centres and/or other tenants and community groups using school premises, sometimes outside regular school hours. These organizations or individuals must be taken into consideration when planning and when conducting training and drills, and they must be informed of the need to follow school board procedures.

### ***Effective Practices***

It is important that principals make best efforts to ensure that the appropriate staff from organizations who share school facilities are included in the development and implementation of procedures, and that these organizations participate, whenever possible, in relevant aspects of planning, training, and drills.

### ***Rationale***

Due to proximity issues, the need to be prepared is as important for other occupants as it is for staff and students of schools. During planning, consideration should be given to after-school programs, night school, sports programs, and so on.

## **Outside of School Buildings**

Procedures must address the notification of, and the actions to be taken by, staff and students who are outside the school building(s) when a bomb threat is received, a suspicious device/package is located, or an explosives incident occurs. Staff and students need to be aware of where they should go in the event of such an incident.

### ***Effective Practices***

Staff and students who are outside the school buildings should never re-enter the school unless they are in close proximity to an identified threat location and have been directed to do so.

Although notification of those who are outside the school building(s) is important, the use of an exterior PA system may not be the best option, as it may cause panic and/or bring

unnecessary attention from members of the community. The use of a personal messenger to identify the off-site evacuation location(s) is recommended. Once at the location, staff and students shall remain at that location until further advised by the principal or police. Plans should include the taking of attendance at the off-site evacuation location(s).

### **Training**

Plans should address initial and ongoing training of all staff as well as students and, where possible, visitors to the school.

### **Mandatory Requirement (Ministry of Education)**

Each board must ensure that its staff, students, and other stakeholders are aware of their obligations/responsibilities within the individual school plans.

### ***Effective Practices***

Orientation for new staff should include mandatory training in bomb threat responses. Schools should establish a method to conduct bomb threat review training for all staff during each school year. Such training should be conducted as early in the school year as possible.

Schools should consider holding assemblies to train secondary students on bomb threat procedures as well as explosives incident procedures, and related evacuation plans. Due to the young age of some elementary students, it is suggested that classroom teachers be responsible for training students at the elementary level. Any training provided to students with special education needs should be consistent with the expectations and accommodations outlined in their Individual Education Plans.

In many situations, it may be impractical to try to provide training to school visitors. In other cases, however, when the visitor is in the school over an extended period, as in the case of a service provider, it is necessary to inform the visitor of the school's bomb threat procedures and explosives incident evacuation procedures.

Where possible, it is advantageous to have police partners present to assist with the training of staff and students. Fire department and EMS personnel should also be invited to training sessions.

### ***Rationale***

People can be expected to respond properly under stressful and emergent circumstances when properly trained.

### **Drills**

Fire drills have long been accepted as an important and effective tool in preparing staff and students for procedures to be followed in the event a fire breaks out in a school. As with fire drills, drills and education related to evacuation following a bomb threat or explosives incident can help maintain order in the event of an incident. Such drills can be held as part of a school's emergency evacuation drills.

### ***Effective Practices***

School personnel should work cooperatively with police partners on drills. The principal is responsible for setting the date of drills and overseeing the drill, with police support/assistance. Schools should consider including fire department and EMS personnel during drills, so they become familiar with the school's bomb threat procedures. Staff,

students, child care workers, and community partners or other visitors who may be in the school should be given some warning of an impending drill. When developing plans, consideration should be given as to whether or not to notify parents in advance. Plans should include procedures for alerting neighbouring schools of drills, especially if fire and EMS personnel have been invited to participate.

A short debriefing should be held after all drills to identify areas for improvement. Many boards have established a tracking system to record drill dates.

### ***Rationale***

When emergency plans are practised regularly through drills, staff and students are aware of how to respond properly in a potential emergency, and their safety is enhanced.

### **Media**

Plans shall include provisions for dealing with media in the event of an incident.

### ***Effective Practices***

Police are responsible for addressing media with respect to any criminal incident and the police response to the incident. Principals/board personnel are responsible for dealing with media on issues pertaining to staff and student safety. It is strongly advised that media personnel from the police department, school boards, the fire department, and EMS share press releases prior to their release to the media, so that all officials are aware of what the other agencies are saying. A spirit of cooperation is highly recommended, and school officials, police, and other services are encouraged to work closely with each other on media issues.

### ***Rationale***

Coordinated and consistent messaging from all partners is essential in maintaining public confidence.

## **Communication with Parents/Guardians and the Community**

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

### ***Effective Practices***

Consider sending a newsletter to each home at the beginning of the school year to inform parents of bomb threat and explosives incident procedures and to encourage parents to reinforce with their children the importance of understanding the procedures and following staff direction.

Parents need to be informed of where they should proceed in the event of an actual incident. Given the dynamic, complex, and fluid nature of these incidents, communication with parents around the importance of procedures is vital. Information for parents may be presented in news- letters, on school or board websites, or at an evening session on bomb threat plans. Parents should be informed of what is expected should they arrive at school during a drill, or if they are present within the school when an evacuation is called.

In all incidents resulting in an evacuation that was not a drill, it is recommended that a communication to parents be sent home with each student at the conclusion of the school day or as soon as possible thereafter.

Parents should be encouraged to ensure that their contact information is kept up to date so they can easily be reached by staff in the event of an emergency.

***Rationale***

Parents need to know that plans are in place to respond to bomb threats and explosives incidents. Good communication is required to eliminate fears and concerns. Parents play a key role in ensuring students' cooperation and participation in drills.

**School Recovery Following an Incident**

Plans should include provisions related to recovery after an incident involving a bomb threat, a suspicious package/device, and an explosion.

***Effective Practices***

Recovery procedures will differ significantly, depending on the nature of the incident. A debriefing should occur in some situations following the receipt of a bomb threat or following the location of a suspicious device/ package. A debriefing should always take place following an explosives incident. The nature and severity of the incident will dictate who should be included in the debriefing.

When a bomb threat or a suspicious package/device is found to be a hoax, controlled communication, including communication relating to any debriefing conducted to evaluate actions, is important so that further incidents are not encouraged.

In serious situations following the location of a suspicious package/device or an explosives incident, the board's trauma response plan will normally be initiated. In all cases, communication with students and parents is vital.

**Plan Review**

Each school plan, as well as the board plan, shall be thoroughly reviewed annually.

***Effective Practices***

A page should be included within the plan that allows for documentation of when the plan was reviewed and who reviewed it, along with a signature area. Where boards develop a web-based application to record when drills have been completed, a separate page could be created to allow for the recording on the website of the date each year when the plan was reviewed.

## APPENDIX G: GUIDE TO OFFICERS FOR SECTION 146 YOUTH CRIMINAL JUSTICE ACT STATEMENTS

The Ontario Court of Appeal has emphasized the importance of recording any statement of an accused person on video. This is even more important when contemplating charges against or taking the statement of a young person where the informational components of Section 146 must be explained to the young person in language appropriate to the particular young person's age and understanding.

The best way to demonstrate that you have tailored your explanation to the age and understanding of the particular young person is by way of video.

- It is imperative that the young person clearly understands everything that is being said and explained to him/her.
- It is insufficient to simply read the form to the young person and ask if he/she understands.
- An individualized, objective approach that takes into account the level of sophistication and other personal characteristics relevant to the young person's understanding is required when conducting the interview.
- Prior to asking any of the questions set out in the statement form, you are required to acquire some insight into the level of understanding of the young person you are interviewing in order to determine the appropriate language to use in explaining his/her rights. It would be of evidentiary value to record this initial interaction with the youth while gauging their level of understanding.
- This requirement involves learning something about the young person's level of education, language and vocabulary skills, ability to comprehend and emotional state.
- This requirement can only be achieved by engaging the young person in conversation. Consideration should be given to the following non-exhaustive list of questions:
  - How old are you?
  - What grade are you in?
  - What school do you attend?
  - Do you have a learning disability?
  - Are you in a special education class?
  - Have you been arrested before?
  - Have you given a statement to a police officer before?
- Once you have acquired the necessary insight into the young person's level of understanding you will be in a position to tailor your explanation of the Section 146 requirements to the capabilities of the particular young person you are interviewing.
- While you are not required to have the young person "explain back" their rights, in some instances, this may well demonstrate that your explanations were both appropriate and sufficient.
- A simple and appropriate way to determine whether the young person understands is to ask, "What does this mean to you in your own words?"

**Statement of a Young Person  
Déclaration d'un Adolescent**  
Youth Criminal Justice Act, Section 148  
Loi Sur le Système de Justice Pénale Pour les Adolescents, Article 148

**1. Statement Recording Method:**

Méthode d'enregistrement de la déclaration :

Audiotape (N° \_\_\_\_\_)       Written       DVD (N° \_\_\_\_\_)       Videotape (N° \_\_\_\_\_)  
Bande vidéo (N° \_\_\_\_\_)      Par écrit      DVD (N° \_\_\_\_\_)      Bande vidéo (N° \_\_\_\_\_)

Police Service: \_\_\_\_\_ Police Case ID: \_\_\_\_\_  
Service de police : \_\_\_\_\_ Référence du dossier de police : \_\_\_\_\_

Occurrence No: \_\_\_\_\_  
N° d'incident : \_\_\_\_\_

Date: \_\_\_\_\_ Location: \_\_\_\_\_ Start Time: \_\_\_\_\_ Time Completed: \_\_\_\_\_  
Date : \_\_\_\_\_ Lieu : \_\_\_\_\_ Heure (début) : \_\_\_\_\_ Heure (fin) : \_\_\_\_\_

Interviewing Officer(s): \_\_\_\_\_  
Agent(s) procédant à l'entrevue : \_\_\_\_\_

Name of Young Person: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Nom de l'adolescent(e) : \_\_\_\_\_ Date de naissance : \_\_\_\_\_

Address: \_\_\_\_\_  
Adresse : \_\_\_\_\_

Name:  Parents       Adult Relative       Other Adult  
Nom :      Père ou mère      Autre parent adulte      Autre adulte approprié

Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_  
Adresse : \_\_\_\_\_ Numéro de téléphone : \_\_\_\_\_

You are charged with: / Vous êtes accusé(e) de : \_\_\_\_\_ You may be charged with: / Vous pourriez être accusé(e) de : \_\_\_\_\_

**2. Do you understand the charge(s) ? / Comprenez-vous la(les) accusation(s)?**

Reply / Réponse:

If at any time you do not understand anything, tell me and I will explain it to you. Do you understand?  
Si, à un moment quelconque, vous ne comprenez pas quelque chose, dites-le-moi et je vous l'expliquerai.  
Comprenez-vous?

Reply / Réponse:

**3a. THIS SECTION APPLIES ONLY TO YOUTHS WHO ARE 14 YEARS OF AGE OR OLDER AT THE TIME OF THE ALLEGED OFFENCE AND THE OFFENCE IS 1ST OR 2ND DEGREE MURDER, ATTEMPT MURDER, MANSLAUGHTER OR AGGRAVATED SEXUAL ASSAULT.**

As you are 14 years old, or older, and you are charged with \_\_\_\_\_, if you are found guilty, the Crown will ask the court to give you an adult sentence. The most severe adult sentence is life in prison. It is up to the court to decide whether you will be sentenced as a young person or an adult.

**CETTE SECTION NE S'APPLIQUE QU'AUX ADOLESCENTS ÂGÉS D'AU MOINS 14 ANS AU MOMENT DE L'INFRACTION PRÉSUMÉE ET LORSQUE CETTE INFRACTION EST UN MEURTRE AU 1<sup>er</sup> OU 2<sup>e</sup> DEGRÉ, UNE TENTATIVE DE MEURTRE, UN HOMICIDE INVOLONTAIRE COUPABLE OU UNE AGRESSION SEXUELLE GRAVE.**

Comme vous avez 14 ans ou plus et que vous êtes accusé(e) de \_\_\_\_\_, si vous êtes reconnu(e) coupable, la Couronne demandera au tribunal de prononcer contre vous une peine applicable aux adultes.

La peine la plus sévère applicable aux adultes est l'emprisonnement à perpétuité. Il appartient au tribunal de choisir entre une peine spécifique applicable aux adolescents et une peine applicable aux adultes.

Not Applicable  \_\_\_\_\_ (officer's Initials)      Warning Read:  Yes  
Ne s'applique pas      (initiales de l'agent)      Avertissement lu : Oui

Do you understand?  Yes  No  
Comprenez-vous?      Oui      Non

**3b. THIS SECTION APPLIES TO YOUTHS WHO ARE 14 YEARS OF AGE OR OLDER AT THE TIME OF THE ALLEGED OFFENCE AND THE OFFENCE IS ONE FOR WHICH AN ADULT IS LIABLE TO IMPRISONMENT FOR MORE THAN TWO YEARS.**

As you are 14 years old, or older, if you are found guilty, the Crown may ask the court to give you an adult sentence. The most severe adult sentence is life in prison. It is up to the court to decide whether you will be sentenced as a young person or an adult.

**CETTE SECTION NE S'APPLIQUE QU'AUX ADOLESCENTS ÂGÉS D'AU MOINS 14 ANS AU MOMENT DE L'INFRACTION PRÉSUMÉE ET LORSQU'IL S'AGIT D'UNE INFRACTION POUR LAQUELLE UN ADULTE SERAIT POSSIBLE D'UNE PEINE D'EMPRISONNEMENT DE PLUS DE DEUX ANS.**

Comme vous avez 14 ans ou plus, la Couronne demandera au tribunal de prononcer une peine applicable aux adultes. La peine la plus sévère applicable aux adultes est un emprisonnement à vie. Il appartient au tribunal de choisir entre une peine spécifique applicable aux adolescents et une peine applicable aux adultes.

**Statement of a Young Person / Déclaration d'un Adolescent**

Not Applicable

Ne s'applique pas \_\_\_\_\_

(officer's initials)

(initiales de l'agent)

Warning Read:  Yes

Avertissement lu : Oui

Do you understand?  Yes  No

Comprenez-vous? Oui Non

4 a. You have the right to talk to a lawyer in private without delay. Do you understand?

Vous avez le droit de parler sans délai à un avocat en privé. Comprenez-vous?

Reply / Réponse:

b. You can also get immediate legal advice from a free Legal Aid Lawyer by calling 1-800-561-2561 or 1-800-265-0451.

Do you understand?

Vous pouvez aussi obtenir gratuitement l'assistance immédiate d'un avocat de l'aide juridique en appelant le 1-800-561-2561 ou le 1-800-265-0451. Comprenez-vous?

Reply / Réponse:

c. If you are charged with an offence, you may apply to Ontario Legal Aid for legal assistance.

Do you understand?

Si vous êtes accusé(e) d'une infraction, vous pouvez faire une demande d'aide juridique auprès d'Aide juridique Ontario. Comprenez-vous?

Reply / Réponse:

d. You also have the right to speak, without delay and in private, to a parent, or in the absence of a parent, an adult relative or in the absence of an adult relative another appropriate adult whom you feel may assist you.

Do you understand?

Vous avez le droit de parler, sans délai et en privé, soit à votre père ou votre mère soit, en l'absence de votre père ou de votre mère, à un parent adulte, soit, en l'absence d'un parent adulte, à tout autre adulte approprié qui, selon vous, pourrait vous aider.

Comprenez-vous?

Reply / Réponse:

e. If you make a statement to the police, the police must have the person(s) you spoke with here while you make a statement unless you do not want them or any one of them here.

Do you understand?

Si vous faites une déclaration à la police, celle-ci a le devoir de faire en sorte que la ou les personnes auxquelles vous avez parlé soient présentes au moment où vous faites votre déclaration, à moins que vous préfériez le faire sans qu'elles soient présentes.

Comprenez-vous?

Reply / Réponse:

f. Do you want to talk to a lawyer? / Voulez-vous parler à un avocat?

Reply / Réponse:

g. Do you want to talk to one or both of your parents? / Voulez-vous parler à votre père, votre mère ou aux deux?

Reply / Réponse:

h. If your parent(s) are not available, do you want to talk to an adult relative?

Si votre père ou votre mère ne sont pas disponibles, voulez-vous parler à un autre parent adulte?

Reply / Réponse:

i. If an adult relative is not available, do you want to talk to another appropriate adult?

Si aucun parent n'est disponible, voulez-vous parler à un autre adulte approprié?

Reply / Réponse:

Statement of a Young Person / Déclaration d'un Adolescent

**5. IF THE YOUNG PERSON INDICATES THAT HE/SHE WISHES TO SPEAK TO ANY OF THE ABOVE PERSONS, THE OFFICER CONDUCTING THE INTERVIEW MUST NOW FACILITATE THOSE CONVERSATIONS.**

**SI L'ADOLESCENT[E] INDIQUE QU'IL OU ELLE SOUHAITE PARLER À L'UNE DES PERSONNES INDIQUÉES CI-DESSUS, L'AGENT QUI PROCÈDE À L'INTERROGATION DOIT ALORS PRENDRE LES DISPOSITIONS NÉCESSAIRES POUR FACILITER CES CONVERSATIONS.**

Do you wish to make a statement? / Souhaitez-vous faire une déclaration?

Reply / Réponse: \_\_\_\_\_

If yes, the police must have the people you spoke with here while you make a statement, unless you do not want them or any one of them here. Do you understand?

Dans l'affirmative, la police doit faire en sorte que les personnes auxquelles vous avez parlé soient présentes au moment de votre déclaration, à moins que vous préfériez le faire sans qu'elles soient présentes. Comprenez-vous?

Reply / Réponse: \_\_\_\_\_

If you decide to make a statement, you can stop at any time. You can also at any time talk to a lawyer and a parent, adult relative or an appropriate adult, and have that person here with you. Do you understand?

Si vous décidez de faire une déclaration, vous pouvez vous arrêter à tout moment. Vous pouvez aussi à tout moment parler à un avocat ainsi qu'à votre père ou votre mère, à un adulte parent ou à un autre adulte, et demander que cette personne soit présente ici avec vous. Comprenez-vous?

Reply / Réponse: \_\_\_\_\_

**6. WAIVER OF RIGHTS / RENONCIATION À DES DROITS**

I have been given the opportunity to obtain immediate free advice from a Legal Aid Lawyer and the opportunity to talk to a lawyer and my parent(s); or, in the absence of a parent, an adult relative; or, in the absence of a parent or adult relative, another appropriate adult. I have been informed that the police must have the people with whom I have just spoken present when making a statement unless I do not want them, or any one of them, with me during this interview. These rights have been explained to me and I understand them.

J'ai eu la possibilité d'obtenir des conseils gratuits et immédiats d'un avocat de l'aide juridique et la possibilité de parler à mon avocat ainsi qu'à soit mon père ou à ma mère, soit, en l'absence de mon père et de ma mère, à un parent adulte, soit, en l'absence de mon père, de ma mère ou d'un parent adulte, à un autre adulte approprié. J'ai été avisé(e) que la police est tenue de faire en sorte que les personnes avec lesquelles je viens juste de parler soient présentes au moment où je fais ma déclaration, à moins que je préfère faire cette déclaration sans qu'elles soient présentes. Ces droits m'ont été expliqués et je les comprends.

I choose not to talk with any of these people.

Je choisis de ne parler à aucune des ces personnes.

\_\_\_\_\_  
Signature of Young Person  
Signature de l'adolescent(e)

I do not want any of them here with me during this interview.

Je ne veux pas que ces personnes soient présentes pendant mon interrogation.

\_\_\_\_\_  
Signature of Young Person  
Signature de l'adolescent(e)

\_\_\_\_\_  
Witness  
Témoïn

\_\_\_\_\_  
Time  
Heure

Name of Person Present:  Parent(s)  Adult Relative  Other Appropriate Adult: \_\_\_\_\_

Nom de la personne présente :  Père et/ou mère  Parent adulte  Autre adulte approprié : \_\_\_\_\_

Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_  
Adresse : \_\_\_\_\_ Numéro de téléphone : \_\_\_\_\_

**7. CAUTION / MISE EN GARDE**

You do not have to say anything about the charge(s) unless you want to. Do you understand?

Vous n'êtes pas tenu(e) de dire quoi que ce soit à propos de(s) accusation(s), à moins que vous ne souhaitiez le faire. Comprenez-vous?

Reply / Réponse: \_\_\_\_\_

I also have to tell you that whatever you do say will be recorded in writing or on audio or video and may be given in evidence against you in court. Do you understand?

Je dois aussi vous avertir que tout ce que vous direz sera enregistré par écrit, sur bande audio ou sur bande vidéo et pourra être présenté en preuve dans les poursuites intentées contre vous. Comprenez-vous?

Reply / Réponse: \_\_\_\_\_



## APPENDIX H: VIOLENCE PREVENTION STRATEGIES

Working from a crime-prevention perspective, police can play an important role in the school community, which presents extensive opportunities for employing the strategy of “crime prevention through social development” (CPSD). CPSD involves preventing and reducing crime by identifying and addressing the risk factors associated with crime and victimization. Police use proactive measures that focus on the factors that precipitate the onset of criminal and antisocial behaviour.

CPSD recognizes that the intersection of multiple and complex social, economic, health, and environmental factors may lead to criminality.

CPSD involves long-term, sustainable, multi-agency, integrated actions that deal with the risk factors (e.g., mental health issues, certain types of behavioural issues, involvement in the criminal justice system, victimization/ abuse) that can start a young person on the path to crime, and build protective factors (e.g., strong adult role models, enhanced self-esteem, effective personal coping skills and strategies) that may mitigate those risks.

Strategies that schools can use to help prevent violence include:

- helping students develop social skills including conflict-resolution skills;
- promoting positive mental health and reducing the stigma associated with mental health issues;
- proactively identifying students at risk and giving them extra support;
- using progressive discipline to teach and encourage appropriate behaviour in the school viewing each student as an integral and contributing member of the school community demonstrating, by example and leadership, that students’ human rights are to be respected; and
- encouraging students to return to the school community after involvement with the criminal justice system, and supporting them in the process.

Strategies that police can use to help prevent violence in schools include:

- developing positive partnerships with all members of the school community, including parents;
- being visible within the school community;
- being a positive adult role model for students;
- establishing positive relationships with children and youth;
- making referrals based on the best interest of the students;
- helping deliver educational sessions on crime and criminal justice issues;
- launching, leading, or being part of local planning tables that mobilize community members and agencies to participate in activities designed to address and reduce risk factors and to enhance protective factors for youth at risk of conflict with the law;
- facilitating communication and cooperation with school officials, Youth Justice, Probation Services, other police officers, courts, and other social services; and
- supporting students as they return to the school community after involvement with the criminal justice system.

In developing the protocol, school boards and police services should refer to, and ensure alignment with, related ministry, board, and police policies on violence prevention.

## **APPENDIX G: DISTRICT SCHOOL BOARDS & POLICE SERVICES PROTOCOL PARTNERS**

### **District School Boards**

#### **Catholic District School Board of Eastern Ontario**

Box 2222, 2755 Highway 43  
Kemptville, Ontario  
K0G 1J0  
Telephone: 613-258-7757  
Toll-free: 1-800-443-4562  
Fax: 613-258-7134  
[www.cdsbeo.on.ca](http://www.cdsbeo.on.ca)

#### **Upper Canada District School Board**

Administration Building  
225 Central Ave. W  
Brockville, Ontario  
K6V 5X1  
Telephone: 613-342-0371  
Toll-free: 1-800-267-7131  
[www.ucdsb.on.ca](http://www.ucdsb.on.ca)

### **Police Services**

#### **Ontario Provincial Police**

Telephone: 888-310-1122  
911, \*OPP – Emergency Services

#### **Conseil scolaire de district catholique de l'Est ontarien**

875, chemin de Comté 17  
L'Orignal, Ontario  
K0B 1K0  
Telephone: 613-675-4691  
Fax: 613-675-2921  
[www.csdceo.ca](http://www.csdceo.ca)

#### **Conseil des écoles publiques de l'est de l'Ontario**

2445 Boulevard St Laurent,  
Ottawa, Ontario  
K1G 6C3  
Telephone: 613-742-8960  
Toll-free: 1-888-33CEPEO  
Fax: 613-747-3810  
[www.cepeo.on.ca](http://www.cepeo.on.ca)

#### **Conseil des écoles catholiques du Centre Est**

4000 Labelle St.  
Ottawa, Ontario  
K1J 1A1  
Telephone : 613-744-2555  
Toll free : 1-888-230-5131  
Fax : 613-746-3081  
[www.ecolecatholique@ecolecatholique.ca](mailto:www.ecolecatholique@ecolecatholique.ca)

### **Lanark County OPP Detachments**

#### **CARLETON PLACE**

15 Coleman Street  
Carleton Place, Ontario  
K7C 4N9  
Telephone: 888-310-1122  
Fax: 613-257-8847

#### **PERTH/LANARK COUNTY**

75 Dufferin Street  
Perth, Ontario  
K7H 3E3  
Telephone: 888-310-1122  
Fax: 613-267-8868

## Leeds & Grenville County OPP Detachments

### **LEEDS COUNTY (Brockville)**

4109 County Road 29  
Brockville, Ontario  
K6V 5V8  
Telephone: 888-310-1122  
Fax: 613-345-3202

### **RIDEAU LAKES**

441 Hwy #15  
Smith Falls, Ontario  
K7A 5B8  
Telephone: 888-310-1122  
Fax: 613-283-345

### **THOUSAND ISLANDS**

874 County Road 3  
Landsdowne, Ontario  
K0E 1L0  
Telephone: 888-310-1122  
Fax: 613-659-5210

### **GRENVILLE COUNTY (Kemptonville)**

236 County Rd. 44  
Kemptonville, Ontario  
K0G 1J0  
Telephone: 888-310-1122  
Fax: 613-258-2146

### **GRENVILLE COUNTY (Prescott)**

200 Development Drive  
Prescott, Ontario  
K0E 1T0  
Telephone: 888-310-1122  
Fax: 613-925-1115

## Precott-Russell Counties OPP Detachments

### **HAWKESBURY**

419 Cartier Blvd  
Hawkesbury, Ontario  
K6A 1V9  
Telephone: 888-310-1122  
Fax: 613-632-8621

### **RUSSELL COUNTY**

411 New York Central Ave.  
Embrun, Ontario  
K0A 1W1  
Telephone: 888-310-1122  
Fax: 613-443-5051

### **RUSSELL COUNTY (Rockland)**

626 de la Baie  
Rockland, Ontario  
K4K 1K6  
Telephone: 888-310-1122  
Fax: 613-446-6357

## Stormont Dundas & Glengarry Counties OPP Detachments

### **ALEXANDRIA**

624 Main Street South  
Alexandria, Ontario  
K0C 1P0  
Telephone: 888-310-1122  
Fax: 613-525-1956

### **LONG SAULT**

4 Milles Roches Road  
Long Sault, Ontario  
K0C 1P0  
Telephone: 888-310-1122  
Fax: 613-534-2486

### **WINCHESTER**

547 St. Lawrence St  
Winchester, Ontario  
K0C 2K0  
Telephone: 888-310-1122  
Fax: 613-774-6648

### **LANCASTER**

45 Pine Street  
Lancaster, Ontario  
K0C 1P0  
Telephone: 888-310-1122  
Fax: 613-347-2286

### **MORRISBURG**

6 Fifth Street West  
Hwy 31 at Hwy 2  
Morrisburg, Ontario,  
K0C 1X0  
Telephone: 888-310-1122  
Fax: 613-543-4150

## Municipal Police Services

### **BROCKVILLE POLICE SERVICE**

2269 Parkedale Avenue  
Brockville, Ontario  
K6V 6N5  
Telephone: 613- 342-0127  
Fax: 613-342-0452  
[www.brockvillepolice.com](http://www.brockvillepolice.com)

### **CORNWALL COMMUNITY POLICE SERVICE**

340 Pitt Street  
Cornwall, Ontario K6H 5T7  
Telephone: 613-932-2110 ext. 3  
Fax: 613-932-0121  
[www.cornwallpolice.com](http://www.cornwallpolice.com)

### **GANANOQUE POLICE SERVICE**

340 Herbert Street  
Gananoque, Ontario  
K7G 1R1  
Telephone: 613-382-4422  
Fax: 613-382-7167  
[www.gananoquepoliceservice.com](http://www.gananoquepoliceservice.com)

### **SMITHS FALLS POLICE SERVICE**

7 Hershey Drive  
Smiths Falls, Ontario  
K7A 4W7  
Telephone: 613-283-0357  
Fax: 613-283-1253  
[www.sfps.ca](http://www.sfps.ca)

## APPENDIX H: COMMUNITY PARTNERS

### Lanark

#### **Family and Children's Services of Lanark, Leeds & Grenville**

8 Herriot Street  
Perth, ON, K7H 1S9  
Tel# 613-498-2100  
Fax# 613-264-0067  
[www.casbrock.com](http://www.casbrock.com)

#### **Ministry of Children and Youth Services Brockville Youth Justice Services**

Suite 2, 2211 Parkdale Ave.  
Brockville, ON K6V 6B2  
Tel# 613-498-1427 X110  
Toll Free: 866-353-7345  
Fax# 613-498-1060

#### **Open Doors for Lanark Children and Youth**

Unit A1 – 88 Cornelia Street W.  
Smiths Falls, ON K7A 5K9  
Tel# 613-283-8260  
Toll Free: 1-877-232-8260  
Fax# 613-249-3548  
[www.opendoors.on.ca](http://www.opendoors.on.ca)

#### **Open Doors for Lanark Children and Youth**

Unit A – 40 Bennett Street  
Carleton Place, ON K7C 4J9  
Tel# 613-257-8260  
Toll Free: 1-877-232-8260  
Fax# 613-249-3548  
[www.opendoors.on.ca](http://www.opendoors.on.ca)

#### **Open Doors for Lanark Children and Youth**

Unit 123 – 40 sunset Blvd.  
Perth, ON K7H 2Y4  
Tel# 613-264-1415  
Toll Free: 1-877-232-8260  
Fax# 613-249-3548  
[www.opendoors.on.ca](http://www.opendoors.on.ca)

#### **RNJ Youth Services**

39 Chambers St – Suite 301B  
Smiths Falls, ON, K7A 2Y3  
Tel# 613-284-8304  
Toll Free: 1-866-349-0538  
Fax# 613-284-8300  
[rnjyouth@cogeco.net](mailto:rnjyouth@cogeco.net)

### Leeds & Grenville

#### **Children's Mental Health of Leeds and Grenville**

779 Chelsea Street, Suite BU,  
Brockville, ON K6V 6J8  
Tel# 613-498-4844  
Toll Free: 1-800-809-2494  
Fax# 613-498-2402  
[www.cmhlg.ca](http://www.cmhlg.ca)

#### **Family and Children's Services of Lanark, Leeds and Grenville**

438 Laurier Blvd.  
Brockville, ON K6V 6C5  
Tel# 613-498-2100  
Fax# 613-498-2108  
[www.casbrock.com](http://www.casbrock.com)

#### **Ministry of Children and Youth Services**

Brockville Youth Justice Services  
Suite 2,  
2211 Parkdale Ave.  
Brockville, ON K6V 6B2  
Tel# 613-498-1427 X110  
Fax# 613-498-1060

#### **RNJ Youth Services**

779 Chelsea Street, Suite BL2  
Brockville, ON  
K6V 6J8  
Tel# 613-342-4238  
Toll Free: 1-866-349-0539  
Fax# 613-342-4211  
[rnjyouth@cogeco.net](mailto:rnjyouth@cogeco.net)

## Prescott & Russell

### **Ministry of Children and Youth Services**

Hawkesbury Youth Justice Services  
251 Hampden St.,  
Hawkesbury, ON  
K6A 1Y4  
Tel# 613-632-5550  
Fax# 613-632-0255

### **VALORIS for Children and Adults of Prescott-Russell**

Head Office - Plantagenet  
173, Old HWY 17  
Plantagenet, ON  
K0B 1L0  
Tel# 613-675- 6168  
Toll Free: 1-800-675-6168  
Fax# 613-673- 4800  
[info@valorispr.ca](mailto:info@valorispr.ca)

### **VALORIS for Children and Adults of Prescott-Russell**

Casselman  
41 Racine Street  
Casselman, ON  
K0A 1M0  
Tel# 613-673-5148  
Fax# 613-673-4800  
[info@valorispr.ca](mailto:info@valorispr.ca)

### **VALORIS for Children and Adults of Prescott-Russell**

Clarence-Rockland  
860 Caron  
Rockland, ON  
K4K 1H1  
Tel# 613-673-5148  
Fax# 613-673-4800  
[info@valorispr.ca](mailto:info@valorispr.ca)

### **VALORIS for Children and Adults of Prescott-Russell**

Hawkesbury  
411 Stanley Street  
Hawkesbury, ON  
K0B 1L0  
Tel# 613- 673-5148  
Fax# 613-673-4800  
[info@valorispr.ca](mailto:info@valorispr.ca)

## Stormont, Dundas & Glengarry

### **Children's Aid Society of the United Counties of Stormont, Dundas and Glengarry**

150 Boundary Road  
Cornwall, ON  
K6H 6J5  
Tel# 613-933 2292  
Fax# 613- 933-6767  
[www.cassdg.ca](http://www.cassdg.ca)

### **Child and Youth Mental Health Services**

850 McConnell Ave.  
Cornwall ON  
K6H 4M3  
Tel# 613-361-6363  
Fax# 613-361-6364

### **Laurencrest Youth Services Inc.**

510 Mercier Ave.  
Cornwall, ON  
K6K 1K2  
Tel# 613-933-6362  
Fax# 613-936-2533

### **Ministry of Children and Youth Services Cornwall Youth Justice Services**

Suite 402, 132 Second St. E  
Cornwall, ON K6H 1Y4  
Tel# 613-933-7674  
Toll Free: 866-557-9959  
Fax# 613-933-7037

# APPENDIX I: SCHOOLS IN LANARK, LEEDS & GRENVILLE, STORMONT-DUNDAS & GLENGARRY and PRESCOTT & RUSSELL

## CATHOLIC DISTRICT SCHOOL BOARD OF EASTERN ONTARIO

### Lanark

**Holy Name of Mary Catholic School**

Box 789, 110 Paterson St.  
Almonte, ON  
K0A 1A0  
Tel# 613-256-2532  
Fax# 613-256-0899

**St. Francis de Sales Catholic School**

4 Ross Street  
Smiths Falls, ON  
K7A 4L5  
Tel# 613-283-6101  
Fax# 613-283-4976

**St. John Catholic Elementary**

34 Wilson Street East  
Perth, ON K7H 1L6  
Tel# 613-267-2865  
Fax# 613-267-6631

**St. Mary Catholic School**

4 Hawthorne Avenue  
Carleton Place, ON  
K7C 3A9  
Tel# 613-257-1538  
Fax# 613-257-1960

**Notre Dame Catholic High School**

157 McKenzie Street  
Carleton Place, ON  
K7C 4P2  
Tel# 613-253-4700  
Fax# 613-253-5544

**St. Gregory Catholic School**

176 Townline Road West  
Carleton Place, ON  
K7C 3P7  
Tel# 613-257-8468  
Fax# 613-257-1336

**St. John Catholic High School**

RR#3, 2066 Scotch Line Road  
Perth, ON  
K7H 3C5  
Tel# 613-267-4724  
Fax# 613-267-1890

**Sacred Heart Of Jesus Catholic School**

Box 164, 134 North Street  
Lanark, ON  
K0G 1K0  
Tel# 613-259-2113  
Fax# 613-259-5343

**St. James Catholic Education Centre**

5 Catherine Street  
Smiths Falls, ON K7A 3Z9  
Tel# 613-283-2613

**St. Luke Catholic High School**

5 Catherine Street  
Smiths Falls, ON K7A 3Z9  
Tel# 613-283-4477  
Fax# 613-283-7622

## Leeds & Grenville

### **Holy Cross Catholic School**

P.O. Box 250, 521 Clothier St. W.  
Kemptville, ON  
K0G 1J0  
Tel# 613-258-7457  
Fax# 613-258-9867

### **JL Jordan Catholic School**

294 First Ave  
Brockville, ON  
K6V 3B7  
Tel# 613-342-7771  
Fax# 613-342-6474

### **St Edward Catholic School**

Box 309, 51 Bedford  
Westport, ON  
K0G 1X0  
Tel# 613-273 273-2926  
Fax# 613-273-2636

### **St. Francis Xavier Catholic School**

74 Church Street  
Brockville, ON  
K6V 3X6  
Tel# 613-342-0510  
Fax# 613-342-7313

### **St. John Bosco Catholic School**

12 Durham Street  
Brockville, ON  
K6V 7A4  
Tel# 613-498-0656  
Fax# 613-498-2610

### **St. Joseph Catholic School**

235 Georgiana Street  
Gananoque, ON  
K7G 1M9  
Tel# 613-275-2353

### **St. Mark Catholic School**

RR#4, 420 McAuley Rd.  
Prescott, ON  
K0E 1T0  
Tel# 613-925-4342  
Fax# 613-925-0512

### **St. Mary Catholic High School**

40 Central Avenue  
Brockville, ON  
K6V 4N5  
Tel# 613-342-4911  
Fax# 613-342-2971

### **St. Michael Catholic High School**

2755 Highway 43  
Kemptville, ON  
K0G 1J0  
Tel# 613-258-7232  
Fax# 613-258-3527

## Prescott & Russell

### **Mother Teresa Catholic School**

1035 Concession Street  
Russell, ON  
K4R 1C7  
Tel# 613-445-3788  
1-888-263-2715  
Fax# 613-445-3789

### **Pope John Paul II Catholic School**

3818 Legault Road  
Hammond, ON  
K0A 2A0  
Tel# 613-487-3075  
1-888-921-2252  
Fax# 613-487-3083

### **St. Francis Xavier Catholic High School**

Box 159, 1235 Russell Road  
Hammond, ON  
K0A 2A0  
Tel# 613-487-2913  
1-888-416-2373  
Fax# 613-487-3856

**St. Jude Catholic School**

5355 Highway 34  
 Vankleek Hill, ON  
 K0B 1R0  
 Tel# 613-678-5455  
 Fax# 613-678-5452

**St. Patrick Catholic School**

1001 Heritage Drive  
 Rockland, K4K 1R2  
 Tel# 613-446-7215  
 1-888-240-8602  
 Fax# 613-446-1145

**St. Thomas Aquinas Catholic High School**

1211 South Russell Road, RR#2  
 Russell, K4R 1E5  
 Tel# 613-445-0810  
 Fax# 613-445-1520

**Stormont, Dundas & Glengarry****Bishop Macdonell Catholic School**

300 Adolphus Street  
 Cornwall, ON  
 K6H 3S6  
 Tel# 613-933-6739  
 Fax# 613-933-1310

K6J 4K9  
 Tel# 613-933-3337  
 Fax# 613-933-0623

**St. Finnan's Catholic School**

220 Main Street  
 Alexandria, ON  
 K0C 1A0  
 Tel# 613-525-4274  
 Fax# 613-525-4276

**St. Matthew Catholic Secondary School**

822 Marlborough St.  
 Cornwall, ON  
 K6H 4B4  
 Tel# 613-930-9928  
 Tel# 713-932-2887

**Holy Trinity Catholic Secondary School**

18044 Tyotown Road, RR#1  
 Cornwall, ON  
 K6H 5R5  
 Tel# 613-936-0319  
 Fax# 613-936-0663

**St Joseph's Catholic High School**

1500 Cumberland St  
 Cornwall, ON  
 K6J 5V9  
 Tel# 613- 932-0349  
 Fax# 613-936-0419

**St. Peter Catholic School**

1811 Second Street East  
 Cornwall, ON  
 K6H 6P1  
 Tel# 613-933-1007  
 Fax# 613-933-5584

**Iona Academy**

RR#2, 20019 King's Road  
 Williamstown, ON  
 K0C 2J0  
 Tel# 613-347-3518  
 Fax# 613-347-1510

**St. Mary Catholic School**

Box 429, 37 Main St.  
 Chesterville, ON  
 K0C 1H0  
 Tel# 613-448-2158  
 Fax# 613-448-2740

**St. Anne's Catholic School**

607 Surgenor Street  
 Cornwall, ON  
 K6J 2H5  
 Tel# 613-933-4615  
 Fax# 613-933-7982

**Our Lady of Good Counsel**

Box 428, 52 Dickinson Drive  
 Ingleside, ON  
 K0C 1M0  
 Tel# 613-537-2556  
 Fax# 613-537-8540

**St. Mary-St. Cecilia Catholic School**

40 Augusta Street  
 Morrisburg, ON  
 K0C 1X0  
 Tel# 613-543-2907  
 Fax# 613-543-4048

**St. Andrew's Catholic School**

17283 County Road 18  
 St. Andrews West, ON  
 K0C 2A0  
 Tel# 613-932-6592  
 Fax# 613-932-2763

**Sacred Heart Catholic School**

1500 Cumberland Street  
 Cornwall, ON

# UPPER CANADA DISTRICT SCHOOL BOARD

## Lanark

### **Almonte and District High School**

126 Martin St. North, Box 880  
Almonte, ON  
K1A 1A0  
Tel# 613-256-1470  
Fax# 855-340-9073

### **Drummond Central School**

1469 Drummond School Road  
RR#6 Perth, ON  
K7H 3C8  
Tel# 613-267-4789  
Fax# 855-358-3362

### **Naismith Memorial P. S.**

260 King Street, Box 280  
Almonte, ON  
K0A 1A0  
Tel# 613-256-3773  
Fax# 855-408-0857

### **Arklan Community Public School**

123 Patterson Cres.,  
Carleton Place, ON  
K7C 4R2  
Tel# 613-257-8113  
Fax# 855-340-9074

### **Duncan J. Schouler P. S.**

41 McGill Street  
Smiths Falls, ON  
K7A 3M9  
Tel# 613-283-1367  
Fax# 855-358-3363

### **North Elmsley Elem. School**

209 County Road 18, R.R. #5  
Perth, ON  
K7H 3C7  
Tel# 613-267-1371  
Fax# 855-408-0860

### **Beckwith Public School**

1523 9th Line of Beckwith, RR#2  
Carleton Place, ON  
K7C 3P2  
Tel# 613-253-0427  
Fax# 855-340-9076

### **Glen Tay Public School**

155 Harper Road, RR#4  
Perth, ON  
K7H 3C6  
Tel# 613-267-1909  
Fax# 855-376-4216

### **Pakenham Public School**

109 Jeanie Street, P.O. Box 130  
Pakenham, ON  
K0A 2X0  
Tel# 613-624-5438  
Fax# 855-408-0864

### **Caldwell Street Public School**

70 Caldwell Street,  
Carleton Place, ON  
K7C 3A5  
Tel# 613-257-1270  
Fax# 855-340-9079

### **Maple Grove Elementary School**

151 George Street, P.O. Box 90  
Lanark, ON  
K0G 1K0  
Tel# 613-259-2777  
Fax# 855-384-1915

### **Perth & District Collegiate Institute**

13 Victoria Street  
Perth, ON  
K7H 2H3  
Tel# 613-267-3051  
Fax# 855-408-0865

### **Carleton Place High School**

215 Lake Avenue West  
Carleton Place, ON  
K7C 1M3  
Tel# 613-257-2720  
Fax# 855-340-9082

### **Montague Public School**

1200 Rosedale Road South, R.R.  
#5  
Smiths Falls, ON  
K7A 4S6  
Tel# 613-283-6426  
Fax# 855-384-1920

### **Queen Elizabeth Elem. School**

80 Wilson Street East  
Perth, ON  
K7H 1M4  
Tel# 613-267-2702  
Fax# 855-428-1499

### **Chimo Elementary School**

11 Ross Street  
Smiths Falls, ON  
K7A 4V7  
Tel# 613-283-1761  
Fax# 855-358-3359

**R. Tait McKenzie Public School**

175 Paterson Street  
Almonte, ON  
K0A 1A0  
Tel# 613-256-8248  
Fax# 855-428-1500

**Smiths Falls D.C.I.**

299 Percy Street  
Smiths Falls, ON  
K7A 5M2  
Tel# 613-283-0288  
Fax# 855-484-6076

**The Stewart School**

7 Sunset Blvd.,  
Perth, ON  
K7H 0A1  
Tel# 613-267-2940  
Fax# 855-496-0970

## Leeds & Grenville

**Athens District High School**

21 Church Street, P.O. Box 279  
Athens, ON  
K0E 1B0  
Tel# 613-924-2618  
Fax# 855-340-9075

**Gananoque Secondary School**

175 William Street South, Box 640  
Gananoque, ON  
K7G 1S8  
Tel# 613-382-4741  
Fax# 855-376-4214

**Maynard Public School**

21 Stewart Drive, R.R. #2  
Prescott, ON  
K0E 1T0  
Tel# 613-925-4291  
Fax# 855-384-1917

**Brockville Collegiate Institute**

90 Pearl Street East  
Brockville, ON  
K6V 1P8  
Tel# 613-345-5641  
Fax# 855-340-9078

**Kemptville Public School**

215 Reuben Cres., P.O. Box 70  
Kemptville, ON  
K0G 1J0  
Tel# 613-258-2206  
Fax# 855-376-4219

**Meadowview Public School**

9234 Addison-Greenbush Road  
R.R.#2  
Addison, ON K0E 1A0  
Tel# 613-924-2880  
Fax# 855-384-1918

**Centennial '67 Public School**

7 Henderson Street, P.O. Box 100  
Spencerville, ON  
K0E 1X0  
Tel# 613-658-3114  
Fax# 855-358-3355

**Linklater Public School**

300 Stone Street  
Gananoque, ON  
K7G 1Y8  
Tel# 613-382-3689  
Fax# 855-384-1911

**Merrickville Public School**

306 Drummond Street East, Box  
520  
Merrickville, ON  
K0G 1N0  
Tel# 613-269-4951  
Fax# 855-384-1919

**Commonwealth Public School**

166 Pearl Street  
Brockville, ON  
K6V 1R4  
Tel# 613-345-5031  
Fax# 855-358-3360

**Lombardy Public School**

596 Highway 15, R.R. #1  
Lombardy, ON  
K0G 1L0  
Tel# 613-283-0860  
Fax# 855-384-1912

**North Grenville D.H.S.**

2605 Concession Road  
Kemptville, ON  
K0G 1J0  
Tel# 613-258-3481  
Fax# 855-408-0861

**Front Of Yonge Elem. School**

1504 County Road 2  
Mallorytown, ON  
K0E 1R0  
Tel# 613-923-5284  
Fax# 855-376-4213

**Lyn Public School**

38 Main Street East, P.O. Box 184  
Lyn, ON  
K0E 1M0  
Tel# 613-345-1242  
Fax# 855-384-1914

**Oxford-On-Rideau Public School**

50 Water Street, P.O. Box 217  
Oxford Mills, ON  
K0G 1J0  
Tel# 613-258-3141  
Fax# 855-408-0863

**Pineview Public School**  
8 George Street, Box 220  
Athens, ON  
K0E 1B0  
Tel# 613-924-2055  
Fax# 855-408-0866

**Prince Of Wales Public School**  
210 Pearl Street West  
Brockville, ON  
K6V 4C8  
Tel# 613-342-3718  
Fax# 855-428-1498

**Rideau District High School**  
251 Main Street, R.R. #2  
Elgin, ON  
K0G 1E0  
Tel# 613-359-5391  
Fax# 855-428-1502

**Rideau Vista Public School**  
9921 Highway 42  
Westport, ON  
K0G 1X0  
Tel# 613-273-2842  
Fax# 855-428-1503

**South Branch Elementary School**  
2649 Concession Road, Box 2009  
Kemptville, ON  
K0G 1J0  
Tel# 613-258-1919  
Fax# 855-484-6077

## Prescott & Russell

**Cambridge Public School**  
2123 Route 500 W  
Embrun, ON  
K0A 1W0  
Tel# 613-443-3024  
Fax# 855-340-9080

**South Crosby Public School**  
1 Halladay Street, P.O. Box 16  
Elgin, ON  
K0G 1E0  
Tel# 613-359-5933  
Fax# 855-484-6078

**South Edwardsburg P. S.**  
8 Second Street  
Johnstown, ON  
K0E 1T1  
Tel# 613-925-4183  
Fax# 855-484-6079

**South Grenville District High**  
1000 Edward Street North, Box  
670  
Prescott, ON  
K0E 1T0  
Tel# 613-925-2855  
Fax# 855-496-0966

**Sweet's Corners Elem. School**  
276 Lyndhurst Road, R.R. #2  
Lyndhurst, ON  
K0E 1N0  
Tel# 613-928-2777  
Fax# 855-496-0968

**Thousand Islands Elem School**  
101 King Street W., P.O. Box 90  
Lansdowne, ON  
K0E 1L0  
Tel# 613-659-2216  
Fax# 855-496-0971

**Pleasant Corners Public School**  
4099 Highway 34  
Vankleek Hill, ON  
K0B 1R0  
Tel# 613-678-2030  
Fax# 855-428-1497

**Thousand Islands Sec. School**  
2510 Parkedale Avenue  
Brockville, ON  
K6V 3H1  
Tel# 613-342-1100  
Fax# 855-496-0972

**Toniata Public School**  
24 Scace Avenue  
Brockville, ON  
K6V 2A4  
Tel# 613-342-6310  
Fax# 855-496-0973

**Vanier Public School**  
40 Vanier Drive  
Brockville, ON  
K6V 3J5  
Tel# 613-342-8081  
Fax# 855-496-0974

**Wellington Elementary School**  
920 Boundary Street, Box 1329  
Prescott, ON  
K0E 1T0  
Tel# 613-925-2803  
Fax# 855-508-1585

**Westminster Public School**  
29 Central Avenue  
Brockville, ON  
K6V 4N6  
Tel# 613-345-5552  
Fax# 855-508-1586

**Rockland District High School**  
1004 St. Joseph Street  
Rockland, ON  
K4K 1P6  
Tel# 613-446-7347  
Fax# 855-428-1504

**Rockland Public School**

999 Giroux Street  
 Rockland, ON  
 K4K 1C2  
 Tel# 613-446-4552  
 Fax# 855-428-1505

**Russell High School**

982 North Russell Road  
 Russell, ON  
 K4R 1C8  
 Tel# 613-445-2659  
 Fax# 855-484-6072

**Russell Public School**

14 Mill Street  
 Russell, ON  
 K4R 1A6  
 Tel# 613-445-2190  
 Fax# 855-484-6073

**Vankleek Hill Collegiate Inst.**

5814 Highway 34  
 Vankleek Hill, ON  
 K0B 1R0  
 Tel# 613-678-2023  
 Fax# 855-496-0975

## Stormont, Dundas & Glengarry

**Bridgewood Public School**

850 Nick Kaneb Drive  
 Cornwall, ON  
 K6H 0G4  
 Tel# 613-932-5318  
 Fax# 855-376-4212

**Cornwall Collegiate V.S.**

437 Sydney Street  
 Cornwall, ON  
 K6H 3H9  
 Tel# 613-932-8360  
 Fax# 855-358-3361

**Laggan Public School**

20345 Glenelg Road  
 Dalkeith, ON  
 K0B 1E0  
 Tel# 613-525-3112  
 Fax# 855-376-4211

**Central Public School**

200 Amelia Street  
 Cornwall, ON  
 K6H 0A5  
 Tel# 613-932-0857  
 Fax# 855-358-3356

**Eamer`s Corners Public School**

2258 Pitt Street  
 Cornwall, ON  
 K6K 1A3  
 Tel# 613-933-0644  
 Fax# 855-358-3364

**Longue Sault Public School**

13 Bethune Street, P.O. Box 460  
 Long Sault, ON  
 K0C 1P0  
 Tel# 613-534-2415  
 Fax# 855-384-1913

**Char-Lan District High School**

19743 County Road 17  
 Williamstown, ON  
 K0C 2J0  
 Tel# 613-347-2441  
 Fax# 855-358-3357

**Glengarry District High School**

212 Main Street North  
 Alexandria, ON  
 K0C 1A0  
 Tel# 613-525-1066  
 Fax# 855-376-4217

**Maxville PS**

15 Alexander Street  
 Maxville, ON  
 K0C 1T0  
 Tel# 613-527-2195  
 Fax# 855-384-1916

**Chesterville Public School**

38 College Street., P.O. Box 489  
 Chesterville, ON  
 K0C 1H0  
 Tel# 613-448-2224  
 Fax# 855-358-3358

**Iroquois Public School**

66 Lakeview Drive, P.O. Box 9  
 Iroquois, ON  
 K0E 1K0  
 Tel# 613-652-4580  
 Fax# 855-376-4218

**Morrisburg Public School**

16 Second Street, Box 817  
 Morrisburg, ON  
 K0C 1X0  
 Tel# 613-543-3166  
 Fax# 855-384-1921

**Nationview Public School**

3045 County Road 1, P.O. Box 140  
South Mountain, ON  
K0E 1W0  
Tel# 613-989-2600  
Fax# 855-408-0858

**North Dundas D.H.S.**

12835 Highway 43, R.R. #3  
Chesterville, ON  
K0C 1H0  
Tel# 613-448-2328  
Fax# 855-408-0859

**North Stormont Public School**

57 Cockburn Street, Box 100  
Berwick, ON  
K0C 1G0  
Tel# 613-984-2061  
Fax# 855-408-0862

**Rothwell-Osnabruck School**

1 College Street, P.O. Box 400  
Ingleside, ON  
K0C 1M0  
Tel# 613-537-2454  
Fax# 855-484-6070

**St. Lawrence Secondary School**

1450 Second Street East  
Cornwall, ON  
K6H 5Z8  
Tel# 613-933-8410  
Fax# 855-496-0967

**Roxmore Public School**

16279 Fairview Drive. P.O. Box 39  
Avonmore, ON  
K0C 1C0  
Tel# 613-346-5502  
Fax# 855-484-6071

**Tagwi Secondary School**

16750 Highway 43, R.R. #1  
Avonmore, ON  
K0C 1C0  
Tel# 613-346-2122  
Fax# 855-496-0969

**Seaway District High School**

2 Beach Street, P.O. Box 100  
Iroquois, ON  
K0E 1K0  
Tel# 613-652-4878  
Fax# 855-484-6075

**TR Leger**

600 McConnell Avenue  
Cornwall, ON  
K6J 4M1  
Tel# 613-933-9626  
Fax# 613-930-7251

**Viscount Alexander P. S.**

1401 Dover Road  
Cornwall, ON  
K6J 1V6  
Tel# 613-932-4131  
Fax# 855-508-1584

**Williamstown Public School**

19754 County Road 17  
P.O. Box 100  
Williamstown, ON  
K0C 2J0  
Tel# 613-347-3641  
Fax# 855-508-1587

**Winchester Public School**

547 Louise Street South  
P.O. Box 280  
Winchester, ON  
K0C 2K0  
Tel# 613-774-2607  
Fax# 855-508-1588

## CONSEIL SCOLAIRE DE DISTRICT CATHOLIQUE DE L'EST ONTARIEN

### Prescott & Russell

#### **École élémentaire catholique de Casselman**

Pavillon Sainte-Euphémie  
215, rue Laurier  
Casselman, ON  
K0A 1M0  
Tel# 613-764-2855  
Fax# 613-764-3539

#### **École élémentaire catholique de Casselman**

Pavillon Saint-Paul  
133, rue Laurier  
Casselman, ON  
K0A 1M0  
Tel# 613-764-2960  
Fax# 613-764-3019

#### **École secondaire catholique de Casselman**

778, rue Brébeuf  
Casselman, ON  
K0A 1M0  
Tel# 613-764-2991  
Fax# 613-764-3390

#### **Pavillon intermédiaire**

Tel# 613-764-2991  
Fax# 613-764-1593

#### **École élémentaire catholique**

##### **Curé- Labrosse**

5050, rue Fatima  
Saint-Eugène, ON  
K0B 1P0  
Tel# 613-674-2145  
Fax# 613-674-3067

#### **École élémentaire catholique Du Rosaire**

2410, chemin du Lac  
Saint-Pascal-Baylon, ON  
K0A 3N0  
Tel# 613-488-2494  
Fax# 613-488-3901

#### **École élémentaire catholique Embrun**

Pavillon La Croisée  
1215, rue Saint-Augustin  
Embrun, ON  
K0A 1W0  
Tel# 613-443-4881  
Fax# 613-443-4885

#### **École élémentaire catholique Embrun**

Pavillon Saint-Jean  
1045, rue Notre-Dame  
Embrun, ON  
K0A 1W0  
Tel# 613-443-2850  
Fax# 613-443-5685

#### **École secondaire catholique**

##### **Embrun**

1276, rue Saint-Jacques  
Embrun, ON  
K0A 1W0  
Tel# 613-443-2186  
Fax# 613-443-9043

##### **Pavillon intermédiaire**

Tel# 613-443-2186  
Fax# 613-443-7341

#### **École secondaire catholique régionale de Hawkesbury**

572, rue Kitchener  
Hawkesbury, ON  
K6A 2P3  
Tel# 613-632-7055  
Fax# 613-632-5455

#### **Pavillon intermédiaire**

Tel# 613-632-7055  
Fax# 613-632-1344

#### **École secondaire catholique L'Escale**

1535, avenue du Parc  
Rockland ON  
K4K 1C3  
Tel# 613-446-5169  
Fax 613-446-6219

#### **Pavillon intermédiaire**

Tel# 613-446-5169  
Fax# 613-446-5992

#### **École élémentaire catholique Paul VI**

500, rue Principale Est  
Hawkesbury, ON  
K6A 1A9  
Tel# 613-632-2734  
Fax# 613-632-2736

#### **École secondaire catholique de Plantagenet**

6150, ch. de comté 17  
Plantagenet, ON  
K0B 1L0  
Tel# 613-673-5124  
Fax# 613-673-2294

#### **Pavillon intermédiaire**

Tel# 613-673-5124  
Fax# 613-673-5403

**École élémentaire catholique****Sacré-Cœur**

2233, rue Dollard  
Bourget, ON  
K0A 1E0  
Tel# 613-487-2734  
Fax# 613-487-3095

**École élémentaire catholique****Saint- Isidore**

20, rue de l'École  
Saint-Isidore, ON  
K0C 2B0  
Tel# 613-524-2945  
Fax# 613-524-2739

**École élémentaire catholique****Saint-Paul**

260, rue Main  
Plantagenet, ON  
K0B 1L0  
Tel# 613-673-4880  
Fax# 613-673-1530

**École élémentaire catholique****Sainte- Félicité**

1647, rue Landry  
Clarence Creek, ON  
K0A 1N0  
Tel# 613-488-2890  
Fax# 613-488-2892

**École élémentaire catholique****Saint-Jean- Baptiste**

35, rue Longueuil  
L'Original, ON  
K0B 1K0  
Tel# 613-675-4878  
Fax# 613-675-2403

**École élémentaire catholique****Saint- Viateur**

205, chemin Limoges  
Limoges, ON  
K0A 2M0  
Tel# 613-443-1976  
Fax# 613-443-1859

**École élémentaire catholique****Sainte-Trinité**

879, rue Saint-Joseph  
Rockland. ON  
K4K 1C2  
Tel# 613-446-5128  
Fax# 613-446-1361

**École élémentaire catholique****Saint- Joseph**

1008, ch. Russell Nord  
Russell, ON  
K4R 1C8  
Tel# 613-445-2947  
Fax# 613-445-2931

**École élémentaire catholique****Saint-Victor**

38, rue Saint-Paul  
Alfred, ON  
K0B 1A0  
Tel# 613-679-4373  
Fax# 613-679-2563

**École élémentaire catholique****Saint- Albert**

116, rue Principale  
Saint-Albert, ON  
K0A 3C0  
Tel# 613-987-2157  
Fax# 613-987-5540

**École élémentaire catholique****Saint- Joseph**

3250, rue Principale  
Wendover, ON  
K0A 3K0  
Tel# 613-673-5276  
Fax# 613-673-2661

**Centre d'éducation et de  
formation de l'Est ontarien  
Campus Hawkesbury**

429, rue Abbott  
Hawkesbury, ON  
K6A 2E2  
Tel# 613-632-4100  
Fax# 613-632-0413

**École élémentaire catholique****Saint- Grégoire**

50, rue Home  
Vankleek Hill ON  
K0B 1R0  
Tel# 613-678-2126  
Fax# 613-678-3147

**École élémentaire catholique****Saint- Mathieu**

3155, chemin Gendron  
Hammond, ON  
K0A 2A0  
Tel# 613-487-2404  
Fax# 613-487-2169

**Centre d'éducation et de  
formation de l'Est ontarien  
Campus Rockland**

1468, rue Laurier  
Rockland, ON  
K4K 1C7  
Tel# 613-446-1685

## Stormont, Dundas & Glengarry

### **École élémentaire catholique Elda-Rouleau**

115, rue Sandfield  
Alexandria, ON  
K0C 1A0  
Tel# 613-525-1281  
Fax# 613-525-1316

### **École secondaire catholique Le Relais**

100, rue McNab  
Alexandria, ON  
K0C 1A0  
Tel# 613-525-3315  
Fax# 613-525-5596

### **École élémentaire catholique Sainte- Lucie**

17337, rue Dow, R.R.1  
Long Sault, ON  
K0C 1P0  
Tel# 613-932-9493  
Fax# 613-936-8010

### **École secondaire catholique La Citadelle**

510, avenue McConnell  
Cornwall, ON  
K6H 4M1  
Tel# 613-933-0172  
Fax# 613-933-3886  
Pavillon intermédiaire  
Tel# 613-933-0172  
Fax# 613-933-2204

### **École élémentaire catholique Marie- Tanguay**

1500, boul. Holy Cross  
Cornwall, ON  
K6H 2X1  
Tel# 613-938-9337  
Fax# 613-938-3919

### **Centre d'éducation et de formation de l'Est ontarien Campus Cornwall**

610-A McConnell  
Cornwall, ON  
K6H 4M1  
Tel# 613-932-3376  
Fax# 613-933-0129

### **École élémentaire catholique de l'Ange- Gardien**

4831, Second Line Road  
North Lancaster, ON  
K0C 1Z0  
Tel# 613-347-2728  
Fax# 613-347-1905

### **École élémentaire catholique Notre- Dame**

420, 15e Rue Ouest  
Cornwall, ON  
K6J 3K5  
Tel# 613-932-1594  
Fax# 613-932-1204

### **Centre d'éducation et de formation de l'Est ontarien Campus Alexandria**

3525, Route 34  
Alexandria, ON  
K0C 1A0  
Tel# 613-525-4140

### **École élémentaire catholique La Source**

17095, ch. McLean, R.R.1  
Moose Creek, ON  
K0C 1W0  
Tel# 613-538-2401  
Fax# 613-538-2405

### **École élémentaire catholique Notre- Dame-du-Rosaire**

9, Concession Ouest  
Crysler, ON  
K0A 1R0  
Tel# 613-987-2034  
Fax# 613-987-2593

## CONSEIL DES ECOLES PUBLIQUES DE L'EST DE L'ONTARIO

### Lanark, Leeds & Grenville

#### **École publique Kemptville**

830, rue Prescott  
Kemptville, ON  
K0G 1J0  
Tel# 613-258-1555  
Fax# 613 258-7641

### Prescott & Russell

#### **École élémentaire publique Carrefour Jeunesse**

927, rue St-Jean  
Rockland, ON  
K4K 1P4  
Tel# 613-446-1248  
Fax# 613-446-608

#### **École élémentaire publique De la Rivière Castor**

100, rue Maheu  
C.P. 1229  
Embrun, ON  
K0A 1W0  
Tel# 613-443-2226  
Fax# 613-443-5024

#### **École élémentaire et école secondaire publique L'académie de la Seigneurie**

71, rue des Pommiers  
Casselman, ON  
K0A 1M0  
Tel# 613-764-0550  
Fax# 613-764-0110

#### **École secondaire publique Le Sommet**

864, boulevard Cécile  
Hawkesbury, ON  
K6A 3R5  
Tel# 613-632-6059  
Fax# 613-632-7808

#### **École élémentaire publique Nouvel Horizon**

433, boulevard Cartier  
Rockland, ON  
K4A 1V9  
Tel# 613-632-8718  
Fax# 613-632-1744

#### **Centre d'éducation et de formation de l'Est ontarien Administration**

750, rue Principale  
Casselman, ON  
K0A 1M0  
Tel# 613-764-1941  
Fax# 613-7643135  
**Campus Casselman**  
Tel# 613-764-7332  
Fax# 613-764-0991

#### **Centre d'éducation et de formation de l'Est ontarien Campus Hawkesbury**

429, rue Abbott  
Hawkesbury, ON  
K6A 2E2  
Tel# 613-632-4100  
Fax 613-632-0413

#### **Centre d'éducation et de formation de l'Est ontarien Campus Rockland**

2303, rue Laurier  
Rockland, ON  
K4K 1K4  
Tel# 613-446-1685  
Fax# 613-446-1686

## Stormont, Dundas & Glengarry

### **École secondaire publique**

#### **L'Héritage**

1111, chemin Montréal  
Cornwall, ON  
K6H 1E1  
Tel# 613-933-3318  
Fax# 613-938-5445

### **École élémentaire publique Rose des Vents**

1650, 2e rue Est  
Cornwall, ON K6H 2C3  
Tel# 613-932-4183  
Fax# 613-932-8055

### **École élémentaire publique**

#### **Terre des Jeunes**

33, rue Lochiel Est  
Alexandria, ON  
K0C 1A0  
Tel# 613-525-1843  
Fax# 613-525-1922

## CONSEIL DES ECOLES CATHOLIQUES DU CENTRE-EST

## Lanark, Leeds & Grenville

### **Académie catholique Ange-**

#### **Gabriel**

1515, promenade Kensington  
Brockville, ON  
K6V 6H9  
Tel# 613-345-5914  
Fax# 613-345-4421

### **École élémentaire catholique**

#### **Sainte-Marguerite-Bourgeoys**

306, rue Read, casier postal 539  
Merrickville, ON  
K0G 1N0  
Tel# 613-521-4213  
Fax# 613-269-2840

### **École élémentaire catholique**

#### **Sainte-Thérèse-d'Avila**

9575, chemin Marionville  
Marionville, ON  
K4R 1E5  
Tel# 613-745-0282  
Fax# 613-445-0565

### **École élémentaire catholique J-L**

#### **Couroux**

10, avenue Findlay  
Carleton Place, ON  
K7C 4K1  
Tel# 613-521-0607  
Fax# 613-253-2457

### **École élémentaire catholique Ste-**

#### **Marguerite-Bourgeoys - Pavillon**

**de Kemptville**  
50, promenade Campus  
Kemptville, ON  
K0G 1J0  
Tel# 613-258-7883  
Fax# 613-258-5564

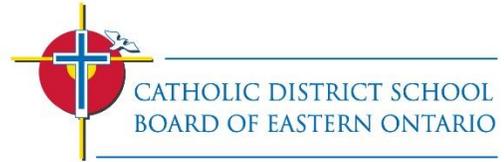
### **École élémentaire catholique**

#### **Saint-Guillaume**

5750, rue Buckland  
Vars, ON  
K0A 3H0  
Tel# 613-745-5981  
Fax# 613-835-2999

## APPENDIX L: PARTNERS FOR THE PROTOCOL

**John Cameron**  
Director of Education  
Catholic District School Board of Eastern Ontario



**François Turpin**  
Directeur de l'éducation  
Conseil scolaire de district catholique de l'Est ontarien



**Edith Dumont**  
Directrice de l'éducation  
Conseil des écoles publiques de l'Est de l'Ontario



**Réjean Sirois**  
Directeur de l'éducation et secrétaire-trésorier  
Conseil des écoles catholiques du Centre-Est



**Stephen Sliwa**  
Director of Education  
Upper Canada District School Board



**Dan Redmond**  
Chief Superintendent  
Ontario Provincial Police



**Scott Fraser**  
Chief of Police  
Brockville Police Service



**Danny Aikman**  
Chief of Police  
Cornwall Community Police Service



**Garry Hull**  
Chief of Police  
Gananoque Police Service



**Robert Dowdall**  
Chief of Police  
Smiths Falls Police Service

