

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 March 2024

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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.



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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, Youth 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.

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.
- 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, Youth and Family Services Act (CYFSA),
- 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

pertaining to disability, race, creed, ethnic origin, gender, gender expression, sexual orientation, and other prohibited grounds of discrimination under the Ontario Human Rights Code.

- 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.
- 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.
- 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 their 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, Youth 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 a crisis, 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.
- seek feedback from school community for example Special Education Advisory Committees (SEACs) in the development of local protocols.

V. COMMUNICATION

Police – School Board

- The Police/Incident Commander will be the lead during safety incidents and will provide direction as the number one priority will be to identify and eliminate the threat.
- Each school board will provide the local police service with a phone number that will be manned at all times in case of emergencies regarding board support. (i.e.: - Director's office or Safe School's Superintendent) – [Link to Updated Document](#)
- Each school board's Emergency Contact will be responsible to communicate information to the schools in the region of concern.
- Police will contact a key person at the transportation consortium to advise of the situation.

Principals

- Principals will ensure that all staff, students, parents, part-time staff, volunteers, day cares and other facility users are aware of hold and secure and lockdown procedures and participate in training.
- Principals will be responsible to communicate procedures and next steps to staff, students and parents (where appropriate) in cases of emergencies.

Parents

- At the beginning of each school year, each school will send out a newsletter explaining the Hold and Secure and Lockdown procedures and the importance of parents and students following directions provided.
- The newsletter will encourage parents to reinforce with their children the importance of understanding the procedures and following staff direction and not to use their cell phone during lockdown drills or actual events.
- Parents need to be informed that they cannot pick up their child at school and of the location they are to proceed to (evacuation site) in the event of an actual incident involving a lockdown.
- Parents should be encouraged to ensure that their contact information is kept up to date so staff in the event of an emergency can easily reach them.

Day Care and Other Facility Occupants

- Principals will 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.

VI. 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.

VII. 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.

VIII. 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 or being under the influence of 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 (AHST).
- possession of and/or non-consensual sharing of intimate images.
- bomb threats/suspicious package.
- in cases of imminent risk of suicide (Community Suicide Prevention, Intervention and Risk Review Protocol (SPIRR)).

DISCRETIONARY NOTIFICATION OF POLICE

Principals may notify police of the following types of incidents:

- giving alcohol or cannabis to a minor.
- physical assault.
- threats of 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.
- 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.

IX. 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, Youth 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 people 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.
 - 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, YOUTH AND FAMILY SERVICES ACT (CYFSA)

The CHILD, YOUTH 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 their testimony in a criminal case, they are 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.

X. 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	888-310-1122
Grenville County	Prescott	888-310-1122
	Kemptville	888-310-1122
Lanark County	Carleton Place	888-310-1122
	Perth	888-310-1122
Leeds County	Brockville	888-310-1122
	Lansdowne	888-310-1122
	Portland	888-310-1122
Russell County	Embrun	888-310-1122
	Rockland	888-310-1122
Prescott County	Hawkesbury	888-310-1122
Stormont, Dundas & Glengarry	Alexandria	888-310-1122
	Lancaster	888-310-1122
	Long Sault	888-310-1122
	Morrisburg	888-310-1122
	Winchester	888-310-1122

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, Youth and Family Services Act.

XI. 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.
- 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.

XII. 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.

Police may request video evidence to assist with an investigation on school grounds. School administration need to follow board protocols for the collection, downloading, logging and sharing of this information.

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).
- 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 their possessions in carrying out their 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.
- 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 is student being arrested or charged, the police shall inform that student about the nature of the charges and their 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., **School Board mental health professionals**, 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.

XIII. 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 their 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 their 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.
- 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).
 - 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 their 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 they 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, history of confirmed or suspected trauma, 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).
- For Multi-Language Learners students or newcomers where language may be a barrier.
- Evaluating the need for specialized resources for indigenous and racialized students

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.
- 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.
- best efforts must be made to have the student's parent(s) or another adult of the student's choice present.

XIV. REPORTING OF CHILDREN SUSPECTED TO BE IN NEED OF PROTECTION

The CHILD, YOUTH 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.

XV. 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.

XVI. 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, Youth 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).
- 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.

XVII. 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.

XVIII. PROTOCOL REVIEW PROCESS

A review of the local protocol shall be conducted every two years 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.

XIX. 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.

XX. THREAT MANAGEMENT/AWARENESS SERVICES

Incidents of violence in schools are often preventable through early intervention in response to threatening behaviour, or **worrisome behaviours that cause concern because of their violent, sexual or other concerning content**. School teams should identify at-risk students through early and ongoing **monitoring** 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 seek to be representative and diverse and may include consultants or advocates to provide insight and counsel**. 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 VTRA 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 VTRA 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 VTRA 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.) and obtain support of VTRA trained police where possible. If the local police service does not have a Threat Assessment Unit, it will assist in obtaining the required services from another police service. Most of the police services we work with don't have a threat assessment unit and/or do not utilize it for school board VTAs so not sure if we should keep that in.

XXI. 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.

XXII. TRAINING

The school boards and police services will provide 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.



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

- all deaths
- physical assault causing bodily harm requiring medical attention
- 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 or being under the influence of 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 (AHST)
- possession of and/or non-consensual sharing of intimate images
- bomb threats/suspicious package
- in cases of imminent risk of suicide (Community Suicide Prevention, Intervention and Risk Review Protocol (SPIRR))

DISCRETIONARY POLICE NOTIFICATION

- giving alcohol or cannabis to a minor
- physical assault
- threats of 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
- trespassing incidents

MANDATORY POLICE NOTIFICATION INCIDENTS

- PRINCIPAL'S RESPONSIBILITY**
- Ensure everyone is safe
 - In cases of bomb threat, initiate Bomb Threat Intake Checklist form (Appendix A) and Initial Threat Assessment Form (Appendix B)
 - Contact police (911, *OPP, or Dispatch)
 - Inform police of student's special education needs (if applicable)
 - Inform Superintendent of Education and Superintendent of Safe Schools
 - Interview all witnesses if directed to do so by police
 - 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
 - Suspend accused as per Education Act (if applicable)
 - Make appropriate referrals for victim(s), accused and/or witnesses as needed
 - Complete Response Tracking Log and Incident Notes (Appendix C)

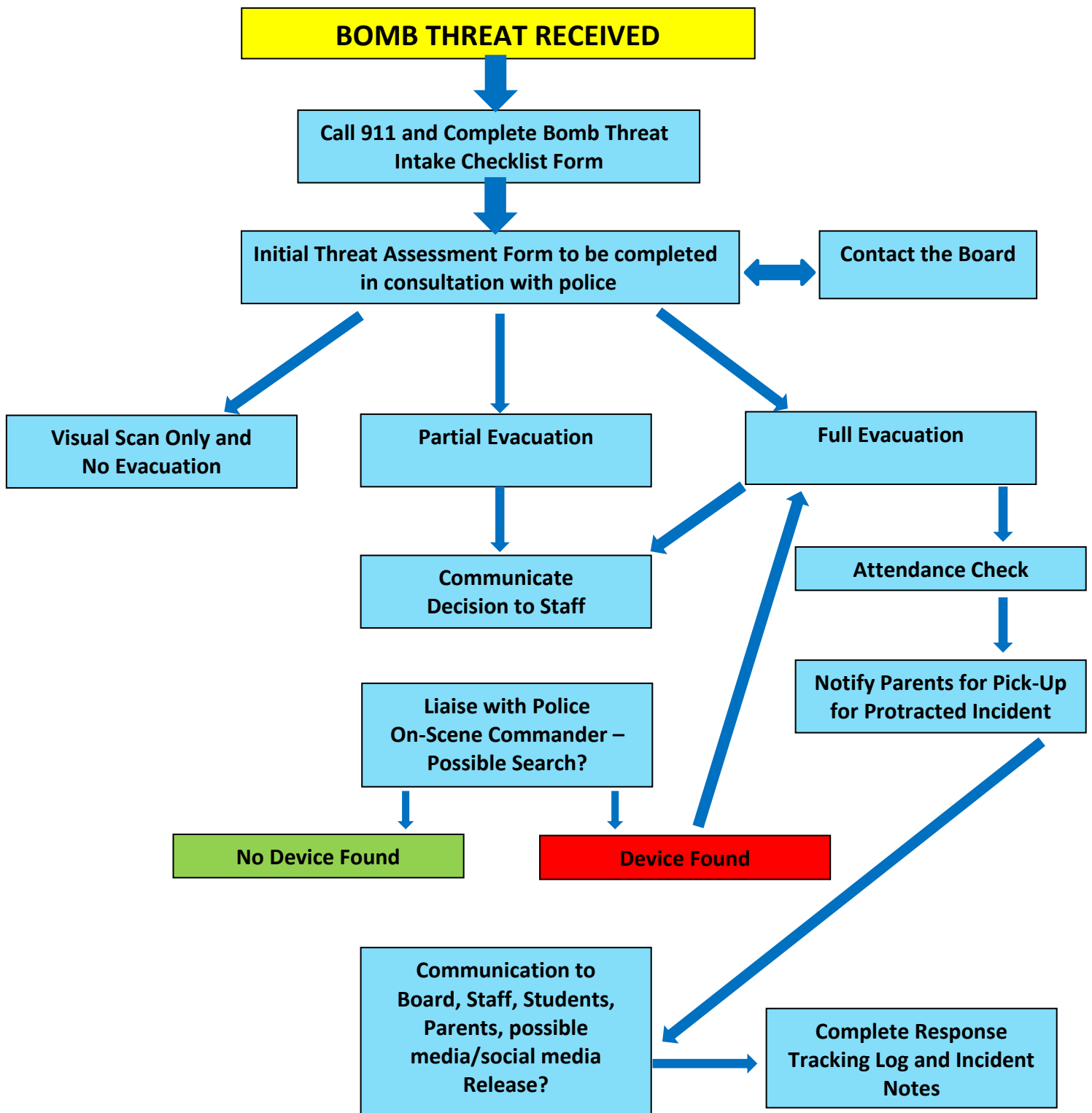
- POLICE'S RESPONSIBILITY**
- Ensure everyone is safe
 - Police will advise principal if and when to conduct interviews and inform parent(s) or guardian(s)
 - Conduct investigation
 - Detainment and arrest (if applicable)
 - For students under the age of 12 – take reports, conduct interviews, contact parent(s) or guardian(s)
 - Make appropriate referrals (e.g. Victim Services, Intersections, Child, Youth and Family Services/Children's Aid Society, etc...)

DISCRETIONARY POLICE NOTIFICATION INCIDENTS

- PRINCIPAL'S RESPONSIBILITY**
- Ensure everyone is safe
 - Consider mitigating circumstances and other factors when deciding whether to call the police
 - For students with special education needs, consider circumstances where a police response is neither necessary or appropriate
 - Consult Superintendent of Education when applicable
 - 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)
 - Make appropriate referrals for victim(s), accused and/or witnesses as needed

- POLICE'S RESPONSIBILITY**
- Ensure everyone is safe
 - Police will advise principal if and when to conduct interviews and inform parent(s) or guardian(s)
 - Conduct investigation
 - Detainment and arrest (if applicable)
 - For students under the age of 12 – take reports, conduct interviews, contact parent(s) or guardian(s)
 - Make appropriate referrals (e.g. Victim Services, Intersections, Child, Youth and Family Services/Children's Aid Society, etc...)

Bomb Threat Plan and Procedures (Flowchart)



APPENDIX A: BOMB THREAT INTAKE CHECKLIST



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? _____

APPENDIX B: INITIAL THREAT ASSESSMENT FORM

INITIAL THREAT ASSESSMENT FORM

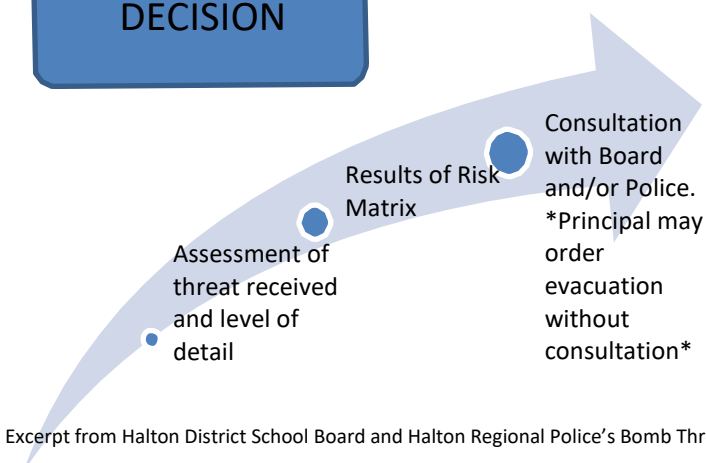
The principal shall review the following:

The Bomb Threat Intake Checklist	Did the caller indicate a time and/or date of detonation?	Y	N
	Did the caller seem familiar with the school?	Y	N
	Did the caller give a reason?	Y	N
	Did the caller give a location of the device?	Y	N
Any activities taking place?	Name activities:		
Any negative incidents at the school recently? Y N	Name Event(s): Persons Involved:		
Have there been recent threats or hoaxes? Y N	Person Involved:		
Likelihood of anyone having opportunity and access to place a device? Y N	Explain:		
Has a suspicious package or device been reported? Y N	Location of Device:		

Risk Matrix

Time: _____

DECISION



☐ Initial Visual Scan Only

☐ Partial Evacuation Only

Evacuate Area: _____

☐ Full Evacuation

Excerpt from Halton District School Board and Halton Regional Police's Bomb Threat & Suspicious Device/Substance Emergency Response Plan

APPENDIX C: RESPONSE TRACKING LOG AND INCIDENT NOTES

RESPONSE TRACKING LOG AND INCIDENT NOTES

	Evacuation Routes Checked	Y	N	
	School Announcement Made	Y	N	
	Collection Locations Safe	Y	N	
Description of area to be evacuated: Evacuation route: (Describe):				
	Evacuation Routes Checked	Y	N	
	School Announcement Made	Y	N	
	Collection Locations Safe	Y	N	
<ul style="list-style-type: none"> "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 N
				Y N
				Y N
				Y N
				Y N

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

Excerpt from Halton District School Board and Halton Regional Police's Bomb Threat & Suspicious Device/Substance Emergency Response Plan

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.** Aggressive behaviour that is typically repeated over time. It is meant to cause harm, fear, distress or create a negative environment for another person. Bullying can happen when there is a real or perceived power imbalance. An “imbalance” could mean one student is older or in a higher grade level than another student.
- **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 their 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 their 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 their 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 their 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 their behaviour.*
 - *The pupil does not have the ability to understand the foreseeable consequences of their 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 their 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.
- **sex trafficking.** Sex trafficking is a form of sexual exploitation and is a crime under the Criminal Code of Canada. It can include recruiting, harbouring, transporting, obtaining or providing a person for the purpose of sex. It involves the use of force, physical or psychological coercion or deception.
- **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 they do not want to do.
- **suspension.** The removal of a student from their 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 (*Do we shorten/streamline this section as almost all the questions about procedures are already contained in this document*)

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. (ex- daycares).

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. 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. Where possible, it is advantageous to have police partners present during training, and to assist with the training of staff and students. This should occur for at least one of the minimum two drills each year. At least one of the drills should ideally occur at an irregular time of the day (i.e. break-time, lunch or recess). 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, childcare 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. 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 plan 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, their 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, they should continue to exercise their 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). 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 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.

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.
- 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.

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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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 hailer, 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 childcare 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, childcare 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 newsletters, 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: 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

**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

**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

**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

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

POLICE SERVICES

Ontario Provincial Police

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

**Ontario Provincial Police
EASTERN REGION HEADQUARTERS**

361 Queen Street
Smiths Falls, Ontario
K7A 5K8
Telephone: 888-310-1122
Fax: 613-284-4597

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: 613-283-3451

THOUSAND ISLANDS

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

GRENVILLE COUNTY (Kemptville)

236 County Rd. 44
Kemptville, 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

PRESCOTT-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

LANCASTER

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

LONG SAULT

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

MORRISBURG

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

WINCHESTER

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

MUNICIPAL POLICE SERVICES

BROCKVILLE POLICE SERVICE

2269 Parkedale Avenue
Brockville, Ontario
K6V 6N5
Telephone: 613- 342-0127
Fax: 613-342-0452
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

GANANOQUE POLICE SERVICE

340 Herbert Street
Gananoque, Ontario
K7G 1R1
Telephone: 613-382-4422
Fax: 613-382-7167
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



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

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

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 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

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

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
rniyouth@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.cmhlhg.ca

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
rniyouth@cogeco.net

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

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

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

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

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

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

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.cassdgc.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 (CDSBEO)

LANARK

Holy Name of Mary Catholic School

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

Notre Dame Catholic High School

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

**Sacred Heart of Jesus
Catholic School**

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

St. Francis de Sales Catholic School

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

St. Gregory Catholic School

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

**St. James Catholic Education
Centre**

5 Catherine Street
Smiths Falls, ON K7A 3Z9
Tel# 613-284-2613

St. John Catholic Elementary

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

St. John Catholic High School

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

St. Luke Catholic High School

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

St. Mary Catholic School

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

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# 613-342-7711
Fax# 613-342-6474

St Edward Catholic School

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

St. Francis Xavier Catholic School**St. John Bosco Catholic School****St. Joseph Catholic School**

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

St. Mark Catholic School
~~P.O. Box 1720~~, RR#4, 420 McAuley
Rd. Prescott, ON
K0E 1T0
Tel# 613-925-4342
Fax# 613-925-0512

St. Joseph Catholic School
80 County Road, #1 Main Street
Toledo, ON
Tel# 613-275-2353
Fax# 275-1452

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

St. Mary Catholic High School
40 Central Avenue
Brockville, ON
K6V 4N5
Tel# 613-342-4911
Fax# 613-342-2971

235 Georgiana Street
Gananoque, ON
K7G 1M9
Tel# 613-283-2361

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 1G7
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 or 1-877-559-7729
Fax# 613-445-1520

STORMONT, DUNDAS & GLENGARRY

Bishop Macdonell Catholic School
300 Adolphus Street
Cornwall, ON
K6H 3S6
Tel# 613-933-6739

Holy Trinity Catholic Secondary School
P.O. Box 248
18044 Tyotown Road, RR#1
Cornwall, ON

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

Fax# 613-933-1310

Our Lady of Good Counsel

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

St Joseph's Catholic High School

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

St. Matthew Catholic Secondary School

323 Augustus Street
Cornwall, ON
K6J 3W4
Tel# 613-930-9928
Tel# 613-932-2887

St. Andrew's Catholic School

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

K6H 5R5

Tel# 613-936-0319
Fax# 613-936-0663

Sacred Heart Catholic School

1500 Cumberland Street
Cornwall, ON
K6J 4K9
Tel# 613-933-3337
Fax# 613-933-0623

St. Mary Catholic School

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

St. Peter Catholic School

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

Fax# 613-347-1510

St. Finnan's Catholic School

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

St. Mary-St. Cecilia Catholic School

28 Shea Drive
Morrisburg, ON
K0C 1X0
Tel# 613-543-2907
Fax# 613-543-4048

St. Anne's Catholic School

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



UPPER CANADA DISTRICT SCHOOL BOARD (UCDSB)

LANARK

Almonte and District High School

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

Caldwell Street Public School

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

Drummond Central School

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

Maple Grove Elementary School

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

North Elmsley Elem. School

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

Queen Elizabeth Elem. School

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

Arklan Community Public School

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

Carleton Place High School

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

Duncan J. Schoular P. S.

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

Montague Public School

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

Pakenham Public School

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

R. Tait McKenzie Public School

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

Beckwith Public School

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

Chimo Elementary School

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

Glen Tay Public School

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

Naismith Memorial P. S.

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

Perth & District Collegiate Institute

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

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

Brockville Collegiate Institute

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

Centennial '67 Public School

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

Commonwealth Public School

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

Front Of Yonge Elem. School

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

Gananoque Secondary School

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

Kemptville Public School

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

Linklater Public School

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

Lombardy Public School

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

Lyn Public School

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

Maynard Public School

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

Meadowview Public School

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

Merrickville Public School

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

North Grenville D.H.S.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PRESCOTT & RUSSELL

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

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

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**Avonmore Elementary School**

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

Bridgewood Public School

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

Central Public School

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

Char-Lan District High School

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

Chesterville Public School

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

Cornwall Collegiate V.S.

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

Eamer's Corners Public School

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

Glengarry District High School

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

Iroquois Public School

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

Laggan Public School

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

Longue Sault Public School

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

Maxville PS

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

Morrisburg Public School

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

Rothwell-Osnabruck School

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

Tagwi Secondary School

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

Williamstown Public School

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

Nationview Public School

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

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

Winchester Public School

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

North Dundas D.H.S.

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

St. Lawrence Secondary School

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

Viscount Alexander P. S.

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

CONSEIL SCOLAIRE DE DISTRICT CATHOLIQUE DE L'EST ONTARIEN (CSDCEO)

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**Sainte- Félicité**

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

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-
Albert**

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

**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- Isidore**

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

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

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

**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- Joseph**

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

**École élémentaire catholique Saint-
Mathieu**

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

**École élémentaire catholique Saint-
Paul**

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

**École élémentaire catholique
Saint- Viateur**

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

**École élémentaire catholique Saint-
Victor**

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

**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
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 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 de l'Ange- Gardien

4831, Second Line Road
North Lancaster, ON
K0C 1Z0
Tel# 613-347-2728
Fax# 613-347-1905

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 secondaire catholique Le Relais

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

École élémentaire catholique Marie- Tanguay

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

École élémentaire catholique Notre- Dame

420, 15e Rue Ouest
Cornwall, ON
K6J 3K5
Tel# 613-932-1594
Fax# 613-932-1204

École élémentaire catholique Notre- Dame-du-Rosaire

9, Concession Ouest
Crysler, ON
K0A 1R0
Tel# 613-987-2034
Fax# 613-987-2593

École élémentaire catholique Sainte- Lucie

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

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

Centre d'éducation et de formation de l'Est ontarien

Campus Alexandria

3525, Route 34
Alexandria, ON
K0C 1A0
Tel# 613-525-4140



CONSEIL DES ECOLES PUBLIQUES DE L'EST DE L'ONTARIO (CEPEO)

LANARK, LEEDS & GRENVILLE

École élémentaire et secondaire publique Rivière Rideau

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 secondaire publique Le Sommet

894, boulevard Cécile
Hawkesbury, ON
K6A 3R5
Tel# 613-632-6059
Fax# 613-632-7808

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 publique Nouvel Horizon

433, boulevard Cartier
Hawkesbury, ON
K4A 1V9
Tel# 613-632-8718
Fax# 613-632-1744

École élémentaire et école secondaire publique L'académie de la Seigneurie

713, rue des Pommiers
Casselman, ON
K0A 1M0
Tel# 613-764-0550
Fax# 613-764-0110

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 (CECCE)

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

J-L Couroux

10, avenue Findlay
Carleton Place, ON
K7C 4K1
Tel# 613-521-0607
Fax# 613-253-2457

École élémentaire catholique

Sainte-Marguerite-Bourgeoys

306, rue Read, casier postal 539
Merrickville, ON
K0G 1N0
Tel# 613-521-4213
Fax# 613-269-2840

Académie catholique

Notre-Dame

50, promenade Campus
Kemptonville, ON
K0G 1J0
Tel# 613-258-7883

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

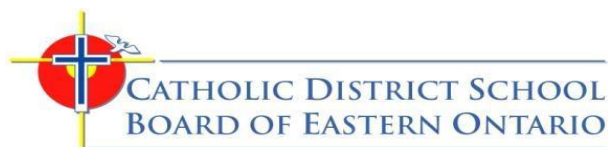
Saint-Guillaume

5750, rue Buckland
Vars, ON
K0A 3H0
Tel# 613-745-5981
Fax# 613-835-2999



APPENDIX J: PARTNERS FOR THE PROTOCOL

Laurie Corrigan
Director of Education
Catholic District School Board of Eastern Ontario



Lyne Racine
Directrice de l'éducation
et secrétaire
Conseil scolaire de district catholique de l'Est ontarien



Christian-Charle Bouchard
Direction de l'éducation et secrétaire-trésorier
Conseil des écoles publiques de l'Est de l'Ontario



Marc Bertrand
Directeur de l'éducation et secrétaire-trésorier
Conseil des écoles catholiques du Centre-Est



Ron Ferguson
Director of Education
Upper Canada District School Board



Karl Thomas
Chief Superintendent
Ontario Provincial Police



Mark Noonan
Chief of Police
Brockville Police Service



Shawna Spowart
Chief of Police
Cornwall Community Police Service



Scott Gee
Chief of Police
Gananoque Police Service



Jodi Empey
Chief of Police
(Acting)
Smiths Falls Police Service

